



2005 **LOTE: Korean Second Language GA 3: Examination**

Oral component

GENERAL COMMENTS

The oral examination is composed of two parts, a conversation and a discussion. Students were generally well-prepared for the assessment, with some demonstrating an excellent vocabulary and the ability to respond in great depth.

Points to consider in the oral examination include the need to show cultural respect (for example, using appropriate greetings), the correct use of register and the use of standard language. The use of proper particles, such as -는, -은, -이, -가, -을 and -를 ensures clearer expression. Answers should be clear and given in complete sentences.

Examination room etiquette was an area of concern. Where students feel the need to clarify a point with the assessor, they should do so in a respectful, mature manner that is appropriate to the examination setting. Communication with assessors is not permitted except in the examination room. Students are not permitted to talk to or exchange experiences or information with other students who have completed their assessment. Students are also reminded that they are not allowed to bring bags or mobile phones into the examination room.

SPECIFIC INFORMATION

Section 1 – Conversation

In the Conversation, general questions on topics such as family, hobbies, school life, pets and food are used to examine students' language competence. Students were generally able to respond to questions, using a range of vocabulary and clear pronunciation.

Students should be able to sustain a conversation; however, a few students had difficulty in responding to unexpected questions. Questions can be asked in a variety of ways, and it is essential that students are familiar with many different question forms. For example, for a question such as, 'How did you come here?' there can be several different formats: '여기에 뭐 타고 왔어요?' and '여기에 걸어서 왔어요?' as well as '여기에 어떻게 왔어요?'

A useful strategy is for the student to pause momentarily to think about their answer before responding to difficult or unexpected questions, or to ask politely in Korean, 'Could you repeat the question, please?' Students should answer as many questions and give as much information as possible, rather than avoid giving a response.

Section 2 – Discussion

Students are given one minute to introduce the topic for their discussion. In this time, they need to state the texts they will use, including the title and author, and clarify their purpose.

The topics that students chose this year were varied. Students were able to compare, contrast and analyse thoroughly, and presented their ideas in intelligent ways. A wide range of text types, such as a diary, novel, movie, poem and cartoon, were used to enrich opinions and ideas.

A few students showed an extraordinary ability to study three texts in great detail, using a range of vocabulary and appropriate grammar. Other students who had relied on memorising what they had practised had difficulty with providing depth of content and with exchanging opinions and ideas. The need for more practice in the use of particles and tenses was evident.



Written component

GENERAL COMMENTS

The written component of the examination aims to test students' language competence, including text comprehension and vocabulary, and cultural understanding. This is achieved through the use of a variety of texts and questions on a number of levels. The majority of students performed very well in the 2005 examination.

It should be noted that when a question specifies the use of full sentences, students must answer using full sentences. Otherwise, it is appropriate to answer using phrases, clauses, or occasionally a single word.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A required responses in English and Part B in Korean. Students did not receive any credit if they responded in the incorrect language. However, answers in English with brackets in Korean (and vice versa) for proper nouns, for example, 'Kyungbok palace (경복궁)' or 'Hangul Day (한글날)' were accepted.

Section 2 – Reading and responding

This section is designed to test students' understanding of general and specific aspects of texts. Students are required to demonstrate their understanding of the content of written texts by comparing two texts according to the guidelines specified.

Part A

Some students responded with information not included in the text, relying on general cultural knowledge even though the instructions clearly stated 'All answers must be based on the texts'. Students did not get any credit for answers based purely on general cultural knowledge.

Part B

Students are assessed on their ability to comprehend and paraphrase in full sentences. When a question asked students to summarise, as in Question 18, they should paraphrase rather than simply cut and paste from the text. When a question specifies the number of sentences required, students should adhere to that number and use full sentences, regardless of length. Responses should not be dot-pointed, but connected in a paragraph of three sentences. Even though some students showed good comprehension of the text, they did not fulfil the requirements and consequently did not receive full marks in this section.

Section 3 – Writing in Korean

In Section 3 there are five questions that require personal, persuasive, informative, imaginative or evaluative writing. Students are required to select one of the five tasks and write their response in **Korean** in 500–650 *cha*. Students' performances are assessed on their range of vocabulary and the depth, breadth and relevance of their responses.

Some students struggled to remain within the word limit. Responses need to be planned in order to ensure that the word limit is not exceeded, as extra writing is not assessed. Students also need to consider the importance of structure and content when writing, as these elements carry great weight. Finally, students must adhere to their chosen text type and audience.

The use of slang in formal writing or spoken form in written texts is not encouraged.

Question 23

Question 23 required students to write a personal diary entry about their first week in a new job. A common mistake was in the handling of the diary entry. Some students appeared confused about the difference between the Korean and English ways of recording the date: the Korean format of year, month and day is the correct way for the exam. A discussion of the weather was optional. In the Korean diary entry format, 'Dear diary', 일기에게, is not used, nor is finishing with 'from someone'. This would be seen as a letter in Korean writing.

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Question 24

In Question 24, students were asked to write an informative report on a successful school activity. Students wrote on a variety of topics, including an excursion, sports event, music concert, festival and so on.

Question 25

Question 25 required students to persuade Korean Airlines to open a direct route between Melbourne and Incheon. The question asked for at least three reasons to be given, therefore students needed to state more than three reasons if they wished to enhance their marks.

Question 26

Question 26 was a popular choice amongst students. In this writing, students had to balance two conflicting opinions and write about the pros and cons of using mobile phones in schools. Most students organised their content clearly and reasonably.

Question 27

Question 27 was an imaginative story where students were required to imagine themselves as a famous person and write about a dramatic incident in their life. Students need to remember that when they are writing a story, they must endeavour to make it interesting to their chosen audience, and should explore a range of possible tones (sad, scary, etc.). Many students attempted to write humorous stories, however this can be a very difficult tone. Students needed to produce a well-structured imaginative story.