

FIRST LANGUAGE KOREAN

Paper 0521/11
Reading

Key messages

- Candidates should write in their own words rather than copying the texts directly into the answers.
- Candidates should pay attention to the marks available for each question to be sure whether answers required are simple ones or complex/detailed ones with multiple points to cover.
- In **Question 1**, the answers should contain clear, precise and well-constructed sentences.
- **Question 2** answers require more arguments, comparison and contrast between Text A and Text B. Thoughts and ideas should be organised and written in a cohesive fashion using appropriate connectives.

General comments

Overall performance in the examination was very good. Most candidates demonstrated their comprehension of the texts and tasks very well. Many candidates produced high standard work, showing their ability to identify, analyse and evaluate relevant information from the texts and demonstrating an excellent use of vocabulary and complex sentence structures with accuracy in punctuation and spelling.

Some candidates can improve on how they organise and present their answers with cohesive arguments rather than giving the list of ideas and thoughts without grouped ideas and arguments with good linking words. Paraphrasing answers to score high in the marks available for language use is recommended. Candidates should avoid copying the text directly in their answers, unless they were asked to do so.

Comments on specific questions

Question 1

Generally, all of the sub-questions were answered well. Many candidates understood the questions and answered accordingly. Questions requiring simple and straightforward answers, such as 1(b), 1(c), 1(f) and 1(h) were answered well. Some candidates were not able to score full marks on the more challenging questions, such as 1(g), 1(i) and 1(j).

- (a) This question asked candidates to write two reasons for ‘나’(I)’s early/premature departure on the following day, but some candidates did not write two clear points.
- (b) This question was answered well by the majority of candidates.
- (c) This question was answered well by the majority of candidates.
- (d) This was mostly answered well. Some candidates lifted their answers from the text completely without any explanation. This resulted in poor marks for language.
- (e) This was mostly answered well.
- (f) This was answered well. Most candidates identified two expressions or actions which represent ‘노인’ (the old person)’s mental/emotional state.
- (g) Some candidates did not pay attention to the instruction in the question: the question asked to write two expressions which show the mental/emotional state of ‘나’(I) and write the reason for each.

Some candidates located the relevant part of the text for their answers but copied the text directly in their answers without paraphrasing the answers and without providing an explanation. To score full marks, two clear expressions and their causes should have been explained.

- (h) This question was answered well by the majority of candidates.
- (i) Many candidates answered well, paying attention to the question, finding the word which sums up the attitude of ‘노인’ (the old person) and wrote two reasons for this attitude as instructed in the question for this 3 marks question. 노인’s attitude can be summed up as 체념. The reasons for 체념 are 노인 knows that she is not going to live long and she knows that her son does not have a genuine or strong intention/desire to look after his mother. She also knows that she cannot demand anything to her son or her son owes her anything.
- (j) Some candidates identified who 노인 from the text and explained author’s intention of using 노인 well. Some candidate stated that 노인 was ‘Father’ rather than ‘Mother’. This is inaccurate as the mother refers herself as ‘아녀자’ (woman) in the text. By using 노인 instead of ‘Mother’, the author intended to imply the mental gap/distance between the mother and the son.

Question 2

Many candidates’ answers included detailed and developed arguments showing clear exploration of the common themes of the two texts. However, some answers lacked cohesiveness in their arguments and presented the points from each text without any comparison between the texts. Ideas and argument should be presented in cohesive fashion and in candidates’ own words, with appropriate language style and good usage of vocabulary, especially conjunctive adverbs.

Many candidates explored and compared the two texts in (a) how ‘나’(I) from each text felt and thought about their mothers and (b) how the two mothers’ ideas and values about their surroundings and family. Many aspects between two ‘I’s can be compared and contrasted such as ‘I’ from Text A feels rather distant from his mother, tries to avoid his mother by deciding to leave earlier than expected, justifies his guilt, which is showed through the expression ‘빚이 없다’ (no debt), and feels annoyed with his mother’s blank/no expression and reaction. ‘I’ from Text B on the other hand, is not interested in or agrees with what her mother values and insists on, a new way of life, new culture and new women, she is reliant on her mother and feels sad and sympathetic about her mother. Various aspects of two mothers could be contrasted as well. The mother in Text A does not insist that her son do anything: she does not insist that her son stays longer and feels resentful about her situation – she cannot provide comfortable accommodation to her son, she is not well but does not presume that her son is going to do anything about it or that he should do something for her. She buries her feelings in her heart and tries her best to understand her son. The mother from Text B, in contrast to Text A, has a bigger influence on her daughter and plays a more active role – guiding, insisting and teaching what she thinks is a better way of life, and shows strong will and an unbending attitude. Discussions should include details of the above rather than just giving the titles or list of points.

