



## **2008 LOTE: Korean First Language GA 3: Examination**

### **Oral component**

#### **GENERAL COMMENTS**

The Korean First Language oral examination is designed primarily to assess the students' knowledge and skill in using spoken language. It has two sections: a Presentation (of approximately five minutes) and a Discussion (of approximately five minutes).

In the Presentation students are asked to indicate the topic they have studied in no more than one minute and briefly explain the topic selected for their presentation.

The Presentation is followed by the Discussion in which students have the opportunity to discuss aspects of the nominated issue with the assessors. Students are expected to be prepared to clarify the stance presented and should expect the discussion to range beyond the issue selected. Assessors may also ask general questions on the chosen Detailed Study and students should anticipate questions that are somewhat unexpected even if they are closely related to the topic.

In the 2008 oral examination, most students seemed to have a good understanding of the examination procedures and appeared to be more confident than in previous years. The topics they chose were interesting and challenging and it was evident that students had prepared well for their presentation.

#### **SPECIFIC INFORMATION**

##### **Section 1 – Presentation**

Students need to be aware that the introduction to the Presentation should last no more than one minute. Students can use this time to refer to the texts that they have studied. Students are also advised that the presentation should last for no more than four minutes and students are expected to manage their presentation accordingly.

Students are permitted to use materials such as photographs, diagrams, maps and brief speaker's notes to support the presentation. However, any cue card used **must** be in point form only and on a small (no more than 20 cm × 12.5 cm) card. Cue cards may need to be shown to the assessors in order to verify the size and writing form. All students should be aware of the oral examination requirements as to the size and use of such cue cards, and meet these requirements.

Some of the topics chosen by students were not quite appropriate for the Detailed Study. The Detailed Study topic should be based on Language and Culture through Literature and the Arts. Topics should enable students to explore and appreciate aspects of language and culture through the texts studied. It was clear that quite a few students did not adequately understand their topics and some were unable to present their opinions and views on their topic. To be successful in the oral examination, students need to show that they have researched their chosen topic, have a clear understanding of the stance they have chosen and be able to talk about the texts that they have studied.

##### **Section 2 – Discussion**

In general, most students were confident and communicated well with assessors, demonstrating a good level of preparation. A small number of students displayed a wide range of views and ideas on the topics chosen and presented in-depth opinions.

However, a small number of students lacked knowledge, understanding and an appreciation of the texts they had studied. These students were lacking in confidence and struggled to maintain the discussion. Students should be aware that they are expected to know the meanings of key terms associated with their topic and be able to clarify or define words they had used in the presentation when asked. In other cases, students failed to deliver their answers with reference to the texts they had studied. Students are advised to prepare for the Discussion by thoroughly researching and developing a sound understanding of the topic.



## **Written component**

### **GENERAL COMMENTS**

Students generally performed at a satisfactory level in the 2008 written examination. Although there was some improvement in students' attention to the task and in demonstrating their understanding of the features of various text types, students are encouraged to learn and practise further. It is strongly recommended that students learn the different types of writing, key features of various text types, and, in particular, the suitable registers. Please refer to the *VCE Korean First Language Study Design* for information on common text types and different kinds of writing.

### **SPECIFIC INFORMATION**

#### **Section 1 – Listening and responding**

The quality of students' responses to Section 1 ranged evenly from low to high this year. Full marks were awarded to students who demonstrated a full understanding of the text. There were quite a lot of students who did not answer 'ganpan' for Question 2.1.

Students seemed to find Question 4 challenging this year. They found it difficult to point out the problem and the cause. The problem was 'people at work do not draw clear lines between work and personal relationships' and the cause was 'onjungui'. Some students mixed up the problem and its cause.

Students should have used synthesising skills and had a complete understanding of the text when responding to Question 6. The main words anticipated in the answer were 'Kim seung min attributes morality to the problems of the forgery, whereas Lee ji has its systematic problem'. This was one of the most challenging questions for students. Students are strongly encouraged to practise this type of synthesising question.

Students needed to comprehend the whole text in order to answer Question 7 appropriately.

Teachers and students should refer to the *VCE Korean First Language Study Design* for further information regarding the Listening and responding section of the examination.

#### **Section 2 – Reading and responding**

Only a limited number of students demonstrated detailed knowledge of the key features of a letter, although most students wrote an appropriate greeting in their introduction. A letter to a newspaper editor is considered a formal letter, which means the casual register and/or spoken language are to be avoided. Overall, only a small number of students showed that they understood this by producing a high quality formal letter.

When writing a letter in Section 2, the majority of students started their letter with a greeting, however few students showed detailed knowledge of the key features of a letter.

As students are quite interested in User Created Contents, some students wrote only what they knew rather than what was in the texts. However, it is pleasing to see that the number of students who copy the texts directly without demonstrating their own opinion is reducing each year. It should again be emphasised that the aim of the task in Section 2 is to assess students' knowledge and skill in analysing information from written texts. Please refer to the *VCE Korean First Language Study Design* for more information.

#### **Section 3 – Writing in Korean**

There was notable improvement this year in evaluative writing. Unlike past years, most students produced advantages and disadvantages equally. However, there was a limited number of original ideas in students' arguments. With regard to imaginative writing, it is crucial that students spend enough time planning their response. The absence of planning seemed to lead to a lack of depth, sequence and variety in the content.

Students must comply with the word limits specified in the study design. When students exceeded the specified limit, their writing appeared to lack a conclusion, and they were awarded less marks for structure and sequence. Conversely, when students wrote significantly less, they lost marks for lack of content. Students should practise writing within the specified word range.

# **2008 Assessment Report**



This year students seemed to choose evenly from the five tasks in Section 3. There were some exceptionally creative imaginative pieces for Question 9. Although there was some improvement in spelling, a considerable amount of attention is still required when choosing a suitable register and matching subjects and verbs.