Korean

2014 Senior External Examination: Assessment report

Statistics

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Oral examination

Candidates were required to demonstrate their knowledge and skills in using spoken Korean. The oral examination consists of two sections: Conversation and Discussion. All candidates were individually assessed by a marker either in person or by telephone.

Conversation

The majority of candidates were able to carry out a general conversation about their personal world, e.g. school, home, family, friends, interests, dreams and goals. To achieve a better result, candidates should speak clearly in full sentences. The use of loan words, such as ‘computer’ and ‘television’, is permitted. However, English words used while speaking in Korean contributed negatively to the overall speaking results for many candidates.

Discussion

For the detailed study, candidates discussed a subtopic of their choice selected from the syllabus. While some candidates had prepared for this part of the assessment, many had not. In those cases, markers randomly chose a topic for discussion and candidates were given 30 seconds to prepare.

To achieve a better result, candidates should explore aspects of the language as well as the culture of Korean-speaking communities. They should also make reference to the texts studied to justify their opinions and decisions. In addition, candidates should take their discussion further than just describing or explaining a topic.

Although the absence of visual aids did not affect any results, the use of objects such as photographs, diagrams, pictures and maps tended to improve the effectiveness of candidates’ discussions.
Written examination

Listening

Suggested responses

Task 1 (Responses in English)

Question 1

*What are the problems identified in the speeches made by last year’s candidates? Use evidence from the spoken text in your response.*

While many candidates offered attractive pledges in their speeches, some were unjustified, unrealistic and lacked logical argument. For example, one candidate said they would increase the number of the music clubs at school and enter into more music competitions to improve the reputation of the school. However, they ended their speech by promising a safer and nicer academic environment at school for study.

Question 2

*Determine the important information the two speakers listen for when they attend the Candidate Speeches this year. Use evidence from the spoken text in your response.*

They would have to identify the arguments and the evidence clearly and evaluate their validity and consistency.

Question 3

*Based on what the female speaker says at the end of the conversation, describe how she feels about the male speaker. Explain what indicates this in her speech.*

The female speaker is disappointed and annoyed that the male speaker does not take the election seriously and seems more interested in the opportunity to meet girls from different schools. She calls out his full name in a pitched tone which, culturally, means the speaker is angry.

Comments

A number of candidates made poor word choices to demonstrate the meaning of familiar language and the depth of understanding of the text. Candidates also needed to check spelling and grammatical errors and sentence structures to achieve a better result.

Task 2 (Responses in Korean)

Question 1

본문에 의하면 현재 대한민국 사회에는 어떤 변화가 일어나고 있습니까?

*According to the text, what changes are happening in Korean society?*

가족의 개념이 달라지며 배우자의 부모와 그 부모의 부모가 가족이 되지 않는다고 여겨지는 사람이 늘고 있습니다. 그리고, 학자종합 시험장에서 성장한 젊은 세대는 같이 살지 않으면 할머니, 할아버지라도 가족으로 여겨지지 않는다고 합니다.
Question 2

Using information from the spoken text, explain why these changes are significant for Korean society.

Comments

Most candidates responded adequately to this task. To achieve a better result, candidates’ analysis and evaluation should be justified using information provided in the text. Candidates also needed to check sentence structures and spelling and grammatical errors.

Task 3 (Responses in Korean)

Question 1

What are the attributes of a successful fashion designer as stated in the text?

Question 2

Using evidence from the text, explain how Gina has changed since she became a fashion designer.

Question 3

Why should someone choose to become Gina’s customer?

Comments

Most candidates responded adequately to Question 1 of this task. A number of candidates did not include essential information and important details in responses to Question 2, where Gina’s past experience should have been discussed in order to more effectively explain the change.

In Question 3, a number of responses lacked justification to support the reason why people would choose to become Gina’s customer. To achieve a better result, candidates should analyse and evaluate the information from the text to justify their responses.

Overall comments for Listening

To achieve a better result, candidates need to carefully read the questions in order to accurately address them in their responses. While it is important to gather essential information and details...
from the Listening texts, it is also important to identify subtleties as direct translation does not provide evidence of in-depth understanding. Candidates also need to improve their levels of English literacy to effectively respond to the questions.

**Reading**

**Suggested responses**

**Task 1 (Responses in English)**

**Question 1**

*What are the general features of the type of animal described in the text? Use the information provided in the text in your response.*

The animal described in the text is an emperor penguin, which generally lives at the South Pole. At 10 months old, emperor penguins are about 61cm tall. They eat squid and krill, and they intake snow for hydration. They can swim at 24 km/h, although not for long distances.

**Question 2**

*What might happen to the particular animal featured in the text if it stays in New Zealand? Use information from the text to justify your conclusion.*

If the emperor penguin stays in New Zealand, it might get sick or die because it has been eating sand rather than snow. The weather in New Zealand is also too hot and dry for the penguin to survive. It could also get injured or killed by pet dogs in the area, which are likely to attack it.

