FIRST LANGUAGE KOREAN

| Paper 0521/01 |
| Reading |

General comments

In general, the performance in the first examination of this paper was very good. There were a few candidates with exceptionally good performances and a small number who failed to present a full understanding of the task, but the great majority of candidates successfully showed their comprehension of the passages.

However, there were a few common problems: Firstly, some candidates did not write their answers in full sentences, but in words or clauses. Candidates should be reminded that answers presented in such a style cannot gain good marks for Language. For the same reason, using bullet points or lists in note-form can have a negative influence on the mark awarded for language, even if such answers are correct. Secondly, candidates should be made aware that all questions are asked with reference to the reading passages, so answers are always expected to be made in relation to the context. Lastly, some candidates did not fully understand certain questions and/or the part of them and, consequently, set off in the wrong direction. It was not always clear whether this reflected their comprehension skills in Korean or whether these misunderstandings arose due to carelessness or lack of time.

Comments on specific questions

Question 1

Most candidates answered all the questions in this section and understood the gist of the story. However, as pointed out earlier, some candidates failed to provide evidence that they had grasped some of the more specific details of the story. Such candidates often answered by giving the dictionary meaning of words or phrases rather than explanations relative to the context of these words or phrases in the passage. For example, **(d)(i)** and **(d)(ii)** asked for explanations of the phrases 'improper power' and 'surrendered by improper power' in the passage. Some of the candidates wrote simple answers like 'this type of power is bad/unjust' and 'yielding to unjust power' without providing an explanation for what these expressions indicate in the passage. Similar problems were found in answers from some candidates to **Question (e)**, which asked what 'errant past' signified in the passage.

Another common occurrence was that some candidates only addressed questions in a partial fashion, failing to notice instructions such as 'in detail', 'find all the elements', 'from where to where' and 'in your own words'. For example, **Question (a)** asked 'to explain in detail how the exam cheating worked'. A full answer needed to explain that students took their exam properly first, but then erased their own names and put down the name of Seok-Dae, the class head-boy who threatened them, instead. Many candidates simply answered that the students put the name of Seok-Dae on their exam papers, which is a crucial part of the required information, but does not explain the whole procedure of the exam cheating. Similar problems were found with **Question (i)**. With reference to the whole passage', this question asked how students' attitudes toward Seok-Dae had changed. Instead of describing the whole process of change, many students either wrote down the student's final opinion and attitude towards Seok-Dae or only wrote when the crucial moment of change in attitude occurred.

Question 2

The majority of candidates successfully linked and explored the common themes of the two passages. A very few weaker students misunderstood the instruction and simply worked with Passage 2 only. Although the task required a comparison of characters in the two passages, some candidates compared the ways in which the stories were developed instead, for which they could not score any marks. Another problem found with some candidates was the stylistic presentation of their answer. Many students listed ideas rather than linking them properly as part of a coherent piece of extended writing.

FIRST LANGUAGE KOREAN

| Paper 0521/02 |
| Writing |

General Comments

Candidates were required to choose one topic out of four for discussion and argument and one out of four for description and narration. Generally, candidates showed a good command of Korean with appropriate vocabulary, expressions and use of grammar. A few made a large number of spelling mistakes and punctuation mistakes e.g. spacing between the words, which did not, generally, interfere with meaning.

For the benefit of teachers and candidates, the following are some minor, but common mistakes made in the category Language (Style and Accuracy):

	Mistakes:	Correction:
Spelling	않 하다 에 돼고, 됬다, 되서 -은 체로	안 하다 의 되고, 됐다, 돼서 (or되어서) -은 채로 (e.g. 포기한 채로)
Spacing between words: noun and a marker and verb stem and verb ending (a marker has to be attached to noun and verb ending to a verb stem)	noun이 었다 것이 였다 이 건만 서울 까지는 갈 수록	noun이었다 것이었다 이건만 서울까지는 갈수록
Register	Inconsistent writing style: verb ending (e.g. formal spoken style and change to written style in the middle of a composition, or the other way around)	Be consistent: use either formal spoken style or written style throughout the composition, depending on the nature of the topic chosen.

