



2008 LOTE: Korean Second Language GA 3: Examination

Oral Component

GENERAL COMMENTS

The Korean Second Language oral examination assessed the students' knowledge and skill in using Korean spoken language. It is divided into two sections: Section 1 – Conversation and Section 2 – Discussion. This year the majority of students prepared and performed well in both sections. However, some students who had prepared their discussion topic by rote learning speeches experienced difficulty in conversing spontaneously with assessors.

Students are reminded to give attention to the following aspects in order to maximise their performance in the examination.

- Students are expected to provide in-depth responses that include details, reasons or examples. Therefore, it can be beneficial to regularly practise reasoning and building opinions.
- Students are expected to use some repair strategies if necessary, for example, asking for clarification or self-correction after an initial incorrect response.
- Students should become very familiar with the assessment criteria during their preparation.

SPECIFIC INFORMATION

Section 1 – Conversation

The Conversation section, which lasts for approximately seven minutes, comprises a general conversation about the student's personal world; for example, family, school, social life, interests and aspirations. More competent students were able to provide extended responses to questions and build upon comments made by the assessors. They also demonstrated good communication skills by responding to unexpected questions in a confident manner.

Students' performance was assessed on three criteria: communication, content and language.

Communication

The criteria used to assess students were:

- capacity to maintain and advance the exchange appropriately and effectively
 - capacity to link with assessors
 - effectiveness of communication and repair strategies
 - degree of support necessary to maintain the exchange
- clarity of expression
 - pronunciation, intonation, stress and tempo.

High-scoring students were expected to:

- demonstrate excellent understanding by responding readily and confidently
- use highly effective repair strategies
- have excellent pronunciation, intonation, stress and tempo
- carry the conversation forward with some spontaneity.

Content

The criteria used to assess students were:

- relevance, breadth and depth of information, opinions and ideas
 - relevance of information or ideas
 - range of information or ideas
 - capacity to support/elaborate ideas/opinions with reasons/examples/evidence.

High-scoring students were expected to:

- present an excellent range of information, opinion and ideas clearly and logically
- give highly relevant responses
- be readily able to clarify and defend opinions and ideas
- demonstrate thorough preparation.



Language

The criteria used to assess students were:

- accuracy of vocabulary and grammar
- range and appropriateness of vocabulary and grammar
 - variety of vocabulary and grammar
 - appropriateness of vocabulary and grammar to the context, audience and purpose of the task.

High-scoring students were expected to:

- be able to self-correct errors
- use an excellent range of vocabulary and expression appropriately
- use appropriate style and register consistently.

Section 2 – Discussion

The Discussion section lasts for approximately eight minutes and includes a one-minute introduction. During the introduction, students are required to indicate their topic chosen and texts studied for the Detailed Study. As stated in the *VCE Korean Second Language Study Design*, the topics chosen should allow students to explore aspects of the language and culture of the Korean-speaking community.

More competent students were able to justify their opinions by referring to examples from the texts they had studied. They were also able to specify their chosen topic within a broader context. On the other hand, poor performing students tended to rely on a memorised presentation. Consequently, they were unable to respond to the assessors' questions adequately.

Students' performance was assessed on three criteria; communication, content and language.

Communication

The criteria used to assess students were:

- capacity to maintain and advance the exchange appropriately and effectively
 - capacity to link with assessors
 - effectiveness of communication and repair strategies
 - degree of support necessary to maintain the exchange
- clarity of expression
 - pronunciation, intonation, stress and tempo.

High-scoring students were expected to:

- demonstrate excellent understanding by responding readily and confidently
- use highly effective repair strategies
- carry the discussion forward with some original input.

Content

The criteria used to assess students were:

- capacity to present information, ideas and opinions on a chosen topic
 - capacity to support ideas or opinions with reasons, examples or evidence.

High-scoring students were expected to:

- present an excellent range of information, opinion and ideas logically
- give highly relevant responses
- be readily able to clarify, elaborate and defend opinions and ideas
- demonstrate a thorough preparation of the topic.

Language

The criteria used to assess students were:

- accuracy of vocabulary and grammar
- range and appropriateness of vocabulary and grammar
 - variety of vocabulary and grammar
 - appropriateness of vocabulary and grammar to the context, audience and purpose of the task.

