



2006 LOTE: Korean First Language GA 3: Examination

Oral component

GENERAL COMMENTS

Most students were well-informed about the oral examination procedures. Fluency, accuracy of grammar and pronunciation were generally of a high standard. Most students chose a sub-topic based on language and culture through Literature and the Arts, and many interesting topics were presented. Most students also demonstrated an excellent understanding of the texts and were able to appreciate aspects of language and culture through the texts they had studied in depth.

However, it was clear that quite a few students were unable to present their opinions and views on their Detailed Study topic. To be successful in the oral examination, students need to do more research on their chosen topic and have a clear understanding of the texts they choose.

Some of the topics chosen were not appropriate for the Detailed Study, which should be based on '**language and culture through Literature and the Arts**'. A topic should enable students to explore and appreciate aspects of language and culture through the texts they study.

Students should be reminded not to mention their name at the beginning of the examination. Furthermore, students should be strongly advised not to use plain form or casual speech during the examination. Some students used casual style speech in both the Presentation and Discussion, which was not appropriate.

SPECIFIC INFORMATION

Section 1 – Presentation

The introduction to the Presentation should be no more than one minute, and students are expected to refer to the texts studied. The subsequent Presentation should last for no more than four minutes. Students should manage the speed of their speech accordingly.

Students should be informed that only one cue card is permitted and it should be no more than 20 cm × 12.5 cm. Notes on a cue card should be in point form only. It was very disappointing that many students were not informed of this requirement and quite a few students simply read the notes on their cue cards.

Section 2 – Discussion

In general, students seemed more nervous during the Discussion than during the Presentation. Some students lacked knowledge, understanding and/or an appreciation of the texts they had studied. As a result, students struggled to maintain their confidence.

When students were asked to clarify the meanings of words they had used in the Presentation, some students could not give clear definitions of the words. Students should ensure that they have a good understanding of all vocabulary related to their topic.

Students should be advised to adopt a point of view and practise maintaining and supporting this by referring to the texts they have studied.

Written Component

GENERAL COMMENTS

In general, students were successful in the written examination. However, it is important for students to read the questions carefully before they give answers.

Students also need to pay more attention to their handwriting. The written examination is a formal occasion and messy handwriting in a formal occasion is not appropriate. Neat handwriting will also ensure that assessors are able to understand students' responses.



SPECIFIC INFORMATION

Section 1 – Listening and responding

It is important for students to read questions carefully and be aware of the required format for their answers. Some questions need to be answered in point form and others are required to be answered in a sentence. Students should also be reminded to give an answer based on the texts provided, not on prior knowledge.

Section 2 – Reading and responding

Students seemed to have difficulty in completing this task. To successfully complete this task, students needed to identify relevant information and issues raised in two written texts. They were then asked to write their opinion by analysing and referring to the given information. Students should also make sure they write a response of between 800–1000 *cha*.

For this task students need to address the task requirement, which refers to views presented on the given texts. However, students should not merely list points or summarise the two texts. It is equally important to know that this task should be produced in a coherent and logical form.

Section 3 – Writing in Korean

Generally, students produced good, creative writing. However, a weak aspect of students' performance in this section was an inability to produce the required type of writing in the correct format. Students must take note of the required text type (for example, a speech, journal or letter) as well as of the kinds of writing required (for example, evaluative or imaginative). Some students' responses showed some confusion between evaluative writing and persuasive writing.

In order to achieve a high mark, students should make sure they stay within the word limit and use a wide range of vocabulary and grammatical structures.