

2019 VCE Korean Second Language written examination report

General comments

Most students demonstrated a good understanding of the questions and completed all the required tasks within the given time.

In Section 1 – Listening and responding, students were expected to demonstrate their listening comprehension skills and their ability to identify required information from three spoken texts. Responses that contained key information with related information scored highly. In Part B, high-scoring responses identified required information correctly in full sentences and paragraphs and demonstrated a very good range of vocabulary and sophisticated expressions.

In Section 2 – Reading and responding, three written texts (an article, a diary entry and an advertisement) were used to test reading comprehension skills. High-scoring responses demonstrated not only good comprehension skills, but also a careful analysis and understanding of the intention of each question. In Part B, most students displayed a good understanding of the task and correctly provided key information. Some students presented an excellent piece of writing that naturally integrated the required information into a very convincing message to a friend.

In Section 3 – Writing in Korean, students were required to respond to one of five different scenarios with different kinds of writing: imaginative, informative, evaluative, personal and persuasive. Popular questions were Question 11, which required students to write a persuasive message to their parents, and Question 9, which required students to write an evaluative article about the ‘no homework’ policy. In general, students demonstrated a good understanding of the requirements for different 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.

To enquire about an application for the dog competitions

Question 1b.

- One application fee allows for a dog to enter all the competitions.
- Dogs of all ages compete together for each competition.
- The dog's competition fee includes the owner's entry fee/ticket.

Question 1c.

- It is her first time participating in the dog show.
- She lives far away from the venue.
- She requires a vegetarian meal.

Text 2

Question 2a.

- using a smartphone during the family dinner for the grandfather's birthday
- walking into a power pole/street light because he could not stop using his smartphone while walking on the street
- using a smartphone till late the night before an important maths exam, arriving at school nearly at the end of the exam
- throwing mum's smartphone when the parents tried to restrict smartphone use

Question 2b.

- using an app that restricts the usage time
- using an app that changes the smartphone screen into black and white
- gradually increasing self-control of smartphone usage and decreasing the use of apps
- collecting all the smartphones in one place and sleeping without the phones

Part B – Answer in Korean

Text 3

Question 3a.

- 아니다. 다른 백팩이다 (No, it is a different backpack from the lost one.)
- 잃어버린 백팩에는 '태풍 7564'가 아닌 '태풍 7546'이 적혀있다 ('Typhoon 7546' is written on the lost backpack, not 'Typhoon 7564'.)
- 잃어버린 백팩에는 양옆으로 주머니가 두 개씩이 아닌 하나씩 있다 (The backpack they are looking for has one pocket on each side, not two.)
- 잃어버린 백팩에는 토끼가 아닌 곰돌이가 달려있다 (The backpack they are looking for has a teddy bear hanging from the zipper, not a bunny.)

Question 3b.

- 주인이 백팩 든 장소를 착각하고 있다 (The owner is confusing the place where he put the backpack.)
- 누군가 다른 안전한 곳으로 옮겨 놓았다 (Someone moved it to another safe place.)
- 누군가의 백팩과 비슷해서 바뀌었다 (It was similar to someone's backpack and has been taken by mistake.)

Question 3c.

- 공지방송 / 분실물 방송 (public broadcasting / lost and found broadcasting)
- 게시판 운영 (operating bulletin board)
- 공동 게시판 앞에 전등 설치 (installing lights in front of the public bulletin board)

Section 2 – Reading and responding

Part A – Answer in English

Text 4

Question 4a.

- invented a machine that could redirect water from a long distance or resolving drought
- a device that observed stars
- a water clock that allowed checking of time without the sun
- a device that indicated the change of season

Question 4b.

- Jang Yeong-sil was born and lived as a ‘Nobi’, following the lowest social class of his parents.
- Despite his talent in science, a lot of court officers opposed his appointment due to his social class.
- Even though he created a great invention, his achievement was underrated.
- He had to take responsibility for an accident he was not responsible for, and resign.

Question 4c.

- He hired people by their ability/achievements rather than social class even though there was a very strict social class system.
- He tried hard to support his court officers so that their achievements were fairly valued.

Text 5

Question 5a.

- It is an unpopular hotel.
- It is an old-fashioned hotel.

Question 5b.

- automatic curtains (with remote control)
- home theatre system (turning the wall into a big screen)
- full-body massage chair

Question 5c.

- computer in the lobby
- secret code for accessing the room **or** not using a key card to open the door
- small room size that was not cramped
- portable beds stored in the wardrobes/wall
- futuristic hotel

Part B – Answer in Korean

Text 6

Question 6

다음 중 다섯가지 (Any five of the following):

- 시민들에게 거리 공연 볼 거리 제공 OR: 지역 관광 문화에 공헌할 젊은 예술인 지원 (providing opportunities for citizens to enjoy quality street performances **or** supporting emerging young artists who will contribute to the region's tourism industry)
- 8 월 첫째주 금요일, 토요일 그리고 일요일 (Friday, Saturday and Sunday of the first week of August)
- 15-18 세 사이의 2 인 이상 5 인 이하의 팀 (teams of two to five members who are aged between 15 and 18 years)
- 1 차 공연 영상 심사 후 2 차 오디션 (reviewing performance videos followed by auditions of famous people)
- 전통음악, 어쿠스틱, 힙합, 재즈등 제한 없지만 공연장 주변의 주민을 위해 소음 심한 음악은 삼가 (no limitation of music genre [traditional Korean music, acoustic, hip hop, jazz] but very loud music is not desirable for the residents living around the performance areas)
- 2020 년 뉴욕에서 열리는 국제 청소년 뮤직 페스티벌에 한국 대표로 참가 (representing Korea in the 2020 International Youth Music Festival in New York)

Section 3 – Writing in Korean

Most students completed all sections of the examination within the allocated time, but it was evident that some students experienced a time-management issue, as they only partly completed this section. The importance of time management cannot be emphasised enough. Students are strongly advised to have sufficient practice in completing required tasks within a set time frame.

Question 7

Students were required to write an imaginative story that was prompted by a photo and a short background information. Most students produced original and varied stories. Some of them were able to create unique and interesting storylines, which were well structured and sometimes even conveyed significant messages on social issues.

Question 8

This question required students to write an informal letter to a junior member of the school who was planning to study Korean at university and then live in Korea. Students were expected to write a letter advising of the benefits and/or job perspectives of majoring in Korean, the social and cultural contributions they could make to Korean and Australian societies, and examples of foreigners living in Korea.

Question 9

Students were required to write an article for a community magazine evaluating advantages and disadvantages of a 'no homework' policy being introduced by a local primary school. Since the readers of the magazine would be local community members, students were expected to adopt a formal register. High-scoring responses presented the advantages and disadvantages of the 'no homework' policy in a clear, succinct and logical way, and used well-structured paragraphs and appropriate conjunctions.

Question 10

This question required students to write a speech to present at an information session for children of new Korean immigrants, comparing students' lifestyles in Korea and Australia. Students who chose this question needed to include personal reflections on school and cultural experiences in both countries.

Question 11

This question was the most popular topic. It required students to write a persuasive text message to their parents to allow them to go to a ski camp in Korea instead of going on a family holiday. Students demonstrated their ability to persuade their parents using logical, emotional and/or strategic ways. High-scoring responses integrated different approaches appropriately, correctly using well-linked paragraphs, and a large range of vocabulary and expressions.