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High-scoring students were expected to:

- be able to self-correct errors
- use an excellent range of vocabulary, structures and expression appropriately
- use appropriate style and register consistently.

Written Component

GENERAL COMMENTS

This year, the majority of students completed all sections of the listening, reading and writing components. For Sections 1 and 2, all students responded in the correct language by using English in Part A and Korean in Part B. In Section 3, most students demonstrated a reasonable understanding of the kind of writing, text type, purpose and audience required for their chosen task.

High-performing students created very interesting content, organised their ideas well and displayed a good command of vocabulary. By contrast, poor-performing students mostly lacked sufficient ideas and often included irrelevant information. They also used incorrect grammar and very limited vocabulary.

More specific comments on student performance and an answer key for each question are provided in the following section. It should be noted that alternative wording or expressions were accepted for some questions when necessary.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

This section was designed to assess students' capacity to understand and convey general and specific aspects of texts. The more competent students understood the details of the two spoken texts accurately and conveyed the required information appropriately.

In order to improve their performance, students are advised to:

- read each question carefully and then determine the kind of information required during reading time
- identify the correct information and make notes in the margin of the paper during listening time
- look up unknown key words during the pauses between the first and second readings of the texts
- write answers in the space provided, as no credit is given for answers written in the note-taking column or elsewhere.

Text 1

Question 1

Swimplus Membership Card	
ID Number	JKF0278
Name	Kim, Jina
Class type	Freestyle
Class session	Afternoon(s)
Payment period	Monthly/once a month/every month
Contact	0411 573 469

Question 2

Both of:

- speed
- breathing/respiration.

Question 3

Cycling

Text 2

Question 4

Every two years

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Question 5

Venue	Seoul University
Period	1 week
Number of countries attending	39
Discussion topic	climate change

Question 6

Flood

Question 7

All of:

- environmental study as a school subject
- more environmental programs on television
- taxes on waste.

Part B: Answer in Korean

This section was designed to assess students' capacity to:

- understand general and specific aspects of texts
- convey information accurately and appropriately through
 - structure and sequence of ideas
 - accuracy, variety and appropriateness of vocabulary and grammar including punctuation and, where relevant, script.

High-performing students were expected to:

- demonstrate good comprehension skills through identifying relevant information from the text
- organise information and ideas logically to meet the requirements of the task
- demonstrate extensive knowledge and understanding of vocabulary and sentence structure
- manipulate language authentically and creatively
- begin their responses with an appropriate topic sentence.

It is strongly suggested that students pay more attention to how they structure their responses. Each question can require a different answer format, such as short answer, full sentences, a paragraph or several paragraphs. This year, students were required to respond in a paragraph. Students who responded in only one sentence were not given full marks.

Text 3

Question 8

남학생은 호주 학교에서 방학이 자주 있어서 적응하기가 어렵다.

- 우선, 학교에 가지 않으니 혼자 공부하기가 어렵다.
- 또한, 컴퓨터 게임을 너무 오래 한다.
- 그리고 집에만 있으니 살이 많이 쯤다.

Question 9

여학생은 호주 학교에서 방학이 자주 있어서 좋다고 생각한다. 그 이유는,

- 우선, 방학동안 충분히 쉴 수 있어서 좋다
- 여러가지 취미 활동을 할 수 있어서 좋다
- 가족과 함께 많은 시간을 보낼 수 있어서 좋다

Question 10

남학생은 방학동안 새로운 일들을 해보기로 계획하고 있다.

- 정기적인 운동을 한다
- 생활 계획표를 만든다
- 시간제로 일을 한다
- 가족 여행을 계획한다



Section 2 – Reading and responding

Part A – Answer in English

This section was designed to assess students' capacity to understand and convey general and specific aspects of texts. The more competent students understood the details of both written texts and conveyed the required information accurately. Students are reminded that their responses should be based on the information in the given texts, not on general knowledge or other information already known to them.

