

**2003 HSC Notes from
the Marking Centre
Korean Background Speakers**

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2003 HSC NOTES FROM THE MARKING 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 2003 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 syllabus, the 2003 Higher School Certificate Examination paper, 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.

General Comments

There were 133 candidates who sat for the Korean Background course in the 2003 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. Two candidates forgot to write their student number on the cover page of the writing booklet.

Section I – Listening and Responding

Part A

Question 1

General Comments

This part of the paper assesses how well candidates:

- identify the main points and detailed items of specific information
- analyse the way in which language is used to convey meaning.

This part consisted of four questions, including one multiple-choice question, and is answered in English.

Most candidates responded well, even though there were weaknesses in writing in English in terms of grammar and language structure. Three candidates answered in Korean instead of English and they were awarded no marks.

Specific Comments

- (a) Multiple choice question: most candidates chose the correct answer B, with only several candidates choosing C.
- (b) Most responses explained the son's attitude from the viewpoint of the 'traditional Korean way of thinking'. However, some weak responses tended to focus only on their own viewpoint, without mentioning the traditional Korean way of thinking.
- (c) Most candidates summarised the son's argument well with supporting evidence. Some weak responses summarised only the mother's argument, instead of the son's. Some students wrote examples of the son's future plans without argument.
- (d) Most responses explained the language used to reveal the mother's and son's view with supporting examples from the text. Some weak responses only summarised the speaker's argument instead of analysing how the language was used. Some candidates used incorrect terms to explain the language used.

Recommendation

Candidates need more practice answering in English and identifying the main points and relevant items from specific information, as well as analysing the language used.

Part B

General Comments

Candidates heard two texts and were required to answer one question in Korean.

Candidates were assessed on how well they:

- compared and contrasted information, opinions and ideas
- composed a well-structured argument supported by textual reference
- conveyed information and ideas accurately and appropriately.

Specific Comments

Question 2

As the topic was closely related to their daily lives, most candidates demonstrated good understanding of the issues raised in the text and composed an effective argument. Specified length of task was fulfilled; however, the following weaknesses were apparent:

- Some candidates had difficulty answering the question, although they seemed to have a sound understanding of the texts.
- About one-third of candidates wrote in essay style, not a speech as required by the question.
- Some responses included material directly copied from the texts. This should be avoided as it does not allow for candidates to demonstrate their ability to convey information appropriately.
- Some candidates included their own names in the introduction to their speeches. Candidates should not identify themselves in any way.

Recommendation

Students are advised not to identify themselves. If they need to use a name they should create one.

The language used in a response must be appropriate to the task, its audience, purpose and context. In this instance, ‘chatty language’ was not considered appropriate.

Section II – Reading and Responding

Part A

General Comments

This part focused on how well candidates:

- identify and analyse specific information
- analyse the way in which language is used to convey meaning
- compose a well-structured argument supported by textual reference.

Specific Comments

Question 3

Question 3 can be answered in either Korean or English and nearly all candidates answered in Korean. Overall the quality of responses varied greatly.

- (a) Candidates generally answered this part of the question appropriately. About half of the candidates correctly described the meaning of both ‘tears’. Most of the responses in the other half described the meaning of ‘Ajaebi’s tear’ but not the child’s tears.
- (b) Few candidates explained the meaning of the ‘second witness’ accurately. A full explanation required candidates to provide a detailed description of the incident in which ‘Songi’ became the second witness.
- (c) Only a few candidates achieved high marks in this question. Many found the requirement to analyse the author’s intention of using two different fonts challenging. Most candidates described the contents of the two different fonts and did not explain the author’s intentions.
- (d) The majority of the candidates answered this question well; however, some responses only treated whispering between ‘Songi’ and her unborn child.
- (e) Most candidates identified the theme of the story but did not explain the reality of the partition of the peninsula, reflected throughout the story.

