



2012 Languages: Korean Second Language GA 3: Examination

Written component

GENERAL COMMENTS

Students prepared well for the 2012 Korean Second Language examination and answered questions as instructed. The majority of students were able to complete their responses for all sections of the listening, reading and writing components within the time allowed.

In Section 1 – Listening and responding, most students demonstrated their ability to identify the required information from the three recorded passages. This section was designed to assess students' capacity to understand and convey general and specific aspects of spoken texts. The more competent students understood the details of the spoken texts accurately and conveyed the required information appropriately. Students should be encouraged to improve their note-taking skills by practising listening comprehension exercises frequently.

In Section 2 – Reading and responding, most students performed well by using their reading comprehension and analytical skills. This section was designed to assess students' capacity to understand and convey general and specific aspects of written texts. Students were required to comprehend and analyse the given texts in an appropriate way. Most students demonstrated their ability to identify the required information from the written texts and presented their responses in an appropriate way for each question.

Students should be reminded to pay special attention to Part B in Section 2. This part consists of questions requiring students to use their skills of analysis and synthesis. Students are expected to extract the main information from the given text and then reproduce their responses according to the questions. Most students understood the requirements of the questions and were able to present their responses appropriately. Unfortunately, a few students simply copied chunks of information from the given text. Some students presented their responses based on their personal life experiences instead of using the given information. All of those students were unable to gain high marks for the section.

Most students successfully demonstrated their ability to meet the requirements of their chosen question in Section 3 – Writing in Korean. They provided evidence of understanding the kind of writing, text type, purpose and audience. The most popular questions were Question 9 (evaluative writing), followed by Question 8 (imaginative writing). Most students were able to present their responses within the word limit.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

Text 1

Question 1a.

Management of pocket money

Question 1b.

- going to the movies
- playing at the theme park
- buying presents

Question 1c.

- understanding/supportive
- critical/unsupportive

2012 Assessment Report



Text 2

Question 2a.

Either of

- he organised the festival
- he is the president of the association.

Question 2b.

- exciting music
- only gestures are used
- the simple stories are easy to understand

Question 2c.

- a variety of traditional programs
- support from the local community

Question 2d.

- uniqueness
- artistic value

Part B – Answer in Korean

In this part, students' responses were assessed according to two criteria.

- the capacity to understand general and specific aspects of texts (maximum 10 marks)
- the capacity to convey information accurately and appropriately (maximum 5 marks)
 - structure and sequence of information
 - accuracy, variety and appropriateness of vocabulary and grammar

High-scoring students were expected to

- demonstrate extensive knowledge and understanding of vocabulary and sentence structure
- manipulate language authentically and creatively to meet the requirements of the question
- organise information well to meet the requirements of the question.

Text 3

Question 3a.

- 재떨이 재배치 (to relocate the ashtrays)
- 음식물 규율 강화 (to enforce food rules)
- 음성안내기 점검 (to check the audio guide equipment)
- 안내문 글씨 확대 (to enlarge the letters on the information boards)
- 특별전시 시간 연장 (to extend the hours for special exhibitions)

2012 Assessment Report



Question 3b.

- 들어갈 수 없어서 실망했다 (He was disappointed that he was not able to get in.)
- 그러나 박물관 직원들에게 믿음이 갔다 (However, he felt that he could trust the museum staff.)

Question 3c.

- 박물관에서 문제들에 대한 답장을 보내왔다 (The museum sent a letter responding to her concerns.)
- 직원들의 근무규칙을 강화하겠다고 했다 (It was said that staff duty guidelines could be enforced.)
- 안내문과 관람시간은 바꿀 수가 없다고 했다 (It was said that the information boards and exhibition hours could not be changed.)

Section 2 – Reading and responding

Part A – Answer in English

Text 4

Question 4a.

International Peace Choir Competition

Question 4b.

The uniform overprinted with Korean and Australian flags

Question 4c.

- students in Australian universities
- professional musicians
- second-generation Koreans

Question 4d.

- performing new songs on the world stage
- singing with a popular Korean singer
- meeting with the Nobel Prize recipients
- going on a tour of Seoul

Text 5

Question 5a.

