

**2003 HSC Notes from  
the Marking Centre  
Korean Continuers**

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# 2003 HSC NOTES FROM THE MARKING CENTRE

## KOREAN CONTINUERS

### Introduction

This document has been produced for the teachers and candidates of the Stage 6 Continuers course in Korean. It provides comments with regard to responses to the 2003 Higher School Certificate Examination, 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 2003 HSC examination paper, course syllabus and other support documents, which have been developed by the Board of Studies to assist in the teaching and learning of Korean.

### General Comments

There were 15 candidates who sat for the 2003 HSC Korean Continuers Course examination. Most candidates performed well and some responses were noticeably outstanding throughout the sections in terms of understanding and breadth and depth of treating the task as well as expression.

### Oral Examination

The oral examination is designed to assess the candidates' knowledge and skills in using spoken Korean. The candidates were expected to demonstrate their ability to exchange information, opinions and experiences in Korean, as well as to understand the aspects of the language and culture of Korean speaking communities.

### General Comments

Most candidates seemed to be prepared for the examination and performed well. Overall, the quality of performance was relatively good in terms of maintaining and initiating communication. However, teachers and candidates need to focus on expressing ideas relating to the issues, in order to improve skills in reasoning and evaluation.

### Section I – Conversation

This section consisted of a general conversation between the candidate and examiner about the candidate's personal world throughout the range of topics.

The better responses demonstrated a natural flow and confidence in communication combined with an excellent level of grammatical accuracy and range of vocabulary and sentence structures. These candidates were able to initiate and actively maintain the conversation with a degree of fluency, and included interesting content.

Weak responses tended to lack confidence, and candidates provided simple responses without expressing their own opinions or elaborating on the topic. They maintained only a basic level of conversation using simple structures and vocabulary.

## **Section II – Discussion**

This section is a discussion of a topic that has been chosen by the candidate and studied in-depth. The candidates were expected to explore with the examiner the topic of their study and to refer to the texts studied.

Better responses demonstrated depth in the treatment of their chosen topic through the development of extensive information, ideas and opinion. They also referred to the texts studied and consistently justified their point of view.

On the other hand, weak responses presented simple information without expressing their own opinion and there was no evidence of justifying their point of view or referring to the resources they had used.

Some candidates chose their daily life experiences as a topic and described general information, such as, ‘my dog’ or ‘my family’, and there was no evidence of in-depth study or any reference made to texts they had studied. Texts can take a variety of forms and may not necessarily be Korean texts. Candidates who select topics that do not lend themselves to a discussion, or who do not refer to texts studied are not fulfilling the requirement of this component of the external examination for Korean Continuers.

## **Written Examination**

### **Section I – Listening and Responding**

#### **General Comments**

The section comprised short answer questions and one multiple-choice question. Most candidates demonstrated very high quality responses that included correctly identifying and analysing relevant information through understanding of both the general and specific aspects of the texts.

#### **Part A (Questions 1–4)**

Most candidates performed very well. Better responses demonstrated good understanding of the text as they identified accurate information with relevant supporting evidence. Weak responses tended to provide incorrect information, perhaps due to misunderstanding or misinterpretation of the text.

#### **Question 1**

- (a) Almost all candidates answered correctly.
- (b) Some stated only ‘to shop’, rather than clearly stating the reason of buying New Years presents.
- (c) All candidates answered correctly.

## Question 2

Many candidates failed to answer this question correctly.

- (a) Some candidates did not identify the cause of the change.
- (b) Some careless mistakes were found, as they wrote ‘Olympic Park’ instead of ‘Olympic Stadium’. ‘Olympic Park’ appeared in the text for Question 1.

## Question 3

- (a) Most candidates answered the relationship appropriately.
- (b) All candidates answered correctly.

## Question 4

- (a) The correct answer was ‘D’, and most candidates gave the correct answer.
- (b) and (c) All candidates answered appropriately.

## Part B (Questions 5–6)

This part was to be written in Korean. Most candidates performed well, however, one candidate wrote the answer to Question 6 in English.

## Question 5

Most candidates identified correct information, however, half of the candidates wrote a paragraph instead of making a list.

## Question 6

- (a) Most candidates completed the table accurately with a list of the student’s problems and solutions. However, some candidates wrote the problems in the solutions column. One student responded in English.

## Section II – Reading and Responding

### General Comments

Candidates were assessed on their capacity to understand general and specific aspects of texts through summarising or evaluating, and their ability to convey the information accurately and appropriately.

### Part A

This part is answered in English. Overall, the candidates performed well.

### Question 7

- (a) Half of the candidates listed all the different places including popular destinations in Seoul that the writer visited, instead of writing the places other than Seoul such as Kuyng Ju or Mt. Sorak .
- (b) Some candidates described incorrect information on Korean traditional festival. They stated ‘sol’ instead of ‘Chu Suk’
- (c) Some candidates provided insufficient information as they did not have a thorough understanding of the whole text. In particular, a few candidates only mentioned that the person did not understand the Korean food menu.
- (d) Most candidates clearly stated their opinion with supporting evidence.

### Question 8

- (a) The correct answer is ‘C’. One-third of candidates chose ‘D’.
- (b), (c) and (d) Most candidates answered these questions well, demonstrating a good understanding of the text.
- (e) Most candidates answered appropriately. A few candidates did not support their opinion with related evidence from the text.

### Part B

#### General comments

Candidates were assessed on their capacity to understand the text by identifying, analysing and responding to the information, and to convey information coherently and appropriately.

