



**2004** **LOTE: Korean Second Language: GA 3: Examination**

**Oral Component**

**GENERAL COMMENTS**

The conversation section was handled well overall, but the discussion section was not as good. Students did not perform well in the areas of subjective/objective particles, relative pronouns and prepositions. Students had not thoroughly prepared the content of the conversation and discussion, and their knowledge of the vocabulary was very limited. Students had trouble getting their concepts across and could not properly compare and contrast the texts they had studied.

In general, students seemed to comprehend questions relatively well and their repair strategies were reasonable.

Students performed better than in the previous year in both the conversation and discussion sections; however, they lacked the confidence to express and extend their opinions, ideas and knowledge. Students need to further explore what they have learned in order to deepen their understanding of the Korean language.

Some students performed well in certain aspects of the discussion, but struggled when addressing questions they hadn't prepared for. Therefore, students should study thoroughly and practise with as many questions as possible.

There needs to be a broad range of topics for conversation and students need to deepen the depth of content for discussion. The texts chosen for the detailed study were varied enough to make comparisons in the discussion.

Students used varied resources for the detailed study, such as songs, poems, videos, dramas, movies, journals and magazines. Teachers should select texts that students feel confident discussing. Students should be able to address the content/characters and the topic studied through the chosen texts.

**SPECIFIC INFORMATION**

**Section 1 – Conversation**

Overall, students performed reasonably well in this section, but some students found it difficult to use particles (especially the subjective and objective), tenses and structures appropriately. This affected their ability to maintain the conversation. Most students used clear expressions and their pronunciation was also fine and clear.

Regarding communication and clarity of expression, students were relatively well prepared and displayed excellent communication skills, although at times they were nervous.

The content of the conversation was generally well prepared in terms of relevance, breadth and depth of information, opinions and ideas.

Most students found it easy to understand 'yes/no' questions. A few students attempted to answer unexpected questions even when they did not understand them, and responded inappropriately. In such cases, students should use phrases (in Korean) such as 'I don't know about this area' or 'Could you please repeat the question?' By using appropriate repair strategies such as these, students are able to earn better marks. Students also need to be reminded that the conversation section should be a **conversation**, not a question and answer session.

Most students handled the range, appropriateness and accuracy of vocabulary and grammar well, although students at times confused the use of particles. Some students had a limited vocabulary range and used simplistic expressions.

**Section 2 – Discussion**

Students' communication abilities varied somewhat, but most students were very well prepared and communicated well. Students generally had adequate information and knowledge to be able to sustain the discussion, but some relied on their memory only. This resulted in a shallow discussion because of the lack of vocabulary and the memorised responses.



Some students were not prepared well enough to speak on their subjects in depth. Although they were well prepared for questions they had anticipated, it was obvious when questions were asked that they hadn't prepared for.

With regard to the range, appropriateness and accuracy of vocabulary and grammar, generally students' performance on questions they had anticipated was very good. Those students who weren't as well prepared struggled with language and vocabulary.

Overall, high-scoring students were those who had prepared their content well and who communicated fluently.

## Written Component

### GENERAL COMMENTS

The majority of students performed well on the 2004 examination, which aimed to test students' vocabulary and their understanding of Korean culture through various text types and different levels of questions. However, students are advised to study a greater variety of text types as suggested in the Victorian Certificate of Education Study Design, and a greater range of vocabulary. Students should also practise more listening activities.

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

##### Part A

In Part A students were required to answer in **English**, therefore students who responded in **Korean** did not gain any marks. Even though students generally performed well, some students did not give enough information in their short answers. Students should be able to extract correct and clear information. Mistakes in spelling and particles were common.

##### Part B

The level of understanding in this section was reasonably standard. Questions 11 to 15 required students to answer in full sentences, but some students gave their answers in only one or two words. Students should have been able to understand what was required by the nature of the questions and the space provided for their answers.

#### Section 2 – Reading and responding

This section assessed students' competency in reading comprehension by testing their understanding of general and specific aspects of texts. Students were required to demonstrate their ability to understand the content of written texts, and to analyse, compare, and contrast between two texts in an appropriate way.

##### Part A

A few students made the same mistakes as they did in Section 1, that is, they answered in Korean rather than in English. In this case, the students did not gain any marks.

Another common mistake occurred in Question 20, which asked students to explain the meaning of the underlined sentence. The purpose of the question was to examine students' ability to infer meaning based on the text, not simply to translate the meaning literally.

Some students based their answers on general cultural knowledge rather than an understanding of the text. Even though the text was based on common Korean culture, students did not get credit if they answered the questions purely based on general cultural knowledge. Almost all students correctly answered Question 24, comparing the lives of Grandmother and Professor Lee.

##### Part B

Question 25 asked students to refer to the information provided for a personal profile and to write one of their own. The depth of information required did not seem to be well understood because students tended to write very personal accounts rather than give the information specified for the task.



Students were required to write in 350–400 *Cha* in Korean, but some students ignored the word length. Students need to be aware of the different format for this part in 2005, when the answer will be expected to be in two to three sentences.

### Section 3 – Writing in Korean

Many students did not observe the required length of writing. The word limit was 500–600 *Cha*, and students were expected not to exceed it. A small number of students could not complete the question, which indicates that students need to practise writing within a given timeframe and plan their response before starting to write. The format of writing is considered as important as grammar and vocabulary. Students must write in the required text type.

The most popular question was personal writing, the second was evaluative writing, and the third was persuasive writing. In the case of personal writing, the depth and variety of vocabulary used was sometimes an issue. Students tended to avoid the imaginative writing question, although this offered real creative writing possibilities. It is not always a good idea to select the easiest question. Students should choose the one in which they are the most confident, and use relevant information, clear ideas and, most importantly, the correct grammar and vocabulary to meet the criterion which assesses ‘accuracy and appropriateness of vocabulary and grammar’.

Students must ensure, especially in personal writing, that they do not identify themselves by name, the suburb in which they live, or even by school. Students are required to remain anonymous or use a nickname.

The scripts of some students indicated that they had prepared for the writing task by memorising a piece, but these answers often lacked depth of information and vocabulary and some were not relevant to the task. Students are strongly recommended to practise writing in different text types and on different topics in order to develop their skills.