

2001 HSC Notes from
the Examination Centre
Korean Continuers

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2001 HSC NOTES FROM THE EXAMINATION CENTRE KOREAN CONTINUERS

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Korean Continuers. 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.

Continuers

There were seven candidates enrolled in the Korean Continuers course.

Speaking Skills Examination

General Comments

Most candidates performed well in terms of fluency and the ability to sustain conversation. The five candidates who sat a telephone examination encountered difficulties such as delayed reaction time and some background noise during the recording. Therefore, it was often necessary for the examiners to repeat the question.

High-range candidates appeared to be well prepared using good sentence structures with grammatical accuracy, speaking clearly with natural fluency, sustaining the conversation well.

In the discussion section, some candidates presented only general information about themselves and their own experiences without any evidence of research.

Some weaknesses included:

- Most candidates did not understand the question ‘What does he look like?’ and examiners were often forced to give prompts such as ‘Is he tall?’. Candidates were then able to answer the question.
- Candidates raised the intonation at the end of every sentence whether it was interrogative or not.
- Most candidates tended to show weakness in the use of appropriate particles.

Written Examination

The level of candidates’ performance differed from section to section and question to question. The content of the syllabus was well covered in terms of topics, text types and outcomes. However, some questions in the listening and reading sections were particularly challenging.

Section I – Listening and Responding

General Comments

This section involved short answer questions including multiple choice questions.

Specific Comments

Part A

Question 3

- (b) Two items of information were required to gain full mark value.

Question 4

Due to the fact that the text included many numbers, figures (%), and classifiers, most candidates found it difficult to answer parts (a) and (b).

Question 5

Few candidates answered this question. It appeared that the candidates had difficulty answering the questions as they were confused by the content of the listening text and the wording of questions.

- (b) Most candidates responded mainly about Mrs Choi’s job rather than describing her attitude about her new circumstances.
- (c) Most candidates answered incorrectly and only one was awarded half of the available marks.

Part B

General Comments

Candidates should be reminded that answers to Part B must be written in Korean.

Section II – Reading and Responding

Part A

General Comments

Most candidates produced average responses. Some candidates had difficulty comprehending the text, failing to pick up detailed information. Part (c) in Questions 8 and 9 proved the most challenging to candidates.

Part B

In general, most candidates understood the task and responded well. They also conveyed information coherently and demonstrated a satisfactory level of sentence structure and use of vocabulary. However, as was apparent in past years, the common weakness was in the use of particles and verb/sentence endings.

Incorrect use of particles:

- subject/topic particles
- object particles
- locative directional.

Of all particles the above three are the most frequently used when composing sentences in Korean. Thus, it is important that these essential particles are learned by Korean students because if they do, it will be much easier for them to speak and write Korean accurately and effectively.

Common problems with verb/sentence endings (the verb should come last in a sentence in Korean):

- future tense eg attempting to say, ‘I’m going to study at university’ but writing ‘I would like to study at university’
- misunderstanding of the difference between the polite form and casual ending form.

Some candidates simply cut off the last syllable from the polite form of the verb/sentence ending to express the casual form and this rule does not always apply. Teachers need to be careful when explaining the regulations of the polite and casual form of endings to students.

Section III – Writing in Korean

General Comments

Generally, the length of the written responses was satisfactory and most candidates presented relevant information and ideas. Most candidates demonstrated the ability to sequence and structure ideas and information. However, some did not meet the requirements of the task, as their intended audience and purpose of writing was unclear.

Use of inaccurate vocabulary was commonly found from high-range to low-range candidates, seemingly due to incorrect translation of the words. Candidates should be careful not to take direct translations from a dictionary as the word may not apply in that particular context, thereby changing the meaning of the whole sentence.

Question 11

- (a) Two candidates attempted this part; however, no indication of purpose and audience of a report for a Korean travel magazine was demonstrated.
- (b) No candidates attempted this part.
- (c) Five candidates attempted this part. Most followed the letter writing format with appropriate opening and closing structures, including the date at the end of the letter, to a Korean pen friend.

High-range candidates demonstrated depth in the treatment of the task through the development of relevant information and ideas. Some candidates used a broad range of appropriate vocabulary, but in general, there were weaknesses in sentence structure and in accurate use of vocabulary. Low-range candidates presented simple information with limited knowledge and understanding of the task, and demonstrated limited ability to use vocabulary and sentence structure accurately.

Although there are various interpretations of the function of grammar in learning languages to convey information and ideas effectively in a range of contexts in Korean, candidates need to understand essential grammatical items such as basic sentence structure and particles, and have an ability to apply them into their spoken and written communication.

