

2001 HSC Notes from
the Examination Centre
Korean Background Speakers

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Contents

Section I – Listening and Responding	5
Section II – Reading and Responding	6
Section III – Writing in Korean	7

2001 HSC NOTES FROM THE EXAMINATION CENTRE KOREAN BACKGROUND SPEAKERS

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Korean Background Speakers. It provides comments with regard to responses to the 2001 Higher School Certificate Examinations, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabuses, the 2001 Higher School Certificate Examinations and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Korean.

The marking guidelines, developed by the Examination Committee at the time of setting the Higher School Certificate Examinations and used at the marking centre, are also available on the Board of Studies website.

Background Speakers

There were 114 candidates enrolled in the Korean Background Speakers course.

A few candidates wrote their name on the cover of the answer booklet next to their candidate number. A large number of candidates seemed to use their own name in the letter writing and speech. Candidates and their teachers are reminded that it is imperative that candidates not identify themselves in any way in the examination.

Section I – Listening and Responding

Part A

Specific Comments

Question 1

This question required an answer in English. Although there were weaknesses in English expression in terms of grammar, vocabulary and syntax, most candidates responded well to the questions. Those candidates who answered in Korean were awarded no marks.

- a) The correct answers were 'C' and 'D'.
- b) Most candidates responded 'Yes' to this part with a number of references to the text. Only a few candidates responded 'No', but still made a clear explanation why they thought these university lecturers did not represent the modern Korean couple.

- c) Most candidates clearly identified the speaker's view on divorce with appropriate supporting evidence.
- d) Candidates were awarded the full scale of marks in this question.

Part B

Question 2

Most candidates demonstrated a clear understanding of context and audience and expressed their opinions quite well on the issue, composing an argument supported by textual reference.

Candidates who were awarded low range marks, tended to rewrite (or repeat) what they heard rather than present their own opinion on the oil company director's response with reference to the text.

As candidates assumed the role of a resident of the village, most candidates included a name in the letter. Markers suspected that they used their real names. Year 12 teachers need to advise candidates not to write their own name on an HSC exam paper.

Section II – Reading and Responding

Part A

Question 3 – Seopyunje

This part could be answered in either Korean or English and nearly all candidates answered in Korean. A large number of candidates responded quite well to this question.

- a) The majority of candidates were awarded at least one mark, even if candidates only described 'the way he introduces himself'. Candidates' responses were varied and if they were valid to the context, marks were awarded.
- b) Most candidates identified parallels between the song and scene of the film in terms of characters and story lines (parallels between Song Hwa and Sim Chong on their devotion and sacrifice toward their father).
- c) A large number of candidates identified how the relevant emotions were represented visually using film techniques.
- d) Most candidates answered this part appropriately, linking the theme and the statement well. However, low range responses tended to mainly describe 'Han' without explaining Song Hwa's life in relation to the statement.

Question 4

A number of candidates confused 'optimistic' with 'pessimistic' in Korean and responded in relation to the pessimistic view. This misinterpretation would have been avoided.

Candidates were asked to discuss two songs in relation to the stated view, but most candidates focused on ‘Come Back Home’ more than ‘Promised in 10 Years’ and some candidates discussed only ‘Come Back Home’ without discussing the other song.

High-range candidates demonstrated the ability to analyse and discuss the features of both songs in relation to the statement in a well-structured response. Low-range candidates analysed the contents of the two songs and singers without referring to the optimistic view.

Part B

Question 5

The majority of candidates rewrote or summarised the given text without presenting their own opinions and ideas. Some candidates struggled with the specificity of the question which asked them to ‘express your concern about the potential disadvantage to the people in developing countries, and how this disadvantage may be overcome’.

Candidates who scored high marks demonstrated highly developed opinions and ideas on the issue as an advocate for developing countries. Most composed an effective argument with reference to the given text. Low-range candidates simply rewrote the given text with an unclear sense of audience.

Section III – Writing in Korean

Overall, candidates’ writing skills appeared to have improved a lot in terms of appropriateness of context, purpose and audience, structure and sequencing. Most candidates were above average level in writing. Lower-range candidates had difficulties with sentence structure and sequencing, and understanding text types.

The majority of candidates chose Questions 6 and 8.

Question 6

Approximately 40% of candidates attempted this question. There were a number of interesting responses which also fulfilled the task requirement. Some candidates concentrated on a general gender issue rather than fulfilling the specific requirements of the question.

Question 7

About 20% of candidates attempted this question, and half of these achieved the high range of marks. Some candidates presented culturally inappropriate suggestions for types of leisure for the elderly. As the writing task was a speech, many candidates placed their own name as the speaker’s name in their writing. Since the question seemed broad, candidates appeared to have experienced difficulty in focusing. Consequently, the responses varied:

- analysis of leisure activities for youth and elderly groups
- suggestions on how to enjoy leisure life
- suggestions on how to bring grandparents and grandchildren together through leisure activities.