FIRST LANGUAGE KOREAN

<p>Paper 0521/12 Reading</p>

Key messages

- Candidates should write in their own words rather than copying the texts directly into the answers.
- Candidates should pay attention to the marks available for each question to be sure whether answers required are simple ones or complex/detailed ones with multiple points to cover.
- In **Question 1**, the answers should contain clear, precise and well-constructed sentences.
- **Question 2** answers require more arguments, comparison and contrast between Text A and Text B. Thoughts and ideas should be organised and written in a cohesive fashion using appropriate connectives.

General comments

Most candidates performed very well on this paper. There were many positive features in candidates' responses: good analysis and evaluation of relevant information from the two texts for each question, detailed and organised arguments with purpose, and clear and appropriate style of language.

Some candidates can improve on how they present their answers to show that they clearly understood the question, paying attention to the marks available for each question. Some answers require more complex and detailed information and some require a simple answer. Paraphrasing answers to score high in the marks available for language use is recommended. Candidates should avoid copying the text directly in their answers, unless they were asked to do so.

Candidates should also be reminded that they should use a relevant and consistent style of language for their answers, rather than mixing different styles of language.

Comments on specific questions

Question 1

Generally, all of the sub-questions were answered well. Many candidates understood the questions and answered accordingly. Questions requiring simple and straightforward answers, such as 1(a), 1(c), and 1(d) were answered well. Some candidates were not able to score full marks on the more challenging questions, such as 1(g), 1(h) and 1(i).

- (a) This question was answered well by the majority of candidates. The question asked candidates to find answers from the second paragraph but some candidates wrote their answers from the first paragraph.
- (b) This was mostly answered well. Some candidates gave answers based on their own opinion rather than finding the answers from the text.
- (c) This was answered well. Some candidates presented the examples with no explanation, such as '빨간 장미꽃과 검정 장미꽃 또는 시조, 한시와 산문시' and these were not sufficient answers.
- (d) This was answered well. There were 2 marks available for this question but some candidates only wrote one point for the answer.
- (e) Many answered well but some answers lacked details. The answers should include descriptions of beauty such as '완벽한 인체의 비례 미' rather than '인체'.

- (f) Mostly answered well with clear arguments. Some candidates lifted their answers from the text without organising their answers with arguments. This resulted in poor marks for language.
- (g) Mostly answered well. Candidates were asked to find a word from the text which has a contrasting meaning to the word ‘귀족’(aristocrats/high class people). The author of the text contrasts ‘귀족’ to ‘비루한 자’ (ordinary, basic people/low class).
- (h) Some candidates misunderstood who ‘자신’ refers to in the text. ‘자신’ here refers to the person/people who are watching the dance, rather than the dancer ‘황진이’.
- (i) Many candidates understood the question well and answered with their own arguments based on the whole of the text with a focus on the last paragraph as instructed in the question. Some candidates copied their answers from the last paragraph completely. This does not show that candidates understood the author’s intention and conclusion on what he thinks real beauty is. Candidates who copied the text in their answers would have scored marks for this question but this type of lifting answers from the text resulted in poor marks for language.

Question 2

Many candidates’ answers included detailed and developed arguments showing clear exploration of the common themes of the two texts. However, some answers lacked cohesiveness in their arguments and presented the points from each text without any comparison between the texts. Some answers were presented without appropriate conjunctive adverbs.

Many candidates explored and compared the similar and different views and attitude on ‘beauty’ from Text A and Text B. Candidates answers included many commonalities between two authors such as that beauty should not be valued merely by outward appearance, fixed formula or an absolute objectivity, but rather be valued individually and subjectively by taking meanings, values and contents into consideration as well as personal experiences, preferences, memories and feelings. Some candidates simply wrote that both authors argue that beauty should only be valued subjectively without any explanation or examples from the texts. No marks were given to those types of answers, as they do not show whether candidates comprehended the texts clearly. There are many other points to compare and contrast between the two texts, such as both authors share the same opinion that beauty is closely related to ‘생활’ (life/living), the author of Text B argues for the importance of future aspects (possibility) or sustainability/durability of beauty.

