



2011 Languages: Korean Second Language GA 3: Examination

Oral component

GENERAL COMMENTS

Students were well prepared and performed well during the 2011 Korean Second Language oral examination. All students successfully completed both sections of the examination with appropriate responses. The examination was assessed according to the criteria: communication, content and language.

It is important for students to understand that the two sections – the conversation and the discussion – each have a different focus. The conversation is designed to assess the students' ability to speak Korean spontaneously in a linguistically and culturally appropriate way. This section relates to students' personal life, including school and home life. On the other hand, the discussion is designed to assess the students' skills in presenting and exchanging ideas and opinions on a selected sub-topic. Students are expected to elaborate on their responses with additional information and opinions.

During the examination, students were given a range of questions at various levels of difficulty. Each section began with simple questions and gradually developed to more complex questions. The level of difficulty and total number of questions for each student varied according to their stage of proficiency.

Students should be reminded to:

- become familiar with the assessment criteria as part of their examination preparation
- be aware that questions can be asked in a variety of ways
- be prepared to receive some unexpected questions
- think carefully about the intention of questions before responding
- provide in-depth responses that include details, reasons or examples
- be able to ask for clarification or repetition when a question is not fully understood
- use some repair strategies when necessary; for example, self-correction after an initial incorrect response.

SPECIFIC INFORMATION

Section 1 – Conversation

The Conversation consisted of a seven-minute general conversation about various aspects of the students' personal life. The topics included were family, friends, school, interests and aspirations. High-scoring students demonstrated their ability to provide extended responses to questions by including appropriate reasons or examples. Some students were even able to build upon assessors' comments in a confident manner. In contrast, the less competent students exhibited a limited capacity to communicate with assessors confidently. These students had difficulty presenting relevant, structured responses to questions. Students who gave memorised responses experienced difficulty in conversing spontaneously with assessors.

The characteristics of high-scoring students were as follows.

Communication

- carried conversation forward with some spontaneity
- demonstrated excellent understanding by responding confidently
- used excellent pronunciation, intonation, stress and tempo
- used highly effective repair strategies

Content

- presented an excellent range of information, opinions and ideas clearly and logically
- provided highly relevant responses
- were readily able to clarify, elaborate and defend opinions and ideas
- demonstrated thorough preparation

Language

- usually self-corrected errors



- used an excellent range of vocabulary, structures and expressions accurately and appropriately
- consistently used appropriate style and register

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 and the resources used for preparation. 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. Therefore, it is important for students to choose their sub-topic carefully. A well-selected sub-topic with relevant texts should allow students to prepare a meaningful discussion.

It is necessary for students to understand the key knowledge and skills 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.

High-performing students demonstrated an excellent understanding of their sub-topic and the texts they had studied. These students also exhibited thorough preparation for the discussion on their chosen topic. They were able to explore the sub-topic in depth and their ideas were supported by evidence from the texts studied. In contrast, the 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 during the discussion.

In order to maximise their performance, students should:

- try to maintain a normal tempo with a natural tone during the introduction
- be prepared to answer unexpected questions
- avoid rote-learned answers
- remember that most questions focus on the students' personal analysis of their studied texts, rather than their general knowledge.

The characteristics of high-scoring students were as follows.

Communication

- demonstrated a good understanding of their sub-topic and texts by responding readily and confidently
- carried the discussion forward with some original input
- used highly effective repair strategies
- had very good pronunciation, intonation, stress and tempo

Content

- presented an excellent range of information, ideas and opinions clearly and logically
- gave highly relevant responses
- were readily able to clarify, elaborate and defend opinions and ideas
- demonstrated thorough preparation of the topic

Language

- usually self-corrected errors
- used an excellent range of vocabulary, structures and expressions accurately and appropriately
- used appropriate style and register consistently