

# 2020 VCE Korean Second Language written examination report

## General comments

2020 was the first year this study was delivered according to the newly accredited *VCE Korean Second Language Study Design 2020–2024* and examination specifications. It is important that students and teachers familiarise themselves with the [specifications for written examinations](#), available on the Korean Second Language examinations webpage of the VCAA website.

In the 2020 VCE Korean Second Language written examination, students demonstrated their capacity to understand and convey general and specific aspects of texts. Most students performed well and presented their answers appropriately.

Students who received high scores showed their understanding of the requirements of the tasks and provided highly relevant responses in an appropriate manner. When answering questions in Korean, they used a range of vocabulary and sentence structures, and demonstrated their understanding of the questions with excellent attention to detail.

Important areas of improvement to achieve higher scores are:

- using the dictionary effectively
- ensuring a thorough reading of the instructions for each part and section
- using the allocated marks and the response space as an indicator of the required answers
- reviewing and editing answers carefully, ensuring their accuracy and relevance.

## Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual 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

Students were expected to demonstrate their listening comprehension skills and their ability to identify required information from two spoken texts. In Part A, responses that contained required information scored highly. In Part B, high-scoring responses identified the required information correctly in full sentences, using appropriate language in Korean.

## Part A – Listening and responding in English

### Question 1a.

- She won't be able to attend the choir practice.
- She wants to introduce her friend to the choir.

### Question 1b.

- New membership applications will only be received online.
- The applications must include a recommendation letter from an existing choir member.
- The membership fees will be collected twice a year, at the beginning of each semester.
- All music folders should be kept in the rehearsal room.

### Question 1c.

- He has been conducting the choir for three years.
- He is preparing for his graduation concert / He is going to graduate soon.
- He is a pianist.
- He lives in a student dormitory.

## Part B – Listening and responding in Korean

### Question 2

In this part of the examination, students were assessed on their understanding of the listening text and their ability to accurately convey appropriate information from the text in Korean. The information presented in the response needed to be relevant to the question. Students were marked holistically according to the following criteria:

- the capacity to understand general and specific aspects of texts
- the capacity to convey information and opinions accurately and appropriately.

They were not awarded separate marks for content and language. Responses that included the relevant information and were expressed clearly in Korean were awarded full marks.

### Question 2a.

어려움: 기상악화

해결책: 특별 교통편 제공

어려움: 안전

해결책: 두 배의 보안 요원

Challenge – bad weather; solution – special transportation

Challenge – safety; solution – doubling security

### Question 2b.

첨단기술: 인공 지능 카메라

향상: 선수들에게 중요한 데이터 제공과 관객들에게 정확한 결과 제공

첨단기술: 최첨단 네트워크 시스템

향상: 전 세계에 실시간으로 소식 전달

첨단기술: 얼굴인식기술

향상: 신분 확인 시간 단축 및 빠른 대회 진행

Technology 1 – AI camera; improvement – valuable data for players, results for the audience

Technology 2 – broadcasting network system; improvement – spread the news to the world quickly

Technology 3 – face recognition; improvement – speed up operation by reducing identification time

## Section 2

Higher scores were awarded to students who demonstrated their reading and listening comprehension skills as well as the ability to identify the required information.

### Part A – Reading, listening and responding in English

#### Question 3a.

- His painting describes commoners' daily lives.
- Males were the main characters in his paintings.
- He used the colour black only.
- The background of his paintings was absent.
- His painting shows the formation of characters in the circle.
- Figures of people are described vividly and dynamically / Commoners' lives were portrayed vividly and dynamically with great detail.

#### Question 3b.

	Corresponding number	Evidence
The weather	5	It is hot weather because two people are holding a fan.
The direction in which the wrestlers are falling	6	The men look like they are bending backwards to avoid the wrestlers.
The fact that the match has been going for a while	4	The man is resting his head on his hand.
The wrestler waiting for the next round	3	He has already taken off his hat and shoes and seems to nervously observe the two wrestlers very carefully.