The two authors differ in their attitude towards the valuation of beauty. One of the contrasting attitudes is that the author of Text A states that there is no clear yes or no answer in deciding what is beautiful and what is not. It can be valued by objectivity and formality as well as by subjectivity, and it would be wrong to value beauty based on one argument. However, the author of Text B believes that there is a right way to judge beauty and he presented his argument and the readers (receivers of the two letters in the Text B) should take heed of his argument and advice. Discussions should include details of the above rather than just giving the titles or list of points.

FIRST LANGUAGE KOREAN

Paper 0521/21
Writing

Key messages

In order to be successful in this paper, candidates should:

- demonstrating fluent, well-developed ideas
- have an adequate control of grammar and spelling
- show evidence to support their argument
- use appropriate language for the subject
- check and proofread their writing

General comments

As in previous years, candidates were given one choice from four titles for the discussion and argumentative essay in **Section 1**, and another choice from four titles for the narrative or descriptive essay in **Section 2**. Among the successful answers, candidates had read the titles carefully before choosing one and tried to plan ideas for the introduction, main part and conclusion in detail. It is important to spend the proper time in planning one's essay in order to build a logical structure.

Candidates who struggle to answer the questions should try to respond, even in a brief way. Some less successful essays tended to rely on a limited number of simple words and to use the same expressions repeatedly.

Length

Most of the candidates kept the length of essay between 350–500 words for each composition. A long essay is not necessarily always good. Some successful essays focused on the main points and achieved an excellent answer without excessive length. Essays that overextend the same point in repetition failed to get a good mark. On the other hand, shortness does not guarantee a good essay. Without a proper degree of space, the candidates cannot substantiate what they want to say. It is essential to think about both the structure and amount of their essay when they plan their writing to avoid unnecessary parts. Some candidates spent precious time counting the number of the words used. They need to enhance the sense for the length of writing before the exam to focus on writing rather than counting during the exam. They need to also balance time properly when they deal with two sections. Some candidates spent too much time on section one and therefore didn't finish writing section two.

Logic

Argument requires foundation. Using expressions revealing one's subjective emotions like 어이없다 or 말도 안 된다 lowers the credibility of one's writing. Each paragraph should have one point that expresses their position and they need to develop these points into coherence. Explaining a part without direct relevance to the title for over one paragraph distracts the reader's attention. Some of the good essays developed the points the writer intended to say concisely and poignantly.

Persuasiveness

A good essay takes nothing for granted. As long as the writer does not start from the premise that the reader knows nothing about the writer's situation, the reader is hard to persuade. Writing is a form of communication. The purpose of writing is to tell readers persuasively what you think or feel. A good essay not only drives readers into consent and sympathy but also moves them. A repetitive and banal essay is not likely to impress readers. In weaker scripts, many of the linguistic errors left the reader confused and the

logic of the argument or story presented was difficult to follow. Amongst a number of recurrent errors, the following were seen:

- Incorrect spellings: the difference between 의 and 에; 받아들이다(O)/받아드리다(X), 안 되다(O)/않되다(X), 드러나다(O)/들어나다(X), 사라지다(O)/살아지다(X), 올바르다(O)/옳바르다(X).
- Agreement in style: choose either –입니다 style or –다 style but avoid mixing them in an essay.
- Avoid using informal expressions like 디게, 그치만, 근데 or 허나.
- Avoid using slangs like 썰드를 친다, 얼짱 or 짱난다.
- Avoid overusing plurals like –들: 그들, 이들, 세상들, 시간들 ...
- Use concrete and correct words rather than ambiguous expressions like 이러한, 그러한, 이렇게.
- Avoid exposing foreign alphabets: there were many cases where English words were not translated at all.

Comments on specific questions

Section 1 Discussion and Argument

Question (a): ‘The age for voting should be lowered by one year’

South Korea grants the right to vote only to adults aged nineteen years old or more, who apparently can make a wise judgement reflecting their independent ideas and values. However, with teenagers’ thinking getting mature widely and quickly, voices advocating lowering the voting age to 18 are getting stronger. Most of the candidates who chose this question agreed to the idea of lowering the voting age. They might be able to present some of the grounds for it in the fact that almost all of the important responsibilities and acts of duty, including military service, qualification for civil servant, acquisition of driver’s license and tax obligation in South Korea, are focused on the age group of 18. Another persuasive argument is that as long as a society push ahead with future-oriented policies, a high priority needs to be placed on reflecting the will of young people. Apart from these, the fact that most countries, including the OECD members, give the right to vote to people aged 18, can be another convincing argument. On the other hand, candidates should be able to refute some claims that are presented as grounds for taking the position against lowering the voting age like: young people are likely to neglect their studies, their main duty, owing to voting and be swayed by incorrect and insufficient information; Schools can degenerate into corrupt elections dominated by passion for votes.