Recommendation

Students need to refer to a variety of sources of information about the prescribed text and to consider what they think about them, and to practise writing responses requiring in-depth analysis of the prescribed text. Questions should be read carefully.

Question 4

General Comments

This question can be answered in either Korean or English. The majority answered in Korean and fulfilled the required length of the task. Most candidates responded reasonably well as they generally stated the attitude of the poet towards nature and community, as the question required. The best responses demonstrated a perceptive understanding of the poem.

Specific Comments

Positive aspects:

- The majority of responses demonstrated a good understanding of the poem and composed a well-structured argument supported by textual reference.
- Many of the responses competently stated the poet's attitude towards nature and the community and included effective analysis of the features of the poem.

Weak aspects:

- Some responses only analysed each stanza of the poem, rather than answering the question properly.
- Some candidates misunderstood what was meant by the poet's point of view towards nature and the community.
- Some responses misquoted and provided a response that could not be and was not supported by textual evidence.

Part B

General Comments

Candidates were assessed on how well they:

- exchange information in response to opinions, ideas and information in the text
- compose a well-structured argument supported by textual reference
- convey information, opinions and ideas accurately and appropriately.

Question 5

Most candidates seemed to understand the issues raised in the text. However, some candidates misinterpreted the question and wrote a general 'creative writing' response rather than a response to the text. The length of the responses was reasonable, although in general the quality of candidates' responses was not as good as past years.

Specific comments

- The candidates' understanding of the issues raised in the text was very good. However, many responses did not appropriately address the context and audience of the task eg some candidates inappropriately adopted the mother's character in the text instead of writing a personalised letter to the editor in response to the article.
- Weak responses tended to treat general gender issues in Korea, without arguing gender inequality through the portraits used on Korean currency.
- The weakest responses were filled with direct quotations from the text with no evidence of original thought.

Recommendation

Candidates need to read the question thoroughly before they respond. Candidates should practise composing an argument supported by textual reference that demonstrates independence from the language of the original material.

Section III – Writing in Korean

General Comments

Candidates are required to attempt one question from 6 – 8. Most candidates attempted Question 8. The content of the writing was generally satisfactory; however, the majority of candidates responded inappropriately to the required text type, although their effort was evident.

Specific Comments

Question 6

Better responses demonstrated excellent writing skills appropriate to context, purpose and audience with interesting ideas and information. On the other hand, weaker responses tended to miss essential information in their announcement, eg date, time, venue. The contents of the party program were limited, or unsuitable for a Year 12 graduation party.

Question 7

Overall, the candidates' understanding of environmental issues was good, but a large number of candidates failed to write in a report format. Better responses produced a report based on the outcome of the environmental issue forum they had attended. Weak responses presented their argument like a general speech or essay on environmental issues, instead of a report on the forum.

Question 8

Good responses followed the newspaper article format including *who, what, where, when, why, how*, and the day of the event was specifically described including various interesting programs. On the other hand, weak responses tended to produce as a review-type of writing including their feeling or impression instead of writing in an informative newspaper article format.

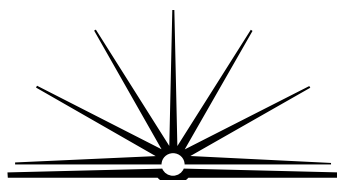
Recommendation

Candidates need to have more practice reading and writing various text types, which enables them to write texts appropriate to context, purpose, and audience. Since many candidates had difficulty in sequencing and structuring information and ideas cohesively, more practice in analysing the structure of texts and in writing are required.

