

# Korean

## 2018 Senior External Examination: Assessment report

### Statistics

Year	Number of candidates	Level of achievement				
		VHA	HA	SA	LA	VLA
2018	77	26	41	7	3	0
2017	82	18	53	10	1	0
2016	82	40	39	2	1	0
2015	69	21	35	9	4	0
2014	83	21	46	14	2	0

The *Korean Senior External Examination* consisted of two components: an oral examination and a written examination.

### Oral examination

Candidates were required to demonstrate their knowledge and skills in spoken Korean. The oral examination consisted 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 and proactively participate in the conversation. The use of loan words, such as 'computer' and 'television', is permitted. However, using English words 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.

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. Candidates must expect questions from the marker to ensure that various language features are assessed.

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. Notes and cue cards were not permitted.

## Written examination

The written examination consisted of three sections: Listening, Reading and Writing. It assessed knowledge and skills demonstrated by candidates in spoken and written texts.

### Listening

The Listening section consisted of three tasks.

#### Suggested responses

##### Task 1 (Responses in English)

###### Question 1

**Describe the speaker's attitude towards the audience. Use relevant information from the text to support your response.**

Possible responses are provided below in note form; however, the candidates were expected to respond in full sentences.

Speaker's attitude towards the audience	Evidence from the text
<b>Polite</b>	Uses honorific Korean, e.g. ~습니다, ~요
<b>Supportive</b>	Shows her understanding of the difficult learning environment in Korea and the pressure the students are under, e.g. 학교, 학원, 과외, 경쟁, 대학입시, 취직, 짜여진 스케줄
<b>Genuinely concerned</b>	Shows concern about students' lack of experience as independent individuals in the real world, e.g. 시키는 대로, 결정, 미래, 선택  Shows concern about the Korean society's perception in regard to the concept of 'success' and happiness', e.g. 서울에 있는 대학교에 입학, 유명한 대기업에 취직

###### Question 2

**How realistic is the speaker's advice to the audience? Justify your response using relevant information from the text.**

Possible responses are provided below in note form; however, the candidates were expected to respond in full sentences.

1. Very realistic — Amy used her own experience to provide possible alternatives and strategies to her audience to guide them to a happy life, e.g. what Amy did when she was at the same age and situation as her audience. Amy chose between going straight to university or taking a gap year. During her gap year, she worked, travelled and used her skills to find a goal. She

took the relevant steps to achieve her goals and is now happy as an English teacher. She shared her strategies with her audience.

2. Absolutely unrealistic — Amy’s advice is not suitable or appropriate to be applied in Korean society. Unlike Australia, competition is fierce in Korea, e.g. competition to get into a university and get a job. Taking a gap year is considered to be losing in the competition as others would be a year ahead of you.

### Comments

Most candidates responded adequately to Listening Task 1. However, a number of candidates did not provide evidence to support their responses, which negatively affected their overall result. In addition, some candidates did not clearly state their decision on whether Amy’s advice was realistic or not. Candidates must read the question carefully and respond to the question thoroughly.

## Task 2 (Responses in English)

### Question 1

**Explain what 워라벨 is.**

워라벨 is a new Korean colloquial expression which is abbreviated from the English term ‘work–life balance’. It means a lifestyle that seeks to keep a balance between an individual’s work life and their personal and social life.

### Question 2

**To what extent might 워라벨 impact on different groups in Korean society? Justify your response using relevant information the text.**

Possible responses provided below include groups that may be referred to.

It would have some significant impact on different groups in Korean society.

The younger generation would welcome the idea as they are moving on from the traditional work culture of the Korean society where ‘work’ has always been more important than the personal or social aspects of life. They will enjoy being able to prioritise their commitments to both a fulfilling life and work expectations like the interviewee in the text who enjoys having time to himself after work and on the weekend. He does not mind losing overtime pay as he can participate in 태권도 after work.

The older or traditional generation may be concerned about the productivity of the economy. They may feel their hard work is not valued. A significant part of their life has been consumed by work, work dinners and weekend work, and they may not even know the alternative choices.

Companies and businesses may need to reassess current work culture and policies to make sure their work culture reflects the changing values of society, such as 기업 문화 혁신.