Question (b) ‘Smoking on the street should be banned’

This question was chosen by the largest number of candidates. After South Korea banned smoking indoors, smoking free streets are gradually on the increase in the country. Some offer an opinion that rather than adopting a total street smoking ban, we need to protect smokers’ freedom and right by expanding the space where they can smoke. Many others claim that street smoking must be banned because it inflicts damage on passive smokers and causes accidents and problems. Among the candidates who agreed with a street smoking ban, reasons like the high likelihood of the number of young smokers and crimes increasing due to street smoking were persuasive. Also convincing was mentioning a case in which a child was burnt in the face by a pedestrian who smoked on the street. However, candidates who only listed health damages failed to get good marks.

Question (c) ‘From the beginning of primary school textbooks should be written with both Hangeul (indigenous Korean alphabets) and Hanja (Sino-Korean characters) to help enhance children’s comprehension for Korean speech and text’

The smallest number of candidates chose this question. Among the candidates who supported this statement, a claim that in so far as the Korean language contains large percentage of vocabulary whose meaning originates from Chinese, exposing candidates to Chinese characters from primary school helps them expand advanced Korean vocabulary, was convincing. Another persuasive logic was that by grasping the meaning of Chinese characters, candidates understand unfamiliar homonyms and get great assistance when they learn Chinese and Japanese later on. On the contrary, claims that started from such incorrect historical facts as ‘the use of Chinese characters in Korea started when the country was under the rule of the Chinese Tang dynasty’, lost persuasiveness in their development. The premise that the use of the Korean alphabet is the other name of patriotism also failed to be a logical essay because it started without understanding the topic correctly.

Question (d) ‘Middle and high schools should start after 9 a.m. when we take into account teenagers’ health’

This question was chosen by the second largest number of candidates. Many candidates were opposed to delaying school until after 9 o’clock. As grounds for their position, rather than claiming that if the start of school is delayed and starts after 9 o’clock candidates are likely to be lazy, which is a subjective opinion, pointing out that the adjustment of school timings is not just the matter of biorhythms, was more convincing. For instance, some candidates pointed out that what was more urgently needed was reforming the current educational structure which enforced overloaded classes, encompassing after school classes, evening self-studying and cram schools. On top of these efforts to improve the educational structure, presenting cases, domestic and abroad, in which the delay of the start of school until after 9 o’clock produced positive academic results as well as improved physical strength, is desirable.

Section 2 Description and Narration

Question (a): Describe ‘The scenery when spring comes’

The largest number of candidates chose this question. Spring is likely to come to everybody as a unique scenery. Essays simply describing a warm weather or expressing the senses of seeing, hearing, or touching with the help of stereotypical metaphors, are not likely to get good marks. Setting up a situation that can help readers look at the spring scenery as if they were in front of a picture, and sense the feeling of spring vividly and first-hand, is important. A candidate who got a good mark, successfully drew the spring scenery by presenting a situation where, with the advent of spring, bright spring clothes are replaced by thick winter clothes in the wardrobe, and the old dust of winter, collected everywhere in the house, is removed tidily. When you describe something, simply listing adjectives is not enough; you should be able to arouse vivid feelings in the readers’ mind.

Question (b): ‘Flea market (places where used things are sold and bought) scene’

A flea market is the marketplace where each can put out unusual articles. It is a place with plentiful attractions, a space where people can bargain, chat about this and that, and eat every kind of street food. A different season or different weather give the same flea market a different colour. The look of a flea market changes, depending on whether the onlookers are selling their own things, or they are just looking around. The key is, whether you are selling something or just watching, successfully drawing the unique scenes giving off vitality and friendliness among people.

Question (c): A story with the topic of ‘Grandfather’s hat’

It was the second most popular question. More attention should be given to creating a sophisticated story, making use of a straw hat, as an important material for writing. In many cases, stories became monotonous due to the unnatural involvement of one’s grandfather’s hat with his ‘death’. One outstanding essay developed an absorbing story, by describing vividly how close it was for him, and on which purposes the hat was used for the writer’s grandfather: as a sun shade while he worked in his farmland, as a basket while he dug up potatoes, or as a duster while he dusted dirt off his trousers.