**Question 3**

*Suggest a suitable title for the text and explain why it is appropriate.*

**Suggested Title 1:** 'Wrong destination for emperor penguin'. This is a suitable title for the news article as it summarises the main issue of the article: the subject matter, the emperor penguin, went to the wrong place. It also ignites the reader's curiosity as emperor penguins generally live at the South Pole. The word 'destination' in the title humanises the emperor penguin, making the article sound more interesting and unusual.

**Suggested Title 2:** 'A dangerous adventure from the South Pole'. This is a suitable title for the news article as it triggers curiosity from the reader, inviting them to wonder who went on a dangerous adventure. The use of the words 'dangerous adventure' also indicates the main point of the article — that the subject matter is on a dangerous adventure. Supplying the name of the place, the 'South Pole', a natural wonder to which few of us have travelled, makes the title intriguing.

**Comments**

Most candidates responded adequately to Questions 1 and 3. Most responses to Question 2 provided a number of reasons why New Zealand is not a suitable environment for the emperor penguin to stay. However, many candidates failed to conclude what would actually happen to the penguin. For better results, candidates should develop a clear conclusion based on the information in the text.
Task 2 (Responses in English)

Question 1

Identify the main issue argued in the text. What evidence is provided to support the argument?

The speaker argues about the importance of introducing the local Culture Keeper Program (Activity) based on three evidences as follows:

- The program creates a new cultural tradition, e.g. Ole-gil in Jeju.
- The program allows a more organised and systematic approach toward the culture, e.g. Youth Culture Keeper, Citizen Culture Keeper and Sponsor Culture Keeper.
- The program invites local people to build ownership of their culture, e.g. Ole-gil in Jeju.

Question 2

Suggest two activities that a Youth Culture Keeper can do. Use information from the text to justify your response.

A Youth Culture Keeper can take a volunteer guide walk to local attractions such as Ole-gil. Schools can organise a project that Youth Culture Keepers can participate in, such as creating posters to promote tourist attractions and camps to learn about environmentally friendly activities.

Comments

In responses to Question 1, a number of candidates did not clearly identify the argument and provide three particular evidences given in the text. In responses to Question 2, the suggested activities listed needed to be specific, feasible and supported with information from text.

Task 3 (Responses in Korean)

Question 1

본문에 주어진 두 가지 축제에 대한 안내문을 읽고, 각 축제의 목적과 대상을 설명하세요.

Read the two program flyers. Explain the purpose and identify the audience for each festival.

제5회 청소년 아트 페스티벌은 청소년을 위한 다양한 춤, 음악, 연극 공연 및 미술 작품과 공예 전시를 하는 행사이며 대상을 청소년입니다. 제1회 동화나라 축제는 어린이가 있는 동화동 주민과 그 가족을 대상으로 하는 행사이며, 어린이들과 가족이 공연을 감상하고 체험을 할 수 있는 프로그램입니다.

Question 2

이 두 가지 축제 중 어떤 축제가 본인의 취향에 더 잘 맞나요? 본문에 주어진 내용을 바탕으로 그 이유를 설명하세요.

Which festival appeals the most to you, and why? Use information from the text in your response.

저는 개인적으로 제5회 동화나라 축제보다는 제5회 청소년 아트 페스티벌에 참여하고 싶습니다. 저는 현재 제가 다니고 있는 고등학교에 gren는 춤 어들리에서 활동하고 있으며 글과 관련된 음악과 공연 예술에 특히 관심이 많습니다. 그리고, 고등학교 졸업 후도 가수나 연극, 교재 초등학교에서 지도를 하기 위해 다양한 예술 활동을 통해 발달 수 있는 기회라고 생각합니다. 동화나라 축제와는 대조적으로 제5회 청소년 아트 페스티벌은 어린이와 가족이 참여하기에 좋은 행사이며, 관심드라이가 너무 많기 때문에 저는 동화나라 축제에 참여하기보다는 제5회 청소년 아트 페스티벌에 참여하고 싶습니다.

Comments

Most candidates responded adequately to this task.
Overall comments for Reading

To achieve better results, candidates needed to demonstrate comprehensive understanding of the text. They needed to identify and understand the key words in questions and justify their decisions and conclusions based on information provided in the text. Candidates also needed to improve their English language literacy to clearly convey their level of understanding.

Writing

To achieve a better result, candidates should:

- clearly identify the genre of the writing task and the audience
- use appropriate format, register and conventions to suit the relevant genre
- pay attention to grammar and vocabulary choices
- proofread their responses to avoid spelling and punctuation errors
- organise the written text in a clear and coherent manner
- clearly express their ideas and purposes.