



**2007** LOTE: Korean Second Language GA3: 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: a Conversation and a Discussion. The majority of students prepared and performed well in both sections this year. However, some students who had prepared their topic by rote-learning speeches experienced difficulty in conversing spontaneously with assessors.

In order to maximise their performance in the examination, students:

- should become very familiar with the assessment criteria during their preparation
- are expected to provide in depth responses that include details, reasons or examples. Therefore, it would be beneficial to regularly practise reasoning and expressing opinions on a variety of topics
- are expected to use some repair strategies if necessary; for example, asking for clarification from the assessors or self-correcting after an initial incorrect response
- should be well prepared for the oral examination as this will also help them overcome any anxieties they may have before and during their performance.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

The Conversation section, which lasts for approximately seven minutes, involves 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 answering unexpected questions in a confident manner.

Students' performance was assessed according to three categories: communication, content and language.

#### Communication

The criteria used to assess students were:

- capacity to maintain and advance the exchange appropriately and effectively
  - ability 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 conversation forward with some spontaneity
- have excellent pronunciation, intonation, stress and tempo.

#### 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 ideas with reasons, examples or evidence.

High-scoring students were expected to:

- present an excellent range of information, opinions 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:

- usually self-correct any errors
- use an excellent range of vocabulary, structures and expression accurately and appropriately
- consistently use appropriate style and register.

## Section 2 – Discussion

The Discussion section lasts for approximately eight minutes. During the one-minute introduction, students are required to indicate their chosen topic and the texts studied for the Detailed Study. The topics chosen should allow students to explore aspects of the language and culture of the Korean-speaking communities. Students and teachers should refer to the *Korean Second Language VCE Study Design* for more information.

More competent students were able to justify their opinion by referring to examples from the texts they had studied. They were also able to place their specific 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 on the topic adequately.

Students' performance was assessed according to the following categories: communication, content and language.

### Communication

The criteria used to assess students were:

- capacity to maintain and advance the exchange appropriately and effectively
  - ability 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
- have very good pronunciation, intonation, stress and tempo.

### 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, opinions and ideas clearly and 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.



High-scoring students were expected to:

- usually self-correct any errors
- use an excellent range of vocabulary, structures and expression accurately and appropriately
- consistently use appropriate style and register.

## Written Component

### GENERAL COMMENTS

The majority of students completed all sections of the listening, reading and writing tasks this year. For Sections 1 and 2, all students responded in the correct language by using English in Part A and Korean in Part B as stated on the examination paper. 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. However, poor-performing students mostly lacked sufficient ideas and often included irrelevant information. They also used incorrect grammar and their vocabulary was very limited.

More specific comments on student performance and sample answers 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 during the examination, students are advised to:

- read each question carefully during reading time and determine the kind of information required
- identify the correct information and make notes in the allocated margin of the examination 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 elsewhere.

##### Text 1

###### Question 1

<b>Jinho's request</b>	To look after/mind his cat
<b>Reason</b>	He is going away with his family
<b>Duration</b>	Two nights and three days/from Friday to Sunday

###### Question 2

She cannot mind the cat because:

- her cousin will come with his dog
- the dog fights with the cat.

###### Question 3

To ask her friend Minji to look after the cat and either of:

- because Minji really likes cats
- she will ring Jinho later.

##### Text 2

###### Question 4

The singer has just returned from her overseas tour.

# 2007 Assessment Report



## Question 5

	Hong Kong	Malaysia	Singapore
Duration	1.5 weeks	2 weeks	3 weeks
Performance	Once a day	Twice a day	Once a day

## Question 6

She made her music video.

## Question 7

Both of:

- it was important to introduce her Korean song overseas
- she does not have a plan to tour overseas next year.

## 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 information and details
  - accuracy, variety and appropriateness of vocabulary and grammar including punctuation.

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.

It is strongly suggested that students read questions carefully and pay more attention to how they structure their answers. Questions may require different answer formats such as a short answer, a full sentence, or a paragraph containing more than one sentence.