In terms of content in **Section 1**, the majority of candidates generally had a fairly good idea of what they wanted to convey but some showed weakness in the ability to develop an argument in a logical way. Candidates should take care to sequence their sentences properly, in order to create a cohesive discussion. Candidates are also strongly recommended to write an essay plan before they start writing, to help them structure their composition beyond the level of the paragraph.

For the Section Description and Narration, candidates need to have a clear idea about the difference between these two types of task with reference to the guidelines set out in the mark schemes in the syllabus. For example, descriptive tasks require a good selection of interesting ideas and images and the ability to evoke complex atmospheres with a range of details, whereas narrative tasks require a story which contains a complex event with a climax as well as details of character and manipulation of timeframes.

Taking the time limit of the test into account, it is essential that candidates read the questions carefully to find out what each question is specifically asking for. This will give candidates a better idea of what Examiners are expecting from their compositions.

It should be pointed out that some candidates gave ideas and views (often religious) which were not relevant to task set. Arguments supported only by religious beliefs can end up being too personal and may not be always logical, which risks weakening the persuasive force of the case a candidate is trying to make.

Comments on individual questions

Discussion and Argument

Question 1

(a)   '현대사회에서 미디어의 영향은 아주 큰데 특히 연예인들이 청소년들에게 미치는 영향은 상당하다. 청소년들에게 올바른 스타상을 심어주기 위해 미디어는 어떤 역할을 해야 할까요? 토론해 보십시오.

A challenging topic, chosen by a few candidates. Among them, some showed a sophisticated development of their ideas, while others just listed lots of examples of the behaviour of celebrities on TV and in the media and ended up writing a weakly structured, unconvincing essay.

(b)   당신은 사형제도를 찬성합니까? 반대합니까? 그 이유를 들어 토론해 보십시오.

This was the second most popular essay title. Most candidates were able to construct good arguments in support of their views. A small number of good candidates were able to discuss and balance arguments for or against.

(c)   '개고기를 먹는 것은 야만적이다.' 라는 말에 대해 어떻게 생각합니까?

This was the most popular topic. Most candidates were able to write about it offering good examples and arguments. Still, there were a few who needed to develop the logical aspect of their writing more fully.

(d)   스포츠의 상업주의의 문제점에 대해 토론해 보십시오. 특히 유명선수들의 거액연봉에 대해 어떻게 생각합니까?

Those who wrote about this topic all had a clear idea about it and were able to construct good, closely-argued essays.

Question 2 Descriptions and Narration

(a)   기억에 남는 여행지에 대해 묘사해 보십시오. 예를 들면 기후, 사람, 문화, 음식, 경치, 등등 Describe

The quality of writing was very much spread out from top to bottom. Most essays were generally sound, but some did not have enough descriptive or impressionistic content, with some essays ending up in a listing of events or another type of narrative, which was not the objective. Nevertheless, a small number of candidates did very well indeed, scoring top marks.

(b)   인상 깊게 읽은 책 한 권을 골라 등장인물 중 한 두 명에 대해 묘사해 보십시오.

This descriptive task was chosen by only a small number of candidates. There were some good descriptions but some simply replicated the story-line of their chosen book instead of giving the character descriptions asked for.

(c)   '친구사의의 우정'을 보여줄 수 있는 경험이나 사건을 예로 들어 이야기를 만들어 보십시오.

Generally, well done, with most candidates writing from their own experience. Those who provided good details of character and setting and gave a climax to their story scored higher marks.

(d)   지금 모험소설을 쓰려고 합니다. 주인공은 아무도 살지 않는 무인도에 도착했습니다. 거기에서 여러 가지 이상한 사건이 일어나서 주인공이 사건에 휘말리며 이야기가 전개 됩니다. 무인도의 배경과 어떤 사건의 시작으로 소설을 써 보십시오.

This was the most popular topic in this section. Most candidates coupled good imaginative abilities with a fairly good storytelling technique. There were many good-quality stories with complex narrative events, but a few stories ended up making little sense or were not really well-sequenced or structured.