Korean Continuers

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Oral Examination			
	15	Conversation	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
	10	Discussion	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3, H4.1, H4.2, H4.3,
Section I: Listening and Responding			
Part A			
1(a)	1	The Individual – Self & Family - Dialogue	H3.1
1(b)	2	The Individual – Self & Family - Dialogue	H3.1
2(a)	1	Korean – Speaking Comm. – School Life in Korea - Announcement	H3.1
2(b)	1	Korean – Speaking Comm. – School Life in Korea - Announcement	H3.1
3(a)	1	Korean – Sp. Comm – Special celebrations - conversation	H3.1
3(b)	1	Korean – Sp. Comm – Special celebrations – conversation	H3.1
3(c)	3	Korean – Sp. Comm – Special celebrations - conversation	H3.3
4(a)	1	Changing World – World of Work – News Item	H3.3
4(b)	1	Changing World – World of Work – News Item	H3.4
5(a)	1	Changing World – Family Life - Interview	H3.1
5(b)	2	Changing World – Family Life – Interview	H3.2, H3.3
5(c)	5	Changing World – Family Life – Interview	H3.3, H3.4
Part B			
6	4	Changing World – World of Work	H3.1, H3.3
7	6	Korean Speaking Comm. – Migrant Experiences in Australia - Interview	H3.1, H3.3

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Section III: Reading and Responding			
Part A			
8(a)	1	Changing World – World of Work - Letter	H3.1
8(b)	1	Changing World – World of Work – Letter	H3.1
8(c)	2	Changing World – World of Work – Letter	H3.3
8(d)	1	Changing World – World of Work – Letter	H3.3
8(e)	1	Changing World – World of Work – Letter	H3.3
8(f)(i)	1	Changing World – World of Work – Letter	H3.2
8(f)(ii)	2	Changing World – World of Work - Letter	H3.2
9(a)	1	Changing World – Family Life - Article	H3.1
9(b)	2	Changing World – Family Life – Article	H3.3
9(c)	2	Changing World – Family Life – Article	H3.3
9(d)	2	Changing World – Family Life – Article	H3.2
9(e)	4	Changing World – Family Life - Article	H3.3
Part B			
10	10	Korean – Speaking Comm. – Special Celebrations - Letter	H1.2, H1.3, H1.4, H3.1, H3.2
Section III: Writing in Korean			
11	15	Korean – Sp. Comm. – Korea as a tourist destination - Report	H2.1, H2.2, H2.3
12	15	Korean – Sp. Comm. – School in Korea – Diary Entry	H2.1, H2.2, H2.3
13	15	Individual – Future Aspirations - Letter	H2.1, H2.2, H2.3

2001 HSC Korean Continuers Marking Guidelines — Oral Examination

Conversation (15 marks)

Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Communicates confidently and fluently with correct intonation and pronunciation Demonstrates depth of treatment through the presentation of relevant information, opinions and/or comment Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	13 – 15
<ul style="list-style-type: none"> Communicates effectively, with some degree of fluency and authenticity Responds with relevant information and a range of relevant opinions and/or comment Responds with a range of vocabulary and structures, but with some minor inaccuracies 	10 – 12
<ul style="list-style-type: none"> Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary Responds with relevant information and opinions 	7 – 9
<ul style="list-style-type: none"> Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors Presents some relevant information, opinions or ideas 	4 – 6
<ul style="list-style-type: none"> Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax 	1 – 3

Discussion (10 marks)

Outcomes assessed: H1.1, H1.2, H1.3, H1.4 H2.1, H2.3, H4.1, H4.2, H4.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth in the treatment of the chosen topic through the development of relevant information, ideas and/or opinions with appropriate reference to texts studied • Discusses the chosen topic with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure • Responds confidently, fluently and authentically with correct intonation, nuances and pronunciation • Consistently justifies and substantiates a point of view 	9 – 10
<ul style="list-style-type: none"> • Demonstrates depth in the treatment of the chosen topic through the development of some relevant information, ideas and/or opinions with appropriate reference to texts studied • Discusses the topic effectively, with a good degree of fluency and accuracy and range of vocabulary and structures, but with some minor inaccuracies • Responds with relevant information, opinion or comment • Justifies and substantiates a point of view 	7 – 8
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions relevant to the chosen topic with reference to texts studied • Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary. • Shows some evidence of justifying a point of view 	5 – 6
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the chosen topic and texts studied • Sustains basic communication • Responds using simple structures and vocabulary with frequent pauses and errors 	3 – 4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the chosen topic • Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax. 	1 – 2