Korean Background Speakers

2003 HSC Examination Mapping Grid

Question	Marks	Content (Prescribed contemporary issue/text — text type)	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	1	Pressures on young people today — conversation	H3.2
1 (b)	2	Pressures on young people today — conversation	H3.1, H3.3
1 (c)	3	Pressures on young people today — conversation	H3.2
1 (d)	4	Pressures on young people today — conversation	H3.3, H3.7
Section I — Listening and Responding			
Part B			
2	10	The impact of information and technology — Radio Broadcast — interview/speech	H2.1, H2.3, H3.2, H3.4, H3.5
Section II — Reading and Responding			
Part A			
3 (a)	2	<i>Whispers, Whispers</i>	H3.7
3 (b)	3	<i>Whispers, Whispers</i>	H3.1, H3.8
3 (c)	4	<i>Whispers, Whispers</i>	H3.3, H3.4, H3.7
3 (d)	5	<i>Whispers, Whispers</i>	H3.3, H3.7, H3.8
3 (e)	6	<i>Whispers, Whispers</i>	H3.2, H3.7, H3.8, H4.1
4	20	<i>Pigeon in Sung-Buk-Dong</i>	H2.1, H2.3, H3.1, H3.2, H3.3, H3.4, H3.7, H3.8, H4.1
Section II — Reading and Responding			
Part B			
5	15	Gender in today's society — Journal entry/letter	H1.2, H2.1, H2.4, H3.8
Section III — Writing in Korean			
6	25	The place of education in young people's lives — announcement	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Environmental concerns — report	H2.1, H2.2, H2.3, H2.4, H4.2
8	25	Australian and Korean perspective's of lifestyle and culture — article	H2.1, H2.2, H2.3, H2.4, H4.2



B O A R D O F S T U D I E S
NEW SOUTH WALES

2003 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
• (B)	1

Question 1 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies the arguments relating to the traditional Korean way of thinking	2
• Identifies some arguments	1

**Question 1 (c)***Outcomes assessed: 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 or detail	1

Question 1 (d)*Outcomes assessed: H3.3, H3.7***MARKING GUIDELINES**

Criteria	Marks
• Explains a range of relevant examples to show how language is used to reveal the mother's and son's views • 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 mother's and son's views	2–3
• Identifies both speakers' arguments without referring to language use	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 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)***Outcomes assessed: H3.7***MARKING GUIDELINES**

Criteria	Marks
• Describes the meaning of both uses of the word ‘tear’	2
• Describes the meaning of only one use of the word ‘tear’	1

Question 3 (b)*Outcomes assessed: H3.1, H3.8***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the significance of the sentence, making reference to the whole text	3
• Provides a detailed and an accurate description of the incident	
• Demonstrates some understanding of the significance of the sentence	2
• Identifies some relevant information relating to the sentence	1

Question 3 (c)*Outcomes assessed: H3.3, H3.4, H3.7***MARKING GUIDELINES**

Criteria	Marks
• Demonstrate a perceptive understanding of what the writer implies by the use of the two different font types	4
• Demonstrate some understanding of what the writer implies by the use of the two different font types	2–3
• Demonstrate a limited understanding of what the writer implies by the use of two different font types	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a clear understanding of the reason in relation to the content of the story• Demonstrates a clear understanding of the linguistic characteristics of women's whispering adopted in the story• Explains the reason in connection with the theme of the story	5
<ul style="list-style-type: none">• Demonstrates some understanding of the reason in relation to the content of the story• Demonstrates some understanding of the linguistic characteristics of women's whispering adopted in the story• Explains the reason in connection with the theme of the story	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the reason in relation to the content of the story• Demonstrates a limited understanding of the linguistic characteristics of women's whispering adopted in the story	1–2

Question 3 (e)*Outcomes assessed: H3.2, H3.7, H3.8, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies the theme of the short story• Clearly explains the significance of the reality of the partition of the Korean peninsula as it relates to the text• Supports the discussion with relevant references to the text	5–6
<ul style="list-style-type: none">• Identifies the theme of the short story• Explains the significance of the reality of the partition of the Korean peninsula as it relates to the text• 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• Supports points made with few reference/s to the text	1–2

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H2.1, H2.3, H3.1, H3.2, H3.3, H3.4, 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 explored• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts	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 of 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 to 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 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**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 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