## Text 3

### Question 8

- 장소: 남산 도서관
- 기간: 11 월 동안 / 11 월 1 일~11 월 30 일 / 한 달
- 네 가지 좋은 점: 여러 종류의 컴퓨터들을 한 자리에서 비교할 수 있다
  - 전시된 모든 컴퓨터들을 직접 사용할 수 있다
  - 컴퓨터를 반 값에 싸게 살 수 있다
  - 오래 된 현 컴퓨터를 돈으로 바꿀 수 있다

### Question 9

모든 학교 버스가 남산 도서관을 지나간다

### Question 10

첫째, 우리 나라에서 가장 좋은 컴퓨터 전시회이다. 2006 년도에 서울 시에서 뽑는 가장 좋은 컴퓨터 전시회로 뽑혔다. 둘째, 우리 나라에서 가장 오래 된 컴퓨터 전시회이다. 20 년 전에 우리 나라에서 최초로 시작 된 전시회이다. 셋째, 24 시간 동안 문을 연다. 작년의 경우 하루에 십만 명 이상이 전시회를 이용할 수 있었다고 한다.

## 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.

# 2007 Assessment Report



## Text 4

### Question 11

Both of:

- they learnt Korean at school
- they had been to Korea before.

### Question 12

Both of:

- the colour (pink and green)
- the pattern (butterflies and flowers).

### Question 13

Any three of:

- reporter's name at the end
- detailed information of the event
- written in the past tense
- interviews of other people
- eye-catching title.

## Text 5

### Question 14

- Paragraph 1: Background of the letter
- Paragraph 2: Arguments against free dress
- Paragraph 3: Some positive points for free dress
- Paragraph 4: Proposal/suggestion to the school

### Question 15

Any of:

- the date is written at the end of the letter
- year, month, then day (2007, 11, 8)
- the address is not shown
- the honorific form is used.

### Question 16

	Text 4 – Traditional costume	Text 5 – Free dress for school
Positive aspects	Beautiful	Natural
	Unique	Individual/personal
Negative aspects	Uncomfortable	Expensive/costly
	Expensive	Unsuitable

## 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 information and details
  - accuracy, variety and appropriateness of vocabulary and grammar including punctuation.

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 structures
- manipulate language authentically and creatively.

Students are reminded to include **all** of the required points in their response. For example, Question 17 required students to include five key points from the text; however, some students only mentioned one or two key points in their answer. It is strongly suggested that students read the instructions carefully in order to avoid these types of errors.

# 2007 Assessment Report



## Text 6

### Question 17

Requested five key points:

- 시험 전에 호박엿을 선물로 주어서 고맙다
- 시험 결과가 좋았다
- 감기에도 좋고 피곤함을 풀어 주었다
- 공부하다가 잠이 올 때 먹으면 잠에서 깨었다
- 전화로 / 인터넷으로 살 수 있었다

## 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 using the 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:

- demonstrate breadth and depth in the treatment of the task through the development of relevant ideas
- sequence and structure their ideas coherently and effectively
- demonstrate extensive knowledge and understanding of vocabulary and sentence structure
- manipulate language authentically and creatively to meet the requirements of the task.

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

	Kind of writing	Text type	Topic
Question 18	Personal	Informal letter	Friendship
Question 19	Informative	Newspaper article	Public holidays
Question 20	Persuasive	Speech	Tourism
Question 21	Imaginative	Short story	Own topic
Question 22	Evaluative	Magazine report	Language

High-scoring students were keenly aware of their intended audience. Their responses were well-tailored to suit the purpose of the task. Some students disclosed personal information, such as their name and current school, within their response, which was not appropriate.

### Question 18

- Introduction: background and reason for writing the letter
- Body: advice and suggestions to the reader, including own positive experiences
- Conclusion: final comment and best wishes

### Question 19

- Introduction: introducing Australian public holidays in general
- Body: informing about all or some of the public holidays in detail

# 2007 Assessment Report



- Conclusion: final comment

## Question 20

- Introduction: connecting with the audience
- Body: benefits and reasons for having a holiday in Australia
- Conclusion: reinforcing the main points

## Question 21

- Theme: message of story
- Characters: main and minor characters
- Plot: development of story, including climax
- Point of view: first or third person

## Question 22

- Introduction: background for the issue
- Body: positive and negative aspects of using English as an international language
- Conclusion: final comment