2001 HSC Korean Continuers Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a) (1 mark)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Going to Pusan to visit Grandma	1

Question 1 (b) (2 marks)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Includes detailed information re weekend activities of both people	2
• Includes information on 1 person only or incomplete information	1

Question 2 (a) (1 mark)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 2 (b) (1 mark)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Because the teachers are absent	1

Question 3 (a) (1 mark)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• He is in Sydney on business	1

Question 3 (b) (1 mark)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides both items of information	1

Question 3 (c) (2 marks)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies all the differences referred to in the text	3
• Provides the gist of the differences with some possible errors	2
• Identifies one relevant difference	1

Question 4 (a) (1 mark)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 4 (b) (1 mark)*Outcomes assessed: H3.4***MARKING GUIDELINES**

Criteria	Marks
• Clearly explains what the industries have in common	1

Question 5 (a) (1 mark)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Bank employee	1

Question 5 (b) (1 mark)*Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies the new circumstanceIdentifies both – one positive and one negative aspect of Mrs Choi’s new job	2
<ul style="list-style-type: none">Identifies one correct attitude towards the new job	1

Question 5 (c) (5 marks)*Outcomes assessed: H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies at least 5 changes in Mr Choi’s life in regard to his job and his living arrangement	5
<ul style="list-style-type: none">Identifies at least 4 changes in Mr. Choi’s life in regard to his job and his living arrangement	4
<ul style="list-style-type: none">Identifies 3 changes	3
<ul style="list-style-type: none">Identifies 2 changes	2
<ul style="list-style-type: none">Identifies 1 change	1

Section I — Listening and Responding

Part B

Question 6 (4 marks)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Clearly illustrates Soon Min’s suitability for the job of clown, listing details of his qualities and examples of how he demonstrates these qualities	4
• Illustrates Soon Min’s suitability for the job, listing most details of his qualities or examples of how he demonstrates these qualities	3
• Lists at least 2 qualities or gives examples of how he demonstrates these qualities	2
• Shows minimal understanding with little detail	1

Question 7 (6 marks)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies all given aspects of Mr. Lee’s life in Australia, supplying most of the supporting evidence	5 – 6
• Identifies most aspects of Mr. Lee’s life in Australia with some supporting evidence	3 – 4
• Identifies one or two aspects of Mr. Lee’s life in Australia or gives minimal supporting evidence	1 – 2

Section II — Reading and Responding
Part A**Question 8 (a)** (1 mark)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• This week	1

Question 8 (b) (1 mark)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Year 5	1

Question 8 (c) (1 mark)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies the working situation of each parent	2
• Indicates the reasons why both parents unavailable and includes some relevant detail	
• Identifies one relevant reason including some relevant detail	1

Question 8 (d) (1 mark)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Because she has to use the internet, but she does not know how to use it properly	1

Question 8 (e) (1 mark)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 8 (f) (i) (1 mark)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• He feels good about his job	1

Question 8 (f) (ii) (2 marks)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies two reasons	2
• Identifies one reason	1

Question 9 (a) (1 mark)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies any relevant item of information re her family situation	1

Question 9 (b) (2 marks)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Presents at least two items of information to indicate that her English is very good	2
• Presents only 1 item of information to indicate that her English is very good	1

Question 9 (c) (2 marks)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies 2 factors contributing to her decision to emigrate to America	2
• Identifies only one factor	1

Question 9 (d) (2 marks)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Deduces 2 pieces of supporting evidence	2
• Deduces only 1 piece of supporting evidence	1

Question 9 (e) (4 marks)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Defines the role of married women in the workforce in Korea giving 4 pieces of supporting evidence	4
• Shows a good understanding of the role of married women in the workforce, giving 2-3 pieces of supporting evidence	3
• Shows some understanding of the role of married women in the workforce giving 1-2 pieces of supporting evidence	2
• Shows limited understanding of the role of married women in the workforce in Korea.	1

Section II — Reading and Responding

Part B

Question 10 (10 marks)

Outcomes assessed: H1.2, H1.3, H1.4, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	9 – 10
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	7 – 8
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (includes points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	5 – 6
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	3 – 4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1 – 2

Section III — Writing in Korean

Questions 11–13 (15 marks)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task • Demonstrates the ability to sequence and structure ideas and information coherently and effectively 	13 – 15
<ul style="list-style-type: none"> • Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task • Demonstrates the ability to sequence and structure ideas and information effectively 	10 – 12
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions relevant to the task • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7 – 9
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4 – 6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1 – 3