Question (d) A story where ‘a mirror’ becomes an important clue

Given the character of a mirror as a material for writing, many stories moved along the line of detective or mystery narrative. However, the development of a story along the detective narrative requires more rigorous logic. A mirror reflects something, and the thing reflected on the mirror appears as a reversed shape. A writer, by focusing on this aspect of the mirror, might be able to build a more interesting story. Most of the stories, by presenting a mirror and a murder case, only as banal materials, showed typical narratives. Stories with creative and delicate constructions were relatively few.

FIRST LANGUAGE KOREAN

Paper 0521/22
Writing

Key messages

In order to be successful in this paper, candidates should:

- demonstrating fluent, well-developed ideas
- have an adequate control of grammar and spelling
- show evidence to support their argument
- use appropriate language for the subject
- check and proofread their writing

General comments

As in previous years, candidates were given one choice from four titles for the discussion and argumentative essay in **Section 1**, and another choice from four titles for the narrative or descriptive essay in **Section 2**. Among the successful answers, candidates had read the titles carefully before choosing one and tried to plan ideas for the introduction, main part and conclusion in detail. It is important to spend the proper time in planning one's essay in order to build a logical structure.

Candidates who struggle to answer the questions should try to respond, even in a brief way. Some less successful essays tended to rely on a limited number of simple words and to use the same expressions repeatedly.

Length

Most of the candidates kept the length of essay between 350–500 words for each composition. A long essay is not necessarily always good. Some successful essays focused on the main points and achieved an excellent answer without excessive length. Essays that overextend the same point in repetition failed to get a good mark. On the other hand, shortness does not guarantee a good essay. Without a proper degree of space, the candidates cannot substantiate what they want to say. It is essential to think about both the structure and amount of their essay when they plan their writing to avoid unnecessary parts. Some candidates spent precious time counting the number of the words used. They need to enhance the sense for the length of writing before the exam to focus on writing rather than counting during the exam. They need to also balance time properly when they deal with two sections. Some candidates spent too much time on section one and therefore didn't finish writing section two.

Logic

Argument requires foundation. Using expressions revealing one's subjective emotions like 어이없다 or 말도 안 된다 lowers the credibility of one's writing. Each paragraph should have one point that expresses their position and they need to develop these points into coherence. Explaining a part without direct relevance to the title for over one paragraph distracts the reader's attention. Some of the good essays developed the points the writer intended to say concisely and poignantly.

Persuasiveness

A good essay takes nothing for granted. As long as the writer does not start from the premise that the reader knows nothing about the writer's situation, the reader is hard to persuade. Writing is a form of communication. The purpose of writing is to tell readers persuasively what you think or feel. A good essay not only drives readers into consent and sympathy but also moves them. A repetitive and banal essay is not

likely to impress readers. In weaker scripts, many of the linguistic errors left the reader confused and the logic of the argument or story presented was difficult to follow. Amongst a number of recurrent errors, the following were seen:

- Incorrect spellings: the difference between 의 and 에; 받아들이다(O)/받아드리다(X), 안 되다(O)/않되다(X), 드러나다(O)/들어나다(X), 사라지다(O)/살아지다(X), 올바르다(O)/옳바르다(X).
- Agreement in style: choose either –입니다 style or –다 style but avoid mixing them in an essay.
- Avoid using informal expressions like 디게, 그치만, 근데 or 허나.
- Avoid using slangs like 썰드를 친다, 얼짱 or 짱난다.
- Avoid overusing plurals like –들: 그들, 이들, 세상들, 시간들 ...
- Use concrete and correct words rather than ambiguous expressions like 이러한, 그러한, 이렇게.
- Avoid exposing foreign alphabets: there were many cases where English words were not translated at all.

Comments on specific questions

Section 1 Discussion and Argument

Question (a): ‘History continues to progress?’

This question asks if candidates agree on the claim that ‘history continues to progress toward a desirable course’. Many agreed but many also disagreed. The positive group supported their position with the claims that the development of science and technology realised the distribution of wealth, or that the world is moving from the age dominated by status toward a fairer society. On the contrary, the negative group revealed negative aspects like, for example, that while the advance of science and technology achieved a history of civilisation, artificial intelligence steals jobs and brings social chaos, or that while the old status system has disappeared, the social inequality due to the unequal distribution of wealth has increased. Another persuasive statement was that the development of science and technology, unexpectedly, has brought about the weapons of mass destruction. Rather than listing anecdotal cases of history, candidates are expected to explain, in general, if human beings are going forward or backward in history.