### Question 9

Overall, candidates responded well to the reading text. The majority of candidates fulfilled the required word limit. They were well focused on the appropriate text type.

Good responses demonstrated depth in treatment of the task with creative ideas, adequate information and cohesive sequencing. Candidates should avoid including irrelevant information.

Three candidates wrote their own names in the greeting part of the letter instead of the given name of ‘Bomi’.

## **Section III – Writing in Korean**

### **General Comments**

Candidates were assessed on:

- relevance of the treatment of ideas, information or opinions;
- variety and accuracy of vocabulary and sentence structures;
- capacity to use conventions of text types and to structure and sequence responses.

### **Question 10**

Most candidates produced a reasonable standard of writing. Candidates were required to choose one question from two. Both questions were equally popular.

- (a) Candidates were required to write five days of their work experiences in a diary entry. The majority of candidates wrote well. However, a few candidates wrote about the contents of only one day's experience.

Good responses included interesting information, eg various activities and future plans, and were not restricted only to a basic description of their work experience. Weak responses tended to include the listing of simple daily routines, with insufficient content.

- (b) Most candidates responded well.

Good responses demonstrated depth in the treatment of the task through convincing and persuasive content and language to be selected as an exchange student to Korea. Weak responses contained irrelevant information, such as, unnecessary experiences and cultural comparison.

### **Overall Recommendation**

Candidates must read questions and given texts carefully to identify detailed and relevant information, in order to avoid careless mistakes and to ensure that tasks are completed appropriately.

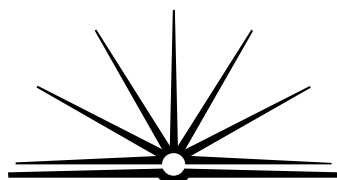


# Korean Continuers

## 2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic – text type)	Syllabus outcomes
<b>Oral Examination</b>			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
<b>Part A</b>			
1 (a)	1	Daily life in Korea – news item	H3.1
1 (b)	1	Daily life in Korea – news item	H3.1
1 (c)	2	Daily life in Korea – news item	H3.3
2 (a)	2	Korea as a tourist destination – announcement	H3.1
2 (b)	2	Korea as a tourist destination – announcement	H3.1
3 (a)	1	The world of work – conversation	H3.3
3 (b)	3	The world of work – conversation	H3.3
4 (a)	1	Migrant experiences in Australia – interview	H3.1
4 (b)	2	Migrant experiences in Australia – interview	H3.1
4 (c)	5	Migrant experiences in Australia – interview	H3.2, H3.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
5	4	Daily life in Korea — radio advertisement	H2.2, H3.1, H3.3
6	6	Education – interview	H2.2, H3.1, H3.2, H3.3

Question	Marks	Content (Theme/Topic – text type)	Syllabus outcomes
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
7 (a)	1	Korea as a tourist destination – email	H3.1
7 (b)	1	Korea as a tourist destination – email	H3.1
7 (c)	3	Korea as a tourist destination – email	H3.2, H3.3
7 (d)	3	Korea as a tourist destination – email	H3.2, H3.3
8 (a)	1	Family life – letter	H3.1
8 (b)	2	Family life – letter	H3.1, H3.3
8 (c)	2	Family life – letter	H3.1
8 (d)	3	Family life – letter	H3.3, H3.4
8 (e)	4	Family life – letter	H3.2, H3.3
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
9	10	Education — article/letter	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in Korean</b>			
10 (a)	15	The World of Work – diary entry	H2.1, H2.2, H2.3
10 (b)	15	The Self and family – speech	H2.1, H2.2, H2.3



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

## **2003 HSC Korean Continuers Marking Guidelines — Oral Examination**

### **Conversation**

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

#### **MARKING GUIDELINES**

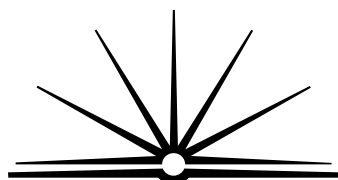
<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment</li><li>• Responds with a high level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

## Discussion

*Outcomes assessed: H1.3, H4.2, H4.3*

### MARKING GUIDELINES

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



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

## **2003 HSC Korean Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding Part A**

#### **Question 1 (a)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• States a reason	1

#### **Question 1 (b)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identify a reason	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies problems due to the event taking place	2
• Identifies a problem	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the reason for the announcement with some relevant detail	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies both activities	2
• Identifies one activity	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies them as friends or neighbours	1

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

<b>Criteria</b>	<b>Marks</b>
• Produce clear evidence that Mrs Park shows little understanding or skill	3
• Produces evidence that Mrs Park shows little understanding or skill	2
• Shows minimal understanding	1

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

<b>Criteria</b>	<b>Marks</b>
• (D)	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies his jobs	2
• Gives some relevant detail	1

**Question 4 (c)***Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Indicates yes or no and clearly demonstrates an understanding of aspects of Mr Kang's attitudes, with support from the text and also refers to past job experiences</li></ul>	5
<ul style="list-style-type: none"><li>Demonstrates an understanding of some aspects of Mr Kang's attitudes, with support from the text, and/or may refer to past job experiences</li></ul>	3–4
<ul style="list-style-type: none"><li>Shows minimal understanding of Mr Kang's attitude with minimal information from text. May refer to past job experiences</li></ul>	1–2



**Section I — Listening and Responding****Part B****Question 5***Outcomes assessed: H2.2, H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Lists appropriate criteria, demