



2012 Languages: Korean Second Language GA 3: Examination

Oral component

GENERAL COMMENTS

Overall, students were well prepared for the 2012 Korean Second Language oral examination. Most students performed well by successfully completing both sections of the examination. It is important that students and teachers understand that each section has a different focus for assessment. The Conversation is designed to assess students' ability to speak Korean spontaneously in a linguistically and culturally appropriate way. The topics in this section relate to students' personal lives, including school, family, friends, interests and aspirations. The Discussion is designed to assess students' skills in presenting and exchanging ideas on a selected sub-topic. Students are expected to elaborate on their responses with additional information in the form of examples, reasons and opinions.

During the examination, students were given a range of questions with varying levels of difficulty. Each section began with simple questions and gradually progressed to more complex questions. The level of difficulty and number of questions for each student varied depended on their responses. Students' performances for each section were assessed according to three criteria: communication, content and language.

Students should be reminded to

- be ready to receive some unexpected questions
- be aware that questions can be asked in a variety of ways
- keep in mind that some questions do not have correct or incorrect answers
- become familiar with the assessment criteria as part of their examination preparation
- provide in-depth responses by including examples, reasons and opinions
- ask for clarification or for a question to be repeated if it is not fully understood
- use some repair strategies when necessary; for example, self-correction after an initial response.

SPECIFIC INFORMATION

Section 1 – Conversation

The Conversation consisted of a seven-minute general chat about various aspects of students' personal lives. Topics that were discussed included school, family, friends, interests and aspirations. High-scoring students demonstrated their ability to provide extended responses to questions by including appropriate reasons or examples. In contrast, low-scoring students exhibited difficulty with presenting relevant and structured responses to assessors' questions.

Students were assessed according to the three criteria below. The three criteria are also used to assess the Discussion.

Communication

- capacity to maintain and advance the exchange appropriately and effectively
- clarity of expression

Content

- relevance, breadth and depth of information, opinions and ideas
- clarify, elaborate and defend opinions and ideas

Language

- accuracy of vocabulary and grammar
- range and appropriateness of vocabulary and grammar

Section 2 – Discussion

The Discussion consisted of a one-minute introduction and a seven-minute discussion of the Detailed Study. During the introduction, students were expected to indicate their sub-topic, followed by the details of the texts they had studied as part of their preparation. In most cases, the introduction also included students' personal reflections on what they had learnt. The purpose of the Detailed Study is to enable students to explore and compare aspects of the language and culture of the Korean-speaking community.

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Most students stated that they had chosen their sub-topic according to their personal interests or connections. High-performing students demonstrated an excellent understanding of their sub-topic and the texts they had studied. These students also exhibited thorough preparation of their chosen topic for the Discussion. They were able to explore the sub-topic in depth and their ideas were supported with evidence from the texts. In contrast, less competent students displayed little evidence of comprehending their texts. Consequently, these students were unable to analyse the texts in depth and their ideas were inadequately supported.

It is very important that students understand the key knowledge and skills that are required for the Detailed Study.

According to the *VCE Korean Second Language Study Design*, students are expected to

- compare and contrast aspects of life in Korean-speaking communities
- identify and comment on culturally specific aspects of language, behaviour or attitude
- present an opinion on an aspect of the culture associated with the language
- identify similarities and differences between texts and find evidence to support particular views
- show an awareness that different social contexts require different types of language
- select and make use of relevant reference materials.