Question (b): ‘Excessive night lighting of cities for the tourist industry should be stopped because dazzling night lighting in cities is contaminating’

Candidates are asked if they agree or not with the claim that ‘glaring night lights of cities for tourism are light pollution and should be banned’. Many international cities have been cited as the basis for the position that the spectacular night lights encouraged by the tourism industry to attract more tourists, interfere with the sleep of residents, affects their health, and destroys the rhythm of the natural ecosystem in the city. It was also convincing that the inability to see the stars any longer on a night in the city would deprive people of their dreams for the future. On the other hand, it was also persuasive that a city that depends on tourism income would not have to ban night lights as long as it uses eco-friendly electric energy.

Question (c): ‘The Korean way of calculating age, where a new-born baby is treated as one year old, should be integrated to the unitary Western system to avoid the confusion in the age of globalisation’

The pros and cons of the claim that the Korean age counting system should be unified into the universal system, since the former is confusing in the era of globalization, have been described in similar numbers. The group supporting the universal system said that it is already used in various official documents that require age restrictions in Korean society, and argued that the Korean system brings about confusion. In particular, it was persuasive to point out that Korea’s socio-cultural hurdles could become higher and be tied up even with violence because of the ‘Korean age’ issue. On the other hand, the argument that the use of the universal age is globalization itself, or that the use of Korean age is the same as keeping the Korean tradition was not convincing.

Question (d): ‘Renting pets is more reasonable than deserting them without fulfilling responsibility as owner to the end’

This question was chosen by the largest number of candidates. There were a lot of objections to pet rentals. But just mentioning the responsibility of raising a dog from the animal’s point of view, or over-emotionally describing the personal opinion that the word ‘rental’ is bad for its treatment of life as a ‘thing’, were not

persuasive enough. Well-organised essays that mention the dignity of life from the point of bioethics emphasize the responsibility of the owner, and even offer concrete alternatives and improvement measures such as legal restrictions were relatively few.

Section 2 Description and Narration

(a) Question: Describe ‘a house where I want to live’

It seems that it was not easy to imagine the ‘house I want to live’ and describe it. Though describing the ‘form of the house’ in detail cannot be underestimated, ‘people’ living in the house should also be included. If the warmth, harmony, and affection of the family are drawn together, the house a writer wants to live in can be depicted more vividly. Compositions were often distracting. The flow of writing should be structured in a more organised and natural way. Also, if the appearance of the house is simply listed with adjectives, an essay becomes boring. It should be described so concretely that the mood and form of the house can be imagined naturally.

(b) Question: ‘Things that make me sad’

This question expects candidates to reveal ‘things that make me sad’ concretely. However, many just described ‘my sad state’ itself, misunderstanding the purpose of the question. Besides, when we talk about ‘things that make me sad’, we can address not only personal experiences or emotions but also the society we live in. In that respect, an essay was impressive when the writer sensed a social grief while looking at an old man, with a smelly body and rough knuckles, dozing in the Tube. The emotional states in an essay can be conveyed to readers only when the writer reveals personal experiences frankly. Trying to have a habit of observing the flow of one’s own emotions in a daily life would not be a bad idea.

(c) Question: ‘On a winter day snow covered, late in the afternoon, at a small train station, several people with their own different personal story wait for a train that fails to come. Write a story that happens among these people’

Candidates have to create inner stories of other people they meet by chance. Although the temporal and spatial situation is already set in the question, you need to develop the story using your own imagination. A plot that crosses time and space without restraint, for instance, is possible. But if you ignore the time and space of snowy winter already set, and present instead the wrong time of summer, you misunderstood the point. As it is a story of people with different stories, if there are too many people, or if you just list several names without distinct characters, the story becomes distracting. This question expects candidates to have more interest in how other people live in the world.

(d) Question: ‘Early morning on the road’

Candidates were expected to create a story with the topic of ‘the street at dawn’, but some candidates, unexpectedly, just described ‘the street at dawn’ itself. We should think about why dawn should be the centre of the story, why dawn can be meaningful time and space in the story, and then develop a plot. Various creative stories are possible from the combination of the significant time of dawn and the adventurous space of the street. Dawn is different from midnight. As it is the time of daybreak, when the sun is about to rise, this temporal characteristic should be addressed. The story of a candidate and a teacher who had to go to school by walking through the embankment around the field for two hours each morning to get to school on time showed the quality of a beautiful short story.