### Comments

The definition of 워라벨 was clearly explained in the text, but some candidates failed to provide the adequate response to Question 1. Candidates should read the questions before listening to make sure they know what they are listening for. For Question 2, a number of candidates only provided justification for one group in Korean society while their response stated 워라벨 would

have impact on different groups of people. Candidates should also check spelling and grammatical errors and sentence structures to improve their results.

### Task 3 (Responses in Korean)

#### Question 1

이 대화의 청중은 누구인가요? 본문에서 주어진 정보를 바탕으로 설명하세요.

**Identify the audience for this text. Justify your response using information from the text.**

사회자가 '평창 가을 축제에 참가한 여러분' 이라고 말한것을 보아, 평창 가을 축제에 참가한 관중이 청중입니다. 평창의 아름다운 가을 풍경과 대표 음식등을 소개하는 것으로 보아, 관중들은 다른 지방에서 온 관광객일 것 같습니다. 그리고, 아이돌 그룹 '샤이닝 스타'의 멤버인 '카이'가 초대된 것을 보면, 카이의 팬들도 있을 것 같습니다.

#### Question 2

카이는 왜 이런 코스를 추천했을까요? 본문에서 주어진 정보를 바탕으로 설명하세요.

**Explain why Kai recommends the particular activities. Justify your response using relevant information from the text.**

평창에서 태어나고 자란 카이는 평창을 아름다운 자연환경과 큰 도시처럼 복잡하지 않은 점을 잘 알고 있고, 그런 평창의 매력에 관심을 가질 고객, 즉 현대의 바쁜 일상에 지친 대부분의 사람들을 겨냥하여 자연풍경을 즐길 수 있는 양떼목장, 등산로가 있는 문학의 숲 그리고 맛있는 전통음식인 봉평 메밀 국수 먹기를 추천했습니다. 그리고 사회자 역시 이런 이유로 몸과 마음을 휴식할 수 있는 여행 코스 추천을 부탁했기 때문입니다.

#### Question 3

이 대화의 목적은 얼마나 성공적으로 달성할까요? 본문에서 주어진 정보를 바탕으로 설명하세요.

**How successfully does this conversation achieve its purpose? Justify your response using relevant information from the text.**

1. 관광객 유치가 목적인 이 대화는 매우 성공적일 것입니다. 그 이유는 평창이 고향인 카이가 직접 경험한 것들을 바탕으로 소개한 내용은 관중들에게 신뢰를 얻을 것 이기 때문입니다.
2. 관광객 유치가 목적인 이 대화는 성공적이지 못할 것 입니다. 그 이유는 아이돌 가수인 카이를 좋아하는 연령대는 청소년이지만, 카이가 추천하고 소개한 평창의 볼 것, 할 것, 먹을 것은 청소년 보다는 중, 장년층이 좋아할 만한 내용이기 때문입니다.

#### Comments

A number of candidates provided a response that only included one type of audience, not recognising the intention and purpose of the text. In addition, many candidates did not fully justify their response to Question 2. Most candidates responded adequately to Question 3. Candidates should also check spelling and grammatical errors and sentence structures to improve their results.

### Overall comments for Listening

In general, to achieve a better result, candidates need to carefully read the questions and 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 the purpose and intention of the text. Candidates also need to evaluate the decisions and justify their responses using evidence

from the text. Candidates should improve and check spelling, grammar and sentence structure in responses in English to effectively respond to the questions.

## Reading

The Reading section consisted of three tasks.

### Suggested responses

#### Task 1 (Responses in English)

##### Question 1

**Identify the audience and purpose of this text. Justify your response using relevant information from the text.**

Possible responses are provided below in note form; however, the candidates were expected to respond in full sentences.

- Purpose — To advertise the vacant positions available in Queensland Wildlife Sanctuary (zoo) and provide details and conditions to applicants.
- Audience — Wider public who are: seeking a job, particularly those who can speak English and Korean; love working with animals; can work flexible hours; can work legally in Australia and are willing to work with the sanctuary for the long term.

##### Comments

Most candidates responded well to Question 1; however, many failed to use key words such as 'advertise' and 'vacant positions'.

#### Task 2 (Responses in English)

##### Question 1

**Explain the main issue discussed in the text.**

The main issue of the text is the increasing level of micro dust found in the air in Korea that threatens the health of the residents.

