

2014 Languages: Korean Second Language GA 3: Examination

GENERAL COMMENTS

Students demonstrated their understanding and skills by completing all parts of the 2014 Korean Second Language written examination. All questions on the examination were answered adequately as instructed for each section.

Students are reminded that the amount of space given on the examination paper and the marks allocated are a good indication of the length of answer required. Students should carefully check whether the question requires an answer in point form or in full sentences.

In Section 3 – Writing in Korean, the most popular question was Question 9, where students were required to write a script for an evaluative speech on having a gap year after graduating high school. Overall, students displayed a good understanding of the different text types and kinds of writing.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

**Section 1 – Listening and responding
Part A – Answer in English**

Text 1

Question 1a.

- being an Australian citizen
- being a member for more than one year
- having an export business to Korea

Question 1b.

- suitable clothes
- public transport
- cultural differences

‘Clothes’ and ‘without using cars’ were also accepted.

Question 1c.

It aims to contribute to trade development between the two countries.

Question 1d.

Announcement

Advertisement, notice, invitation and speech were not accepted.

Text 2

Question 2a.

school canteen

Question 2b.

	Visual strategy	Effect on viewers
Beginning	<ul style="list-style-type: none"> • photos/pictures 	<ul style="list-style-type: none"> • to inform
Ending	<ul style="list-style-type: none"> • interviews 	<ul style="list-style-type: none"> • to add interest

Question 2c.

- The female speaker is critical, saying that it is cruel.
- The male speaker is supportive, saying that it is wise.

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Many students included the reasons why it is cruel and why it is wise instead of using the expected words ‘critical’ and ‘supportive’. Those answers were also accepted.

Part B – Answer in Korean

This part assessed both students’ comprehension and written communication skills in Korean.

Text 3

Question 3a.

- 간단한 물건을 만드는 것이라 배우기 쉽다
- 만든 물건이 튼튼해서 쉽게 부서지지 않는다
- 수강료가 더 비싸지 않다
- It is easy to learn *Hanji* craft as you will make very simple items.
- The *Hanji* items don’t break easily as they are robust.
- It is not more expensive as the fee is the same.

Question 3b.

- 오전반은 한지를 붙여서 작은 상자를 만든다
- 오후반은 한지를 찢어서 그릇을 만든다
- 저녁반은 한지를 꼬아서 가방을 만든다
- The morning class makes small boxes by attaching *Hanji*.
- The afternoon class makes bowls by tearing *Hanji* into small pieces.
- The evening class makes bags by twisting *Hanji*.

Question 3c.

- 오후반을 선택했다
- 적절한 시간이기 때문이다
- 실용적인 그릇을 만들기 때문이다
- 수준이 맞기 때문이다
- he chose the afternoon class
- it was at a suitable time
- as it was making bowls for practical use
- it was at a suitable level

Section 2 – Reading and responding

Part A – Answer in English

Text 4

Question 4a

- exercise
- entertainment
- companionship

Question 4b.

- Paragraph 2: activities/duties
- Paragraph 3: friendship/acquaintance
- Paragraph 4: suggestion/proposal/wish

Text 5

Question 5a.

- The title indicates that it is the story of a person’s life.
- The story includes his birth year.

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- The story includes a significant biographical episode.
- The story includes his career pathway and achievements.

Question 5b.

- He was very poor/in poverty.
- He was separated from his family.

Question 5c.

- He continued his study.
- He respected his mother.

Question 5d.

	Text 4	Text 5
Text type	One of: <ul style="list-style-type: none"> • article • newspaper report. 	One of: <ul style="list-style-type: none"> • book review • book report.
Holiday activity	One of: <ul style="list-style-type: none"> • volunteering • helping elderly people. 	reading
Reflection	The importance of <ul style="list-style-type: none"> • care • aged-care programs. 	The importance of <ul style="list-style-type: none"> • persistence • effort • resilience.

Part B – Answer in Korean

Text 6

Most students understood the purpose of the task as well as the scenario of the question. High-scoring students demonstrated their ability to process information in order to reproduce a required message. These students were able to structure the main information well and manipulate language to convey information accurately and effectively in Korean.

Question 6

- 방문하게 된 동기
- 자신이 선택한 직업
- 1단계 경험-직업 소개
- 2단계 경험-정보 제공
- 3단계 경험-워크샵 실습
- motivation
- job chosen
- 1st stage: job description
- 2nd stage: detailed job information
- 3rd stage: hands-on workshop

Section 3 – Writing in Korean

This section assessed students' ability to express their ideas through the creation of an original text in Korean on one of the five topics given. The choices comprised an imaginative story; an informal, informative letter; an evaluative script for a speech; a personal diary; and a formal, persuasive letter.

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Overall, students displayed good knowledge of the characteristics of the text type and the style of writing they chose. Students' responses were assessed in terms of content, structure and language.

Question 7

Students were required to write a short story beginning with a given sentence. All students who selected this question handled both text type and kind of writing well. High-scoring students were able to produce an interesting plot and their responses displayed common characteristics as follows:

- a strong sense of an imaginative story, containing characters, setting and event
- clear development of a story in each paragraph, including an unexpected climax
- unique expressions as well as appropriate use of vocabulary and grammar.

Question 8

Students were required to write an informal letter, providing information on popular sports in Australia. Students who selected this question mentioned various sports, such as tennis, soccer, cricket, horse racing and AFL. It was noticed that a number of students only focused on giving information on their chosen sports and did not explain the reasons for their popularity. It is very important for students to read questions carefully in order to identify all the requirements of the question prior to planning their answers.

Question 9

This question was the most popular choice. Students were required to write a script for a speech, evaluating the advantages and disadvantages of having a gap year after graduating from high school. Most students who selected this question presented logical and balanced ideas for both positive and negative views on the topic. High-scoring students demonstrated their ability to address their main points with sufficient supporting ideas. They skilfully maintained engaging language, creating the sense that they were giving a speech to an audience.

Question 10

This question was the second most popular choice this year. Students were required to write a diary entry about their cultural experience in Seoul, South Korea. Students who selected this question presented an interesting experience caused by cultural differences, such as spicy food, table manners, addressing people by their name and commonly accepted body language. Some low-scoring students were unable to highlight cultural clashes as required and only focused on travel experiences during their trip to Korea.

Question 11

Students were required to write a persuasive formal letter to the Minister for Transport, proposing to change the eligible age for holding a driver's licence. Students who selected the question presented very convincing reasons for their argument, such as safety issues, usefulness and responsibility. High-scoring students displayed their strengths in the following aspects:

- Convincing arguments were presented in a well-structured manner and were well supported by relevant information, such as examples, statistics and experts' statements.
- A topic sentence clearly indicated the main argument of each paragraph.
- Each paragraph in the body opened with an appropriate linking word, such as 우선, 뿐만 아니라, 마지막으로, 한편
- In the conclusion, the purpose of the letter and the writer's main arguments were briefly revisited in a persuasive and effective manner.