Responsibilities

- producing advertising material
- evaluating the plan for the tour
- meeting other representatives

Benefits

- visiting his aunt
- enjoying new experiences on the tour

Question 5b.

- using English
- playing golf

Question 5c.

- thinking about the project on a work-free day
- willing to contribute to the company

Question 5d.

- Text 4: informing the public
- Text 5: reporting to the director

Part B – Answer in Korean

In this part, students' responses were assessed according to two criteria.

- the capacity to understand general and specific aspects of texts (maximum 5 marks)

2012 Assessment Report



- the capacity to convey information accurately and appropriately (maximum 5 marks)
 - structure and sequence of information
 - accuracy, variety and appropriateness of vocabulary and grammar

High-scoring students were expected to

- demonstrate extensive knowledge and understanding of vocabulary and sentence structure
- manipulate language authentically and creatively to meet the requirements of the question
- organise information well to meet the requirements of the question.

Text 6

Question 6a.

Any one of the following was correct.

Item	Reason
휴대폰 (a smartphone)	자유로운 인터넷 사용 (having the freedom to use the internet)
미용과 화장품 (hair and make-up products)	외모 관리 / 취직 준비 (changing styles/preparing for work)
의류나 신발 (clothing and shoes)	의상에 더욱 관심 (being more interested in fashion)
가족여행 (family trip)	바쁜 부모님과 함께 지내기 (spending more time with parents)
시계 (watch)	인생의 새로운 장을 맞기 (embracing a new chapter of life)

2012 Assessment Report



Question 6b.

Any four of the following that were not used in Question 6a. were correct.

Items	Reason
휴대폰 (a smartphone)	자유로운 인터넷 사용 (having the freedom to use the internet)
미용과 화장품 (hair and make-up products)	외모 관리 / 취직 준비 (changing styles/preparing for work)
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Section 3 – Writing in Korean

This section assesses students' ability to express ideas through the creation of an original text. Students were requested to write between 500–650 *cha* on one of five questions. A maximum of five marks was given for each of the following criteria.

- content: relevance, breadth and depth
- structure: appropriateness of structure and sequence
- language: accuracy, range and appropriateness of vocabulary and grammar

Question 7

- topic: applying for an audition
- text type: personal profile
- kind of writing: personal

Students were required to write a personal profile for an acting audition. They were expected to focus on their personal attributes and how these were suited to the role. This question was not a popular choice. This may reflect students' lack of personal experience in the area.

Question 8

- topic: a family trip
- text type: short story
- kind of writing: imaginative

This was the second most popular question this year. Students were required to write an imaginative story based on the given image, which showed a family going for a trip in their car. Most students wrote interesting stories with a variety of themes, settings and characters. High-scoring students demonstrated their ability to write a well-structured story that progressed to a final conclusion.

2012 Assessment Report



Question 9

- topic: second-hand shop
- text type: script for a speech
- kind of writing: evaluative

This was the most popular question this year. Students were required to write a script for a speech, evaluating the advantages and disadvantages of purchasing second-hand items. Most students who selected the question successfully presented the advantages and disadvantages. High-scoring students demonstrated their capacity to address their main points with sufficient supporting ideas and information. They were also aware of their audience and maintained engaging language.

Question 10

- topic: Student Representative Committee
- text type: letter
- kind of writing: informative

Students were required to write a letter to a friend with information about the Student Representative Committee at their school. Most students who selected this question wrote about the structure, duties and selection process of the committee. High-scoring students were able to focus on the necessary information by using objective and factual language.

Question 11

- topic: school holiday program
- text type: article
- kind of writing: persuasive

Students were required to write an article for a community magazine, persuading families to apply for a school holiday program in Korea. Most students were able to provide the key benefits relating to the topic, such as learning about the country, enjoying various cultural programs and becoming more independent. High-scoring students conveyed their views clearly with logical reasoning. Their opinions were well supported by convincing ideas and information, including examples or statistics. They were also able to demonstrate persuasive expression with stylistic techniques and appropriate language for the readers.