

Oral component

GENERAL COMMENTS

Considering that this is a new subject students generally coped well with some students demonstrating excellent communicative skills. However, for a number of students, the choice of topic for the oral presentation was limited to one common area and the issues on which they focused were similar. As a result, their responses lacked individuality and a wider perspective.

It is recommended that students choose texts for the Detailed Study from a variety of resources including aural, visual and written materials drawn from the field of Literature and the Arts (study design, p. 24) and study these from an analytical point of view and explore their topics in depth.

In Section 2, students demonstrated highly developed oral skills, by linking well with assessors. However, while students were able to answer questions regarding the content of the texts studied, most were unable to justify and/or elaborate their views/ideas/opinions with reasons and or evidence for reaching their specific points of view.

Teachers are advised to choose suitable texts from a wide area. Students should develop their skills by studying them analytically to develop an understanding of a chosen issue and form their own opinion. They should also develop an ability to convincingly communicate reasons for reaching their particular views.

SPECIFIC INFORMATION

Section 1 – Conversation

In general, students prepared well, choosing content relevant to their topics and completed their presentation not overly relying on cue cards. However, their choice of issue/s and the content of their presentation suggested that their ideas and views were considerably influenced by what had been discussed in class, and that they were unable to develop an in-depth understanding of elements underlying the issue/s and form their own views and/or provide opinions supported by clear reasons.

If one sub-topic is selected for a whole class, it is important to make certain that the sub-topic is ‘sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment’ (study design. p. 23).

Section 2 – Discussion

Most students were able to maintain a discussion on their sub-topics, effectively using a wide range of appropriate vocabulary and expressions and linking well with the assessors. While some students demonstrated excellent communicative skills, taking an initiative in advancing the discussion by presenting an extended perspective on the issue/s, many students had difficulty in going further than answering the content questions. In a minority of cases, students’ responses were superficial and drawn more from common knowledge than from the texts studied. A typical problem was that students were unable to support their opinion/ideas/point of view with reason/s. It is vital that students develop skills to clearly identify issues expressed in the texts studied, compare and evaluate different ideas/opinions from an unbiased point of view, form their own conclusions on the issues, and then present and discuss them in a persuasive manner.

LOTE: Korean First Language GA 3: Examination

Written component

GENERAL COMMENTS

In general, students demonstrated well-developed comprehension skills. It was in their understanding of tasks where some students showed weaknesses and were unable to perform at their best.

It is important for students to read the questions carefully. Students frequently added extra information when answering both listening and reading comprehension questions. It is a skill to extract only that information as needed and clearly convey it to the reader. Understanding the text type conventions, and structuring the contents in a logical and cohesive manner is also important.

Section 1 – Listening and Responding

Part A

Most students felt confident with tasks in Part A and demonstrated good comprehension skills. However, a small number of students included inappropriate details when the question asked for a brief answer on a specific item of information. Students need to understand the overall gist of texts as well as specific aspects, and to answer without adding details from general knowledge that are not included in the texts.

Part B

This section required comprehension of longer texts. Students responded with generally accurate and appropriate answers. However, when a paragraph-long response was required, some students included irrelevant items of information to their answers, such as their own personal opinions/ideas unrelated to the text content, and/or items of common knowledge.

Section 2 – Reading and responding

Students need to identify relevant information and issue/s discussed in the written texts, analyse, and then, referring to the extracted information, write a response of between 800–1000 *cha*. Even though most students used a good range of vocabulary and grammar, some failed to address the task requirements.

It is not sufficient to list the information or to summarise the texts as some students did. Students must use the relevant details drawn from the texts to produce a written response elaborating and supporting their ideas/opinions on the issue discussed in the texts in a coherent manner. In performing this task, students must be careful to complete it in the time allotted.

Section 3 – Writing in Korean

Students are given a choice of two imaginative and two evaluative writing tasks. Students generally produced a good written piece, particularly on topics requiring imaginative writing. In evaluative writing, their work tended to be ordinary, lacking in depth and breadth. Most students demonstrated sufficient ability to convey their ideas with good structure and sequencing.