



2011 Languages: Korean Second Language GA 3: Examination

Written component

GENERAL COMMENTS

Overall, students were prepared and performed well on the 2011 examination. The majority of students completed their responses for all sections within the time allowed. For Section 1 – Listening and responding, most students were able to identify the required information from the listening texts. This section assessed students' capacity to understand and convey general and specific aspects of spoken texts. The more competent students understood the details of the three spoken texts accurately and conveyed the required information appropriately. However, a number of students were unable to present correct answers and made simple mistakes. For example, in Question 3a. some students incorrectly answered *so-nyeo-si-de* (the name of an existing famous music group) instead of *so-nyeon-si-de* (a made up name of a fictional music group in the text). It appeared that those students drew on their own knowledge rather than identifying the precise information from the spoken text. Students are reminded to read questions carefully. For example, a number of students responded incorrectly to Question 3b. by explaining why the incident had happened instead of how it could have been prevented. 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 analysing skills. This section assessed 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 reading texts and presented their responses in an appropriate way for each task. However, it was clear that some students gave incorrect responses because they had misunderstood the question. For example, the task for Question 5c. was to explain the facilities **before** the renovation. A number of students failed to respond correctly and instead explained the facilities **after** the renovation. For those students, such a mistake could have been easily prevented by thinking carefully about what had been asked for in the question.

It is very important for students to give special attention to Part B in Section 2. There was only one required task in relation to the reading text. Students are reminded that this part of the examination consists of a synthesis task that requires them to blend the main information and produce a requested text type accordingly. Most students understood the requirement of the task and were able to present their responses appropriately. Unfortunately, some students simply copied chunks of information from the texts. These students were unable to provide evidence of synthesis, which was the requirement of the task. Students should avoid copying sentences from the reading texts into their responses.

For the writing task in Section 3, most students successfully demonstrated their ability to meet the requirements of their chosen task. They clearly understood the kind of writing, text type, purpose and audience required. The most popular task was the evaluative writing in Question 10, followed by the persuasive writing in Question 7. A common problem was using non-Korean words inappropriately. Students should be aware of the importance of time management during the examination so they have time to edit their responses or correct simple mistakes.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

Text 1

Question 1a.

Subway

Question 1b.

- lost and found centre
- first aid
- a free weekend ticket for families

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Question 1c.

- step/gap
- newspaper
- bags

Text 2

Question 2a.

- *Imae-tal*
- *Yangban-tal*
- *Cholangi-tal*

Question 2b.

Because of its appearance/it looks silly.

Question 2c.

Four masks

Question 2d.

- strong
- fragrance/good smell
- free box

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)
 - required information from the text
- 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 able to:

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

Text 3

Question 3a.

- 10월 9일 (9th of October)
- 오후 5시 45분 경 (approximately 5.45 pm)
- 세종회관에서 (at Se-jong concert hall)
- 그룹 '소년시대'의 공연 전 (before the concert by the group *So-nyeon-si-de*)
- 8명이 약간 다침 (Eight people are slightly injured.)

Question 3b.

- 입장권을 초과 판매하지 않았다면 (by not over-selling the tickets)
- 충분한 안전요원을 배치했었다면 (by providing enough security guards)

Question 3c.

- 청소년은 성숙한 질서의식을 기르기 (Teenagers need to learn to behave in a mature manner.)
- 공연기획사는 철저하게 안전 의무사항을 지키기 (The agencies should follow the safety regulations.)
- 정부는 확실하게 안전관리 감독하기 (The government needs to be strict on policing public safety issues)

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Section 2 – Reading and responding

Part A – Answer in English

Text 4

Question 4a.

The operation was successful.

Question 4b.

- Paragraph 1: Thanking the uncle
- Paragraph 2: Recounting/reporting/informing about the incident
- Paragraph 4: Inviting the uncle

Question 4c.

- The prescribed medicine helps his recovery.
- The prescribed medicine also causes indigestion.

Question 4d.

Soldier/military serviceman

Text 5

Question 5a.

Advertisement

Question 5b.

- boiling the prescribed medicine
- publishing a health magazine

Question 5c.

- There were fewer electronic massage chairs in the waiting room.
- The parking area was smaller.

Question 5d.

	Western medicine	Chinese medicine
Underlying foundation	Science	Eastern philosophy
Nature of ingredient for prescribed medicine	Chemical	Natural
Additional treatment besides prescribed medicine	Operation/Surgery	Acupuncture
More effective for	(Emergency) condition	(Chronic) condition

Part B – Answer in Korean

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

- the capacity to understand general and specific aspects of texts (maximum 5 marks)
 - required information from the text
- 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 able to:

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

Text 6

Question 6

- 자신이 추천하는 직업 (a recommended job)
- 국제적으로 일할 수 있다 (working globally)



- 새로운 지식을 쌓아간다 (developing new knowledge)
- 집에서 일할 수 있다 (working from home)
- 평생 직장이 아니다 (not a life-time job)

Section 3 – Writing in Korean

This section was designed to assess 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 tasks. A maximum of five marks was given for each of the following criteria:

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

Question 7

This was the second most popular question this year. Students were required to write a persuasive letter to the Minister for Education to establish bilingual Korean and English schools in Australia. Most students were able to provide a range of reasons addressing the topic. High-scoring students clearly conveyed their views with logical reasoning. Their opinions were well supported by convincing ideas and information including examples and statistics. They also demonstrated their skill at using persuasive strategies such as stylistic techniques and appropriate language.

Question 8

Students were required to write a personal journal entry about their overseas trip for inclusion in a travel magazine. They were expected to focus on cultural experiences that they do not have in Australia. However, the question was not a popular choice.

Question 9

Students were required to write a short story by using the opening sentence given in the task instruction. A small number of students chose this question and created interesting stories involving a variety of themes, settings and characters. High-scoring students were able to conclude their stories with an exciting climax. Some students overlooked the instruction to begin the story by using the given sentence. Students should read and follow the question instruction carefully.

Question 10

This was the most popular question this year. Students were required to write an evaluative article on an exchange program in Korea. All students who selected this question presented the advantages and disadvantages of the topic successfully. High-scoring students demonstrated their capacity to address the main points with sufficient supporting ideas and information. They also demonstrated that they were aware of their audience and maintained engaging language.

Question 11

Students were required to produce an informative report on two celebrities who have brought great honour to Korea. All students who selected this question demonstrated their knowledge of informative writing by using objective and factual language. However, some students were unable to elaborate on their ideas in writing. Consequently, their articles tended to be too short and not appropriate for this text type and response.