Question 8

Approximately 40% of candidates attempted this question. Most candidates placed their own name in their letter to their grandfather. The majority of candidates inquired after their grandfather's health and safety, and about their family including themselves in South Korea. About one in five candidates discussed the issue of the relationship between South and North Korea as well as the content of one of the prescribed texts, 'Whisper, Whisper'. If their writing satisfied the marking criteria, they were not penalised for their responses.

Korean Background Speakers

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Section I — Listening and Responding			
1(a)	1	The individual & the communities/the family in contemporary society	H3.2
1(b)	3	The individual & the communities/the family in contemporary society	H3.2, H3.3
1(c)	2	The individual & the communities/the family in contemporary society	H3.1
1(d)	4	The individual & the communities/the family in contemporary society	H3.7
2	10	Global issues/environmental concerns	H3.4, H3.5, H3.6, H3.7, H3.8
Section II — Reading and Responding			
3(a)	2	Seopyunje	H3.8
3(b)	3	Seopyunje	H3.6, H3.7, H3.8
3(c)	4	Seopyunje	H3.3, H3.6, H3.7, H4.1
3(d)	6	Seopyunje	H3.3, H3.7, H3.8
4	25	Come Back Home, Promised in 10 years	H3.3, H3.6, H3.7, H3.8, H4.1
5	15	Global issues/the impact of information & technology – article/produce: a letter to the editor	H1.1, H1.2, H2.2, H3.5, H3.8
Section III — Writing in Korean			
6	25	The individual and the communities/gender in today's society – letter to the editor	H2.1, H2.2, H2.3, H2.4, H4.2, H4.3
7	25	Youth culture/the influence of leisure on the young person's world – speech	H2.1, H2.2, H2.3, H2.4, H4.2, H4.3
8	25	Cultural identity/North and South Korean relations – letter	H2.1, H2.2, H2.3, H2.4, H4.2, H4.3

2001 HSC Korean Background Speakers Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a) (1 mark)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> C or D are the correct responses 	1

Question 1 (b) (3 marks)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Responds to the question asked and explains clearly the reason/s for the choice made, citing relevant examples from the text 	3
<ul style="list-style-type: none"> Responds to the question asked and supports this with some relevant evidence 	2
<ul style="list-style-type: none"> Responds to the question 	1

Question 1 (c) (2 marks)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies the speaker's view of divorce and supports the response based on relevant evidence	2
<ul style="list-style-type: none">Identifies the speaker's view	1

Question 1 (d) (4 marks)*Outcomes assessed: H3.7***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Clearly identifies the speaker's view of modern couplesUses a range of relevant examples to show how language is used to reveal this viewDemonstrates a perceptive understanding of the ways in which language is used to convey meaning	4
<ul style="list-style-type: none">Identifies the speaker's view of modern couplesUses some relevant examples to show how language is used	2 – 3
<ul style="list-style-type: none">Identifies the speaker's view of modern couples	1

Section I

Part B

Question 2 (10 marks)

Outcomes assessed: H3.4, H3.5, H3.6, H3.7, H3.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast them• Composes a coherent argument demonstrating a comprehensive understanding of the text• Demonstrates a highly-developed understanding of context and audience• Demonstrates an excellent control of vocabulary and language structures	9 – 10
<ul style="list-style-type: none">• Identifies the main issues in the texts and compares and contrasts them in a lucid way• Composes an effective argument with close reference to the text• Writes effectively for the context and audience• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary	7 – 8
<ul style="list-style-type: none">• Coherently compares and contrasts information in the texts• Writes coherently and with some appropriate textual reference• Relates information to context and audience• Writes using a range of language structures and vocabulary	5 – 6
<ul style="list-style-type: none">• Compares and contrasts some opinions, ideas and information in the texts• Demonstrates a limited ability to structure and sequence information and ideas• Demonstrates an awareness of context and audience	3 – 4
<ul style="list-style-type: none">• Demonstrates some understanding of the text and the ability to compare and contrast information• Shows some evidence of the ability to organise information	1 – 2

Section II — Reading and Responding

Part A

Question 3 (a) (2 marks)

Outcomes assessed: H3.8

MARKING GUIDELINES

Criteria	Marks
• Clearly explains why Dong Ho introduces himself in the way he does	2
• Describes how he introduces himself	1

Question 3 (b) (3 marks)

