



2010 LOTE: Korean Second Language GA 3: Examination

Written component

GENERAL COMMENTS

This year, students prepared and performed well overall. The majority of students completed all sections of the listening, reading and writing components. In Sections 1 and 2, all students responded in the required language, either Korean or English. In Section 3, most students demonstrated a reasonable understanding of the kind of writing, text type, purpose and audience required for their chosen task.

The marking scheme is provided in the following section. Please note that students' alternative wording was accepted for some questions where necessary.

SPECIFIC INFORMATION

Section 1 – Listening and responding

This section assessed students' capacity to understand and convey general and specific aspects of spoken texts. The more competent students comprehended the details of the three spoken texts accurately and conveyed the required information appropriately.

Part A – Answer in English

Text 1

Question 1a.

T-shirt/Love T-shirt

Question 1b.

- reminding them of their children
- showing off (bragging about/boasting about) their children to others

Question 1c.

Secondary school students/Year 7–12 students/middle and high school students

Question 1d.

- selecting a product
- inserting a family photo
- paying online

Question 1e.

The company is proud of its quick delivery/fast delivery.

Text 2

Question 2a.

Once a week/weekly

Question 2b.

Last year/previous year/2009/one year ago/it has been two years

Question 2c.

- online/via the Internet
- teaching Korean in 75 countries
- overseas teaching experience

Question 2d.

- wanting to learn Korean as a second language



Assessment Report

- living overseas

Part B – Answer in Korean

Students' responses were assessed according to two separate criteria:

- the capacity to understand general and specific aspects of texts (maximum 10 marks)
 - required information from the text
- the capacity to convey information accurately and appropriately (maximum 5 marks)
 - structure and sequence of information
 - accuracy, variety and appropriateness of vocabulary and grammar.

High-scoring students were expected to:

- demonstrate extensive knowledge and understanding of vocabulary and sentence structures
- manipulate language authentically and creatively to meet the requirements of the task
- organise information well to meet the requirements of the task.

Text 3

Question 3a.

- 돈을 절약할 수 있다
- 단정하다
- 손질하기 쉽다
- 공부에 집중하기 쉽다

Question 3b.

- 표현의 자유가 있다
- 창의성을 개발하는 좋은 기회가 된다
- 개성을 살릴 수 있다
- 다양성을 즐길 수 있다

Question 3c.

- 학교 규칙을 잘 지키는 것을 통해 길러진다
- 협동심도 중요하다

Section 2 – Reading and responding

This section assessed students' capacity to understand and convey general and specific aspects of written texts. Students were required to comprehend and analyse the given texts in an appropriate way.

Part A – Answer in English

Text 4

Question 4a.

- interested in renovation (remodelling/upgrading)
- housewives

Question 4b.

Architecture/architect

Question 4c.

Get the attention of the audience

Question 4d.

- convenient
- safe

2010 Assessment Report



Question 4e.

Not enough land for the population

Text 5

Question 5a.

Weather/climate/temperature

Question 5b.

- thickness of wall
- size of window
- slope of roof/height of roof

Question 5c.

The building materials of *Hanok*

Question 5d.

Any two of:

- use clay on the wall
- pave the floor with clay and stones
- separate rooms.

Question 5e.

	Apartment	<i>Hanok</i>
The nature of the building material	(artificial/man-made/unhealthy)	(natural/healthy)
The layout of the rooms	(separate/set apart)	(compact/close/together)

Question 5f.

- text 4: evaluative writing/persuasive writing
- text 5: informative writing

Part B – Answer in Korean

Students' responses were assessed according to two separate criteria:

- the capacity to understand general and specific aspects of texts (maximum 5 marks)
 - required information from the text
- the capacity to convey information accurately and appropriately (maximum 5 marks)
 - structure and sequence of information
 - accuracy, variety and appropriateness of vocabulary and grammar.

High-scoring students were expected to:

- demonstrate extensive knowledge and understanding of vocabulary and sentence structures
- manipulate language authentically and creatively to meet the requirements of the task
- organise information well to meet the requirements of the task.

2010 Assessment Report



Text 6

Question 6

태권도의 혜택:

- 집중력 향상
- 자신감 증가
- 우울증 예방

한호태권도장의 명성:

- 남녀 회원들의 비율이 같음
- 올해 전국 태권도 대회에서 최고상을 수상했음

Section 3 – Writing in Korean

This section assessed students' ability to express ideas by creating an original text. Students were required to write between 500–650 *cha* on one of five tasks. A maximum of five marks was given for each of the following criteria:

- content – relevance, breadth and depth
- structure – appropriateness of structure and sequence
- language – accuracy, range and appropriateness of vocabulary and grammar.

Overall, the majority of students performed well in this section. Only a small number of students could not complete their chosen task. In order to maximise their marks, students needed to pay special attention to text types and the kind of writing required.

Question 7

Students were required to write an imaginative story using the opening sentence given in the task instruction. Quite a number of students chose this task and successfully completed their stories. Many students were able to create interesting stories involving a variety of themes, settings and characters. However, only a small number of high-scoring students were able to conclude their stories with an exciting climax. It was also noted that several students overlooked the instruction to begin the story by using the given sentence. Students should read and follow the task instructions carefully.

Question 8

This was the most popular task this year. Students were required to write a persuasive letter to the principal to ban soft drinks from the school canteen. Most students were able to provide a range of reasons addressing the topic. High-scoring students clearly conveyed their views with logical reasoning. Their opinions were well supported by convincing ideas and information, including examples and statistics. They also demonstrated their skills in the use of persuasive strategies by using stylistic techniques and appropriate language.

Question 9

Students were required to produce an informative article for their school newsletter about traditional family games. All students demonstrated their knowledge of informative writing by using objective and factual language. However, a number of students were not able to provide the detail expected for each item introduced. Consequently, their articles tended to be too short and did not provide significant information to the reader.

Question 10

This question was the second most popular task. Students were required to write a speech on overseas working holidays. All students successfully presented two advantages and two disadvantages on the topic. High-scoring students demonstrated their capacity to address their main points with sufficient supporting ideas and information. They also demonstrated that they were aware of their audience and maintained engaging language.

2010 Assessment Report



Question 11

Students were required to write a diary entry reflecting their experience of a school buddy programme. They were expected to highlight how the experience affected their life. However, the task was not a popular choice. This may have been because students have not had enough personal experience to reflect on the topic.