#### Question 3c.

- He described aristocrats' lives.
- Females were the main character in his paintings (in the male-dominant society).
- He painted the romance between man and woman, which was prohibited at that time.
- He used distinct and bright / primary colours, such as red, blue and yellow.
- The backgrounds of his paintings are very detailed.
- The characters of his paintings are stationary, but facial expression is described realistically in detail.

## Part B – Reading and responding in Korean

### Question 4

Students were required to demonstrate an understanding of the stimulus text(s) and to address the requirements of the task by conveying the relevant information from the text(s) that was appropriate for the audience and the prescribed writing style and text type.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published in the examination specifications on the VCAA website. The criteria for this section are:

- the capacity to understand general and specific aspects of texts
- the capacity to convey information and opinions accurately and appropriately.

Students were not awarded separate marks for content and language accuracy; however, language accuracy was an important expected quality that was considered in the assessment. A number of students provided lengthy responses beyond the scope of the task and some included additional information that was irrelevant.

### Question 4

- 짧지만 한국에서의 경험이 장차 한국 유학 결정에 도움이 될 듯 하다.
- 한국 역사, 경제와 문화를 수업을 통해 배우고 경주, 경복궁, 박물관을 방문하는 것은 아주 효과적인 교육방식이었다.
- 휴대폰과 자동차 공장 방문을 통해 매우 복잡하고 발전된 한국의 산업을 볼 수 있어서 좋았다.
- 홈스테이를 통해 한국의 실제 가정 생활과 문화를 체험할 수 있었다.
- 보름간의 방문은 좀 짧고 아쉽게 느껴졌다. 좀 더 길었으면 좋겠다.
- 경주 방문은 무척 아름답고 좋은 경험이었으나 너무 멀어서 힘들었다. 역사적으로 유명하지만 좀 더 가까운 장소를 방문했으면 더 좋았을 것 같다.
- 전통 공연장 방문은 좋았으나 케이팝 공연장 방문은 취소되어서 너무 실망스러웠다.
  - It was a short visit, but this experience would be very helpful when deciding to study in Korea.
  - It was a very effective and efficient learning process to visit Gyeongju, Gyeongbok palace and the museum after having classes on Korean history, economy and culture.
  - Visiting mobile phone and motor factories enabled us to see the highly complex and advanced Korean industry.
  - Homestay allowed us to experience authentic Korean home life and culture.
  - The 15-day stay felt too short and insufficient. It would have been better if the program had been longer.
  - Visiting Gyeongju was a beautiful and great experience, but it was too far away. Visiting a place that is closer historic site would have been better.
  - Attending a traditional music performance was great, but it was disappointing that the K-pop concert was cancelled.

## Section 3 – Writing in Korean

In this section, students were required to demonstrate their ability to produce an original response in Korean to one of four scenarios using imaginative, evaluative, persuasive and informative writing.

The most popular questions were Questions 6 and 7.

## Question 5

Students were required to write an imaginative story about a situation in which they could not use electricity or the internet. There were some excellent and thoughtful responses providing an original story, an appropriate structure and colourful language.

## Question 6

This question required students to write an article for the school newspaper, evaluating the advantages and disadvantages of the school's online store for students. Students were expected to identify the pros and cons of online trades between students within the school context. This was the most popular question. Students demonstrated their ability to differentiate the positive aspects of the online store from the possible negative effects in a logical, intelligent and succinct way.

## Question 7

Students were required to write a formal letter to the president of the Korean Festival Committee to persuade the president to increase the number of Korean food stalls at the festival. This was the second most popular question. Some students were able to create a convincing piece of writing by presenting their points with well-structured paragraphs that were appropriate for persuasive writing.

Some responses did not demonstrate the characteristics of persuasive writing. Students are reminded that responses should adhere to the requirements of the question and should demonstrate the characteristics of the specific text type and the style of writing.

## Question 8

A relatively small number of students attempted this question. The task required students to write a speech about how the status of Korean culture was changing in Australia because of 'Hallyu' (the Korean Wave). High-scoring responses described general phenomena/trends of Korean culture and language in Australian education, media, entertainment and hospitality industries in an appropriate way.