It is strongly recommended that students should use a bilingual dictionary during the examination. Some errors could be avoided by finding translated words from a dictionary. In Question 14, students were expected to translate the Korean words 'bam and daechoo' to the equivalent English words 'chestnuts and dates'. Students who wrote the Korean words phonetically in English, 'bam and daechoo', were not given a full mark.

Text 4

Question 11

Four generations

Question 12

Both of:

- Henry is her youngest grandson's friend
- Australia had been involved in the Korean War.

Question 13

Looks after her grandson

Question 14

Both of:

- traditional bows/big bows
- throwing chestnuts and dates.

Text 5

Question 15

Three of:

- title
- third person's view
- descriptive expression
- past tense
- main characters.

Question 16

Three of:

- looked more carefully for food
- looked more carefully for her mum's note
- not slam her bedroom door
- responded to her mum.

Question 17

	Text 4 (Traditional family)	Text 5 (Modern family)
Positive aspects	Looking after each other	Quiet
	Sharing housework	Enough space
Negative aspects	Noisy	Lonely
	Not enough space	Unhealthy food/instant food

Part B – Answer in Korean

This section was designed to assess students' capacity to:

- understand general and specific aspects of texts
- convey information accurately and appropriately through
 - structure and sequence of ideas



- accuracy, variety and appropriateness of vocabulary and grammar including punctuation and, where relevant, script.

High-performing students were expected to:

- demonstrate good comprehension skills by identifying relevant information from the text
- organise information and ideas well to meet the requirements of the task
- demonstrate extensive knowledge and understanding of vocabulary and sentence structure
- manipulate language authentically and creatively.

Students are reminded to include all the required points in their response. For example, Question 18 required students to include five key points from the text; however, some students missed out one or two key points in their response. It is strongly suggested that students read the instructions carefully in order to minimise the occurrence of this kind of error.

Text 6

Question 18

Including the five key points:

- 좋은 한국 영화, 드라마, 음악 비디오를 살 수 있다
- 유명 연예인을 볼 수 있다
- 촬영 현장을 방문할 수 있다
- 유명한 한국 음식을 맛볼 수 있다
- 영화에 나온 것과 똑같은 옷을 살 수 있다.

Section 3 – Writing in Korean

This section was designed to assess students' capacity to create a piece of writing in 500–650 *cha*. Students' responses were assessed on three criteria as outlined below.

Content

Relevance, breadth and depth of content:

- relevance of content in relation to the task set
- comprehensiveness and sophistication of content.

Structure

Appropriateness of structure and sequence:

- introduction, body and conclusion as appropriate to the text type
- organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs.

Vocabulary and grammar

Accuracy, range and appropriateness of vocabulary and grammar:

- accuracy of vocabulary and grammar
- variety of vocabulary and grammatical structures
- appropriateness of vocabulary and grammar for the text type, audience, purpose and context of the task.

High-scoring students were expected to:

- develop relevant ideas to meet the requirements of the task
- sequence and structure their ideas coherently and effectively
- demonstrate extensive knowledge and understanding of vocabulary and sentence structure
- manipulate language authentically and creatively.

Students were required to choose one question from the five questions below.

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	Kind of writing	Text type	Topic
Question 19	Informative	Report	Information on <i>Kimchi</i>
Question 20	Imaginative	Story	Once upon a time
Question 21	Persuasive	Article	To commute by bicycle
Question 22	Evaluative	Script for a speech	Online shopping
Question 23	Personal	Diary	Trip to <i>Gyeongju</i>

High-scoring students were keenly aware of their intended audience. Their responses were well-tailored to suit the precise focus of the task. Students must remember not to disclose their personal information, such as their name and current school, within their response.

Question 19

- Introduction: background for the report and connecting with the audience
- Body: information about *Kimchi*
- Conclusion: final comment and restatement

Question 20

- Beginning of the story
- Development and crisis of the story
- Climax of the story
- Finale of the story

Question 21

- Introduction: connecting with the audience and background for the issue
- Body: benefits of commuting by bicycle
- Conclusion: reinforcement

Question 22

- Introduction: connecting with the audience
- Body: positive and negative aspects of the issue
- Conclusion: restatement

Question 23

- Beginning of the journey/background of the trip
- Main events, including two unforgettable experiences
- Personal reflection