



## Oral component

### GENERAL COMMENTS

The Korean First Language oral examination is designed primarily to assess the students' knowledge and skill in using spoken language. It has two sections: a Presentation (of approximately five minutes) and a Discussion (of approximately five minutes).

In the Presentation students are asked to indicate the option selected for the Detailed Study and the sub-topic chosen. In no more than one minute, students then briefly outline the issue selected for their presentation. The presentation that follows should last no longer than four minutes. During the presentation students are expected to refer to texts that they have studied.

Following the Presentation, the Discussion begins, in which students discuss aspects of the nominated issue with the assessors. Students should be prepared to clarify the stance presented and should expect the discussion to range beyond the issue selected; assessors may also ask general questions on the chosen Detailed Study.

In the 2007 oral examination, most students were able to follow the examination procedures correctly; however, there were still some students who were not aware of the correct procedures regarding the length of their presentation and the use of cue cards and other objects to support the presentation. Furthermore, students must be reminded that the oral examination is more than a simple test of their ability to speak Korean. Some students seemed to just assume that it was sufficient to simply read out material that they had memorised, but this is an **inadequate** approach. Students are strongly advised **not** to use plain form or casual style speech. Some students used casual style speech in both the Presentation and Discussion.

### SPECIFIC INFORMATION

#### Section 1 – Presentation

The introduction to the Presentation should be no more than one minute and students should use this time to refer to the texts that they have studied.

The presentation should last for no more than four minutes and students should manage the timing of their speech accordingly. Although most students were able to keep to the time limit of four minutes, there was a noticeable number of students who did not.

Students may support the presentation with objects such as photographs, diagrams, maps and brief speaker's notes. As in previous years, some students used cue cards incorrectly. Any cue card used must be in **point form** only and on a **small** (no more than 20 cm × 12.5 cm) card. Cue cards may need to be shown to the assessors in order to verify the size and writing form. All students should be aware of the oral examination requirements as to the size and use of such notes, and meet these requirements. Quite a few students read out their notes on their cue cards, which is not appropriate.

Some of the topics chosen by students were not quite appropriate for the Detailed Study. The Detailed Study topic should be based on language and culture through Literature and the Arts. Topics should enable students to explore and appreciate aspects of language and culture through the texts they have studied. It was clear that quite a few students did not adequately understand their topics and some were unable to present their opinions and views on their topic. To be successful in the oral examination, students need to show that they have researched their chosen topic, have a clear understanding of the stance they have chosen and be able to talk about the texts that they have studied.

#### Section 2 – Discussion

In general, most students could communicate well, demonstrating a good level of preparation. A small number of students portrayed a wide range of views and ideas on the topics they had chosen and were able to present their opinions in depth.



Other students lacked knowledge, understanding and an appreciation of the texts they had studied. As a result, these students were lacking in confidence and struggled to maintain the discussion. Students should ensure that they know the meaning of key terms associated with their topic – some students were not able to clarify or define words they had used in the presentation when asked their meanings by assessors. In other cases, students failed to deliver their answers with reference to the texts they had studied. When students were asked to justify their opinions, some of them simply repeated what they had memorised for their presentation. They failed to give logical arguments. Students are advised to prepare for the Discussion by thoroughly researching and developing a deep understanding of the topic. Students and teachers should refer to the *Korean First Language VCE Study Design* for more information on the Detailed Study. This Study Design is readily available on the VCAA's website <[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)>.

## Written component

### GENERAL COMMENTS

Overall, students' performance was satisfactory in the 2007 examination. In order to achieve even better performances next year, students should focus on some of the weaknesses pointed out in this report and endeavour to improve the necessary skills in their writing, especially organisational skills. It is also recommended that at the end of each section students should devote a few minutes to checking and correcting any obvious errors in their writing.

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

Students should be reminded that good comprehension skills are needed in order to achieve good marks in this section. In Questions 4, 5, 6 and 7 some students simply copied sections from the text without showing their own understanding of the text. In this case, their answers were delivered inappropriately and/or there was a lack of information. It is therefore suggested that students give answers based on what they understand rather than what they hear.

Accuracy in spelling and grammar was one of the noticeable improvements in this section, although some students were confused about the spelling of 다면 평가 방법. Students who made two mistakes in addition to the misspelling of 다면 lost one mark for criterion 2 (accuracy), however the majority of students received full marks for this criterion.

Three marks were allocated to Question 6; one mark for presenting the point of agreement between teachers and parents and two marks for the points of disagreement (one mark for the teacher's view and one mark for the parents' view). Most students displayed a good understanding of these points and responded correctly in paragraph format.

#### Section 2 – Reading and responding

This section seemed to play the most significant role in differentiating the level of performances among students. Those who produced excellent essays:

- showed a good understanding of the two texts
- proposed the ideal adoption policy based on their own ideas
- developed original arguments
- extracted highly relevant points from the texts
- explained ideas using their own words
- demonstrated excellent writing structures
- logically combined their own perceptions and arguments with the texts
- used a wide range of accurate vocabulary and grammar
- produced a script appropriate for the speech competition.

Those who produced poor essays:

- showed a misunderstanding of some details in the texts
- merely agreed or disagreed with single parent adoption
- showed minimal development of their own ideas
- copied some parts of the texts without considering logical sequence
- displayed little or no logic in their arguments
- displayed limited organisational skills in their writing
- showed limited and/or inaccurate use of vocabulary and grammar
- chose an irrelevant text type (usually a report rather than the script for a speech).



It is suggested that students practise developing their own ideas and organising arguments by extracting relevant ideas from texts as well as structuring ideas coherently in a logical sequence. It should also be stressed that students must be familiar with various text types and practise writing in different text types on a given topic. They also need to pay more attention to the exact nature of the given task and ensure that they fully understand its requirements.

### Section 3 – Writing in Korean

In general, students received reasonably good marks in this section. There were some very interesting imaginative writing texts, and some evaluative writing that had original views presented coherently.

With regard to imaginative writing, it is important to note that using descriptive words, unusual structures and/or other creative ways to attract the reader's interest does contribute to the marks. Those who performed poorly in the imaginative writing had significant gaps in the necessary background to their stories, often relying too much on pure coincidence and/or focusing on story telling but with little coherence. Those who performed poorly in the evaluative writing often wrote too many details on one aspect of the argument (either an advantage or disadvantage) and marginalised the other aspect, often with few supporting details or ideas.

As was noted in Section 2, some students did not pay enough attention to the nature of the tasks. For example, for Question 9 (future life in Korea) a number of students only focused on some future aspects (usually on developments in science) without mentioning any aspects of the Korean lifestyle. Another example was Question 13 (text messaging), in which some students wrote about advantages and disadvantages of using mobile phones rather than text messages.