Outcomes assessed: H3.6, H3.7, H3.8

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the relationship between the text and the scene by exploring relevant parallels/discussing the use of the song to express ideas and emotions	3
• Demonstrates some understanding of the relationship by linking the text to the scene	2
• Identifies one relevant aspect of the text	1

Question 3 (c) (3 marks)*Outcomes assessed: H3.3, H3.6, H3.7, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies relevant emotions and explains how these emotions are portrayed visually, using a variety of techniques and through a development of a perceptive line of argument	4
<ul style="list-style-type: none">Identifies relevant emotions and explains how these emotions are portrayed visually	2 – 3
<ul style="list-style-type: none">Identifies a relevant emotion OR <ul style="list-style-type: none">A relevant technique	1

Question 3 (d) (6 marks)*Outcomes assessed: H3.3, H3.7, H3.8***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies the theme of the filmClearly explains the significance of the statement as it relates to the textSupports the discussion with relevant references to the text	5 – 6
<ul style="list-style-type: none">Identifies the theme of the filmLinks the statement to the themeSupports points made with some reference/s to the text	3 – 4
<ul style="list-style-type: none">Identifies the theme of the filmProvides an explanation of Song Hwa's statement	1 – 2

Part A (continued)**Question 4** (25 marks)*Outcomes assessed: H3.3, H3.6, H3.7, H3.8, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a highly developed ability to analyse the features of the text• Demonstrates a perceptive and insightful ability to analyse the way in which the issue is expressed• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts	21 – 25
<ul style="list-style-type: none">• Demonstrates the ability to analyse the feature of the text• Analyses the way in which the issue is expressed to convey meaning• Composes an effective argument with appropriate textual reference	16 – 20
<ul style="list-style-type: none">• Demonstrates the ability to identify and discuss the feature of the text• Discusses ways in which the issue is expressed• Supports the discussion of the question with some appropriate textual reference	11 – 15
<ul style="list-style-type: none">• Identifies with some elaboration examples of the text• Identifies some examples of the way in which the issue is expressed• Attempts to compose an argument with reference to the text	6 – 10
<ul style="list-style-type: none">• Identifies some ideas and information relevant to the text• Demonstrates some ability to structure and sequence ideas	1 – 5

Section II

Part B

Question 5 (15 marks)

Outcomes assessed: H1.1, H1.2, H2.2, H3.5, H3.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the issues raised in the text • Responds with a sophisticated level of ability to the opinions, ideas and information in the text • Composes a coherent argument demonstrating a comprehensive understanding of the text • Demonstrates a highly-developed understanding of context and audience • Demonstrates an excellent control of vocabulary and language structures 	13 – 15
<ul style="list-style-type: none"> • Identifies the main issues in the text • Responds lucidly to the opinions, ideas and information in the text • Composes an effective argument with close reference to the text • Writes effectively for the context and audience • Demonstrates an appropriate knowledge and understanding of language structures and vocabulary 	10 – 12
<ul style="list-style-type: none"> • Exchanges information in response to the opinions, ideas and information in the text • Writes coherently and with some appropriate textual reference • Relates information to context and audience • Writes using a range of language structures and vocabulary 	7 – 9
<ul style="list-style-type: none"> • Responds to some opinions, ideas and information in the text • Demonstrates a limited ability to structure and sequence information and ideas • Demonstrates an awareness of context and audience 	4 – 6
<ul style="list-style-type: none"> • Demonstrates some understanding of the text • Shows some evidence of the ability to organise information 	1 – 3

Section III — Writing in Korean

Question 6, Question 7 and Question 8 (25 marks)

Outcomes assessed: H2.1, H2.2, H2.3, H2.4, H4.2, H4.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Writes perceptively for a specified audience, context and purpose Demonstrates an excellent control of vocabulary and language structures Demonstrates a highly developed and sophisticated control of Korean vocabulary and syntax Demonstrates flair and originality in the selection, presentation and development of ideas 	21 – 25
<ul style="list-style-type: none"> Writes effectively for an audience, context and purpose Demonstrates a well-developed command of Korean with a comprehensive range of vocabulary and syntax Demonstrates the ability to manipulate language Demonstrates originality in the selection and presentation of ideas. 	16 – 20
<ul style="list-style-type: none"> Writes original and interesting text appropriate to audience, context and purpose Demonstrates a satisfactory command of Korean, with a sound base of vocabulary and syntax Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar 	11 – 15
<ul style="list-style-type: none"> Demonstrates an awareness of audience and context using only a narrow range of information and ideas Uses a limited range of predictable vocabulary and language structures to express ideas Attempts to sequence and link ideas 	6 – 10
<ul style="list-style-type: none"> Communicates a limited range of ideas with little attempt to organise and sequence material 	1 – 5