##### Question 2

**To what extent does this text help Mrs Yoon to plan her day? Justify your response using relevant information from the text.**

The text is very helpful for Mrs Yoon to plan her day. This is because the text includes the table showing the level of the micro dust and the suggested action plan for each level, which effectively guides Mrs Yoon to determine the activities for her children. The text provides some practical guidelines that help her to overcome the health issues caused by micro dust and become prepared, such as details of the mask to use, exercises to do, and advice about eating lots of fruit and vegetables.

##### Comments

Most candidates responded well to Question 1; however, key words such as 'increasing', 'micro dust' and 'health problems' were missing. For Question 2, a number of candidates

identified the specific information provided in the text, but did not evaluate the effectiveness of the text in achieving its purpose. Candidates must read the question thoroughly.

### Task 3 (Responses in Korean)

#### Question 1

이 글의 주요 사건은 무엇인가요?

**What is the main event described in the text?**

한국의 김장 담그는 풍습을 따라, 호주에 살고 있는 은혜의 가족과 이웃은 한국에서 방문하신 은혜의 할머니와 함께 김장을 했습니다.

#### Question 2

두번째 문단에서 은혜의 어머니는 왜 그런 반응을 했는지 설명하세요.

**Explain the reaction of Eunhye's mother in paragraph two.**

멀리 사는 자식들에게 맛있는 김치를 먹고 싶어하는 노모의 마음을 이해하고 감사하게 생각하지만, 긴 비행을 마친 노모가 쉬지도 않고 그저 자식들만 우선으로 생각하며 무거운 배추를 나르고, 힘들게 많은 양의 김치를 담글 모습이 안타깝고 걱정이 되었기 때문입니다. 이런 애뜻한 마음을 솔직하게 표현하기 보다는, 오히려 노모에게 투정부리듯 말한것을 보면 한국문화에서 흔히 볼 수 있는 아낌없이 주는 부모와 '감사합니다'라는 말 대신 "귀찮게 뭘 이런걸 하셨어요"라는 한국인 특유의 화법을 볼 수 있습니다.

#### Question 3

오늘 있었던 일이 은혜와 은혜의 할머니에게 어떻게 의미 있는 일이었는지 본문의 내용을 바탕으로 설명하세요.

**How is the event significant to Eunhye and her grandmother? Use relevant information from the text to support your response.**

The possible responses provided below are in note form; however, the candidates were expected to respond in full sentences.

- 할머니에게 이번 김장은 아주 특별한 일

이유: 본인이 담근 김치를 자식들에게 먹일 수 있음. 멀리 사는 자식들에게 아무것도 해 줄 수 없다가 이렇게 만나서 사랑을 전할 수 있음. 딸의 가족이 이웃들과 어울려 외롭지 않게 지내는 모습을 보고 안심.

- 은혜에게 이번 김장은 아주 특별한 일

이유: 호주에 자라는 한국인 청소년들이 한국 고유의 전통음식인 김치 만들기를 배움. 가족 뿐 아니라 이웃들과 베풀고 나누는 정을 느낄 수 있음 (저녁식사, 김치 함께 만들고 나누기). 할머니를 통해 가족을 사랑하고 아끼는 마음을 느끼게 되는 계기가 됨.

#### Comments

Most candidates responded well to Question 1. A number of candidates failed to read the cultural meaning embedded in Eunhye's mother's reaction to her old mother's willingness to make Kimchi, and provided responses at a very literal level. Most candidates responded adequately to Question 3; however, many candidates did not provide evidence from the text to support their response.

## Overall comments for Reading

In general, to achieve a better result, candidates need to demonstrate comprehensive understanding of the text. They need to identify and understand the key words in questions and justify their decisions and conclusions based on information provided in the text. In addition, candidates should demonstrate their understanding of Korean culture when justifying their responses. Candidates also need 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 the appropriate format, features, register and conventions to suit the relevant genre
- clearly express their ideas and purposes
- pay attention to grammar and vocabulary choices
- use a wide range of vocabulary, including figurative language
- organise the written text in a clear and coherent manner
- use paragraphs where appropriate
- write neatly to demonstrate their ability to write Hangul correctly
- proofread responses to avoid spelling and punctuation errors.