



**2013 Languages: Korean Second Language GA 3: Examination**

**Written component**

**GENERAL COMMENTS**

Overall, students were well prepared for the 2013 Korean Second Language examination. Most students were able to complete their responses within the time allowed. In Section 1, students demonstrated their ability to identify the required information from the recorded passages. Students are encouraged to improve their note-taking skills by frequently practising listening comprehension exercises. In Section 2, students demonstrated their ability to identify the required information from the written texts and also presented their responses in an appropriate way.

Students are reminded to pay special attention to Part B in both Section 1 and 2. They are expected to extract the main information from the given text and then reproduce their responses according to the tasks. Most students understood the requirements of the tasks and were able to present their responses appropriately by using their skills of analysis and synthesis. However, a few students simply copied chunks of information from the given text. Some others, unfortunately, presented their responses based on their personal life experiences instead of using the information from the texts.

In Section 3, most students successfully demonstrated the ability to meet the requirements of their chosen questions. They provided evidence of understanding the kind of writing, text type, purpose and audience. The most popular questions were Question 8 (evaluative writing) followed by Question 10 (persuasive writing).

**SPECIFIC INFORMATION**

**Section 1 – Listening and responding**

**Part A – Answer in English**

In this part, students' responses were assessed according to the following criterion

- the capacity to understand general and specific aspects of texts (maximum 15 marks).

**Text 1**

**Question 1a.**

Australian history

**Question 1b.**

- Australian lecturers are less authoritative
- addressing each other by using their names
- freely move to other universities

**Question 1c.**

- adjusting to group activities
- completing so many research projects

**Question 1d.**

- The international students are very busy.
- The immigrant families considered their children's education very important.

**Text 2**

**Question 2a.**

The Korean Environmental Foundation

**Question 2b.**

The mining costs are too high.

**Question 2c.**

Any two of

- more limited

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- create more pollution
- higher cost.

## Question 2d.

- public awareness of current problems
- educating young scientists
- global cooperation

## Part B – Answer in Korean

In this part, students' responses were assessed according to two criteria

- the capacity to understand general and specific aspects of texts (maximum 10 marks)
- the capacity to convey information accurately and appropriately (maximum 5 marks).

### Text 3

#### Question 3a.

- 아이들에게 좋은 고궁순례
- 주부들에게 좋은 김치박물관
- 아빠들에게 좋은 산에서의 휴식
- 가족 전체에게 주는 가족할인

#### Question 3b.

- 별명을 준비한다
- 참가자들과 친구처럼 지내기 위해서
- 자랑할 장기를 준비한다
- 장기자랑 대회에 나가기 위해서

#### Question 3c.

- 외국어에 능통한 안내자가 있다
- 한복을 여행기념품으로 받는다

## Section 2 – Reading and responding

### Part A – Answer in English

In this part, students' responses were assessed according to the following criterion

- the capacity to understand general and specific aspects of texts (maximum 20 marks).

### Text 4

#### Question 4a.

Promote traditional Korean culture

#### Question 4b.

- fat/oil
- sugar/sweet

#### Question 4c.

- demonstration
- tasting
- quiz

#### Question 4d.

Date

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## Text 5

### Question 5a.

- recipient
- expect
- decided
- journal/photo album

### Question 5b.

- the oldest cake shop
- colourful cake display/variety of cakes
- traditional interior decorations

### Question 5c.

Text	Text type	Purpose	Style
4	invitation/advertisement	inviting/informing	formal
5	postcard/letter	reporting/informing	informal

## Part B – Answer in Korean

In this part students' responses were assessed according to two criteria

- the capacity to understand general and specific aspects of texts (maximum 5 marks)
- the capacity to convey information accurately and appropriately (maximum 5 marks).

## Text 6

### Question 6

- 호주에서 한국문화 체험
- 마음이 평안해짐
- 평소에 하기 어려운 물레체험
- 작품을 완성한 후의 성취감
- 자신이 원하는 디자인

## Section 3 – Writing in Korean

This section assessed students' ability to express ideas through the creation of an original text. Students were requested to write one of five questions. A maximum of five marks was given for each of the following criteria.

- relevance, breadth and depth
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar

### Question 7

- kind of writing: informative
- text type: formal letter
- topic: public holidays of Australia

Students were required to write a formal letter to a school principal in Korea to explain the public holidays of Australia. Most students who selected this question introduced Australia Day, Anzac Day or Melbourne Cup Day. They were able to present the required information such as backgrounds, significance and related activities of their chosen public holidays. The more confident students displayed their skills to organise their information and ideas between paragraphs in a logical manner. They were also aware of their audience and maintained engaging language.

### Question 8

- kind of writing: evaluative
- text type: article
- topic: smart phones



This was the most popular question. Students were required to write an article evaluating smart phones for a technology newsletter. Most students who selected this question successfully presented the advantages and disadvantages of smart phones, focusing on the academic performance of high school students. However, some students made an error by presenting the positive and negative effects of smart phones in general. Unfortunately, these students failed to present their main ideas in relation to the question as instructed. It is very important for students to identify all necessary requirements of the question before they organise their ideas and views into a response.

**Question 9**

- kind of writing: imaginative
- text type: short story
- topic: friendship

All students who selected this question presented various stories by creating interesting characters and settings. Most were able to create a well-structured story that progressed with each paragraph. The more confident students created interesting stories containing an unexpected event as a climax, and then finished off their story with a sense of the finale. It was evident that some students overused the direct speech form with quotation marks in order to progress their intended plot. Those students appeared to heavily rely on direct conversations between characters rather than narrations and descriptions. Students are reminded that the direct speech form should be used only when necessary to maximise its effectiveness.

**Question 10**

- kind of writing: persuasive
- text type: script for a speech
- topic: using the honorific form to speak with parents

Students were required to write a script for a speech persuading fellow students to use the honorific speech form when conversing with parents. Most students who selected the task were able to provide the key benefits relating to the topic. More confident students conveyed their views between well-structured paragraphs. Their views were also supported by convincing ideas and information including examples, statistics or case studies. They were also able to produce persuasive expressions with stylistic techniques.

**Question 11**

- kind of writing: personal
- text type: informal letter
- topic: reflecting on study experience

Students were required to write an informal letter to a teacher after receiving an award in Korean studies. All students who selected this task were able to produce a letter containing both an expression of gratitude as well as a self-reflection, as instructed. The more confident students presented meaningful content by using subjective and engaging language.