

**2002 HSC Notes from
the Marking Centre
Korean Background Speakers**

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2002 HSC NOTES FROM THE MARKING CENTRE

KOREAN BACKGROUND SPEAKERS

General Comments

There were 110 candidates who sat for the Korean Background course in the 2002 HSC examination. In general, most of the candidates seemed to have been well prepared for the examination throughout the components including prescribed texts. A few candidates wrote their names in their writing. Candidates should be reminded not to identify themselves in the examination.

Section I – Listening and Responding

Part A

Question 1

This question must be answered in English. Most candidates responded well, even though there were weaknesses in writing in English in terms of vocabulary and language structure. Four candidates answered in Korean instead of English and they were awarded no marks.

- (a) Nearly all candidates chose the correct answer.
- (b) Many candidates missed out numerical data in the statistics provided and some candidates gave data without indicating ‘per year’ or ‘per day’.
- (c) Most candidates understood the text well and summarised the speaker’s main points.
- (d) Many candidates summarised the content of the text instead of pinpointing the techniques used to persuade the audience. In some cases, there seemed to be a lack of understanding of the wording in ‘formal’ and ‘informal’ language.

Part B

Question 2

Most candidates demonstrated sound understanding of the issues raised in the two texts and the ability to compare and contrast the information as they composed an argument supported by textual references. Specified length of task was fulfilled, however, the following weaknesses were apparent:

- Many candidates seemed to have difficulty answering the question, although they understood the texts. They could not argue effectively ‘how well Korean immigrants adapt to Australian society’.
- Some candidates did not follow the required text type, and responded in speech format.
- Some responses were directly copied from the texts or rewritten instead of incorporating information into their own piece of writing.

- A few candidates used vulgar expressions in their responses that should not be practised in the examination.

Section II – Reading and Responding

Part A

Question 3

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

- (a) Candidates generally answered this part of the question appropriately. Most candidates clearly explained the meaning of the smile in line 53. The smile in line 6 was not effectively explained. It should be on the basis of the man's emotional status.
- (b) Overall, candidates demonstrated a good understanding of the three characters. However, many candidates explained the characters based on the whole story. This question required candidates to analyse personality and attitudes reflected only in specified parts not from the whole story.
- (c) Most candidates answered the question appropriately as they analysed the man's mental state clearly.
- (d) Many candidates demonstrated difficulties in linking the theme of the story to the statements. Some of them identified the theme only.
- (e) It seemed that candidates could not understand the question fully and many of them failed to explain the changing features of people's lives in the sixties with reference to the extract.

Question 4

Many candidates responded to the question inappropriately and more than half of the candidates could not fulfil the required length of the task. Some candidates seemed to summarise the whole story.

- The better responses demonstrated the ability to analyse and discuss the lifestyle of modern society with reference to the virtual and real meetings of the characters in the film.
- The majority of candidates identified the general difference between virtual and real life. However, they failed to explore how the film revealed the way in which lifestyles are changing in modern society.
- Often the candidates only focused on the meeting of the virtual world and did not mention the meeting in real life.

Part B

Question 5

Overall, most candidates responded reasonably well as the topic seemed to be familiar to them. If their opinion was against the educating of young Koreans abroad, the responses were similar in terms of the reasons being argued.

- The better responses demonstrated a highly developed understanding of the issue, and composed an effective argument, expressing an opinion clearly and presenting adequate textual reference.
- Weak responses mainly summarised the given text without presenting their own opinions and ideas or simply described the content of the report, and needed to develop the ability to form a coherent argument.
- Some responses included an excessive amount of information on personal experiences or had inadequate textual reference.

Section III – Writing in Korean

Most of the candidates demonstrated the ability to write in a manner appropriate to context, purpose and audience, and some had difficulties in sentence structure and sequencing. Most candidates chose Question 8.

Question 6

Few candidates attempted this question and most of these did not fulfil the specified length requirement.

Most of the responses had no evidence of expressing an opinion and only described positive and negative aspects of ‘striving to be the best’. Some responses focused on the issue in relation to academic achievement.

Question 7

Overall, the standard of writing was low and the application of the interview form was poor. Some of the responses were not appropriate to the context and audience. Candidates needed to treat the issue with depth and needed to develop the ability to sequence and structure.

Question 8

The majority of candidates attempted this question. Most candidates provided interesting responses, while demonstrating a range of language structures. However, some candidates needed to develop the ability to sequence and structure information and ideas effectively. Most of the responses concentrated on the influence of TV celebrities instead of mass media in general.

