

2018 VCE Korean Second Language written examination report

General comments

Most students displayed a good understanding of the texts and responded well in each section of the 2018 VCE Korean Second Language written examination.

In Section 1, students were expected to identify specific details from three spoken texts (a speech, a conversation and an announcement). In Part B of Section 1, students who scored highly were able to skilfully rephrase the identified information in order to respond to the tasks. In contrast, some students made the error of presenting their responses in dot points. It is important for students to identify the different assessment criteria for each part of the written examination during their preparation.

In Section 2, students demonstrated their comprehension skills after reading three written texts (a review, an interview script and a report). Some students presented extra-long responses by exceeding the provided space on the examination. In some cases, whole sentences from the texts were simply copied and translated. It is important for students to rephrase and condense the identified information. In Part B of Section 2, most students displayed their understanding of the task by presenting possible solutions in their responses. There were some outstanding responses integrating required information and personal suggestions.

Students produced some well-written responses in Section 3. Students were required to respond to one of five questions. Each question required a different kind of writing (imaginative, informative, personal, evaluative and persuasive). Most students produced interesting responses within the required word limit of 500–650 cha. The most popular question chosen by students was the personal writing task, which required them to write a diary entry.

Specific information

This report provides sample answers or an indication of what answers may have included. These are not intended to be complete responses.

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

Text 1

Question 1a.

- The school became an international school for the first time.
- Thirty per cent of the new students did not speak Korean well.

Question 1b.

- The school implemented special programs for language education.
- The school cooperated with the local community.

Question 1c.

The speaker believes that the students will:

- respect the differences of others
- be willing to learn from other people
- have the courage to try new things.

Text 2

Question 2a.

- The kings had to get up early to greet senior members of the royal family.
- They had to study hard to prepare for political debates with court officials.
- They had to eat food they might not like in order to maintain good health.
- They had no privacy.

Question 2b.

- The student thought that the kings had a good life ('comfortable and happy').
- The student became aware of a challenge in the kings' lives ('besides getting up early').
- The student became defensive by stating positive aspects of the kings' lives ('but they would eat whatever they wanted and the palace maids would do everything for them').
- The student changed her mind ('it wasn't as easy as I thought').

Part B – Answer in Korean

Text 3

Question 3a.

- 신청자 최소 나이가 15세로 되었다 (The minimum age for volunteers is now 15 years old.)
- 한국에 가보지 않은 학생들도 신청할 수 있다 (Students who have never been to Korea can apply.)
- 모든 신청자가 한국에 대한 기본 상식 테스트를 거쳐야 한다 (All applicants must take a general knowledge test on Korea.)
- 신청기간이 11월 말까지 연장되었다 (The application deadline has been extended to the end of November.)
- 참가 신청서는 협회 웹사이트로만 보내야 한다 (Applications should be submitted on the association's website.)

Question 3b.

- 컴퓨터 트레이닝을 받게 된다 (They receive computer training.)
- 다른 나라 봉사자들과 함께 일하는 좋은 기회가 된다 (They have an opportunity to work with other volunteers from overseas.)
- 자원봉사 시간을 지역사회 체험학습으로 인정받을 수 있다 (The volunteering hours are recognised as community work experience.)
- 행사 기념품을 받는다 (They receive event souvenirs.)
- 재정적인 보조를 받는다 (They receive financial rewards.)

Section 2 – Reading and responding

Part A – Answer in English

Text 4

Question 4a.

- Screening times for some films were changed at very short notice.
- The number of films had increased.

Question 4b.

- co-hosting with another popular film festival
- presenting more films at the festival
- securing more cinemas for the festival
- presenting films that are well known internationally
- presenting films showing popular Korean idols/stars
- presenting films of various genres

Text 5

Question 5a.

- easy to make
- cheap to prepare
- good for health

Question 5b.

- introverted
- has an eye for detail
- ambitious

Question 5c.

- Dr Chef is a grandson of a specialist in royal cuisine.
- He has no professional training as a chef.
- He is the author of a best-selling cookbook.
- He is a TV presenter.

Question 5d.

- Dr Chef would like to introduce his weekly TV program to international viewers.
- Dr Chef plans to start Korean cooking schools overseas.

Part B – Answer in Korean

Text 6

Question 6

- 운동이 부족하다고 생각해 스트레스 받는다 (They become stressed, as they believe more exercise is necessary.)
- 개인 트레이너 프로그램을 위해 많은 비용을 지불한다 (They have to spend a lot of money for personal trainer programs.)
- 지나치게 많은 운동을 하고 운동중독 증세까지 느낀다 (They spend too much time on their exercise and even become addicted.)

- 충분히 운동하지 못하는 경우 자신감이 떨어진다 (They do not feel confident when they are unable to have enough exercise.)
- 텔레비전 방송이 개인 운동 관리에 많은 영향을 끼친다 (Television media influences personal exercise management.)

Section 3 – Writing in Korean

Question 7

Students were asked to write a short story beginning with a given sentence. Some students produced outstanding stories by creating interesting plots and characters and they structured their stories into well-planned paragraphs and included an entertaining climax.

Question 8

This task required students to write a script for a speech informing young people on traditional Korean wellbeing food. Students who chose this question were able to present culturally related information.

Question 9

This was the most popular question. Students were expected to write a diary entry highlighting their personal achievements. Students who scored highly demonstrated their ability to integrate their challenges and strategies throughout their reflections. The common areas of personal achievement were sport, music, academia and leadership.

Question 10

Students were expected to evaluate the advantages and disadvantages of always being hasty. Some students produced outstanding responses by stating balanced ideas for each case and were able to present their ideas objectively within well-linked paragraphs.

Question 11

Students were expected to write an article advocating for lowering the electoral voting age from 18 to 16. Students who scored highly presented convincing ideas to support their arguments. Their main ideas were well conveyed within logically sequenced paragraphs.