Korean FBS

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Section I – Listening and Responding			
1 (a)	1	Youth Culture/Pressure On Young People Today	H3.2
1 (b)	2	Youth Culture/Pressure On Young People Today	H3.1, H3.2
1 (c)	3	Youth Culture/Pressure On Young People Today	H3.1, H3.2
1 (d)	4	Youth Culture/Pressure On Young People Today	H3.7
2	10	Cultural Identity/Australian and Korean Perspectives on Lifestyles and Culture	H2.1, H2.3, H3.2, H3.4, H3.5
Section II – Reading and Responding			
3 (a)	2	Seoul, The Winter Of 1964	H3.3, H3.4
3 (b)	3	Seoul, The Winter Of 1964	H3.3, H3.6, H3.7, H3.8
3 (c)	3	Seoul, The Winter Of 1964	H3.2, H3.3, H3.6, H3.7, H3.8
3 (d)	5	Seoul, The Winter Of 1964	H3.3, H3.7, H3.8
3 (e)	7	Seoul, The Winter Of 1964	H3.2, H3.5, H3.8, H4.1
4	20	The contact	H3.3, H3.5, H3.6, H3.8, H4.1
5	15	Youth Culture/The Place Of Education In Young People's Lives	H1.2, H2.1, H2.4, H3.8
Section III – Writing in Korean			
6	25	The Individual And The Community/The Impact Of Changing Society On The Individual	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Cultural Identity/Reconciling Traditional And Contemporary Korean Culture	H2.1, H2.2, H2.3, H2.4, H4.2
8	25	Global Issues/The Global Impact Of Mass Media	H2.1, H2.2, H2.3, H2.4, H4.2

2002 HSC Korean Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• C	1

Question 1 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies the statistics relating to the argument	2
• Identifies some statistics	1

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

Criteria	Marks
• Provides a detailed and accurate summary of the speaker's argument	3
• Identifies the main points	2
• Identifies some points/ detail	1

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

Criteria	Marks
• Explains a range of relevant examples to show how language is used to reveal the speaker's view • Demonstrates a perceptive understanding of the ways in which language is used to convey meaning	4
• Explains some relevant examples to show how language is used to reveal the speaker's view	2–3
• Identifies the speaker's view of smoking OR • Identifies one technique	1

Section I — Listening and Responding

Part B

Question 2

Outcomes assessed: H2.1, H2.3, H3.2, H3.4, H3.5

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 texts • 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 texts • 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 reference to the texts • 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 texts 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)

Outcomes assessed: H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
• Clearly explains the meaning of the two different smiles	2
• Describes the meaning of one smile	1

Question 3 (b)

Outcomes assessed: H3.3, H3.6, H3.7, H3.8

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of each individual's personal characteristics and attitudes	3
• Demonstrates some understanding of each individual's personal characteristics and attitudes	2
• Demonstrates a limited understanding of each individual's personal characteristics and attitudes	1

Question 3 (c)

Outcomes assessed: H3.2, H3.3, H3.6, H3.7, H3.8

MARKING GUIDELINES

Criteria	Marks
• Identifies relevant emotions and analyses the man's mental state clearly	3
• Identifies relevant emotions and analyses the man's mental state	2
• Identifies a relevant emotion	1

Question 3 (d)

Outcomes assessed: H3.3, H3.7, H3.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies the theme of the short story • Clearly explains the significance of the statement as it relates to the text • Supports the discussion with relevant references to the text 	5
<ul style="list-style-type: none"> • Identifies the theme of the short story • Links the statement to the theme • Supports points made with some reference/s to the text 	3–4
<ul style="list-style-type: none"> • Identifies the theme of the short story • Provides an explanation of the statement 	1–2

Question 3 (e)

Outcomes assessed: H3.2, H3.5, H3.8, H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Describes the city life in the sixties clearly • Clearly explains the significance of the aspects of life in the sixties as it relates to the text • Supports the discussion with relevant reference to the text 	6–7
<ul style="list-style-type: none"> • Describes the city life in the sixties • Explains the significance of the aspects of life in the sixties as it relates to the text • Supports points made with some reference to the text 	3–5
<ul style="list-style-type: none"> • Describes some of the city life in the sixties • Supports points made with few reference/s to the text 	1–2

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H3.3, H3.5, H3.6, 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 explored• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the text	17–20
<ul style="list-style-type: none">• Demonstrates the ability to analyse the features of the text• Analyses the way in which the issue is explored• Composes an effective argument with appropriate textual reference	13–16
<ul style="list-style-type: none">• Demonstrates the ability to identify and discuss the features of the text• Discusses ways in which the issue is explored• Supports the discussion of the question with some appropriate textual reference	9–12
<ul style="list-style-type: none">• Identifies with some elaboration examples from the text• Identifies some examples of the way in which the issue is explored• Attempts to compose an argument with reference to the text	5–8
<ul style="list-style-type: none">• Identifies some ideas and information relevant from the text• Demonstrates some ability to structure and sequence ideas	1–4

Section II — Reading and Responding

Part B

Question 5

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

Questions 6–8

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Writes perceptively for a specified audience, context and purpose Demonstrates a highly developed and sophisticated ability to manipulate vocabulary and syntax in Korean 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 the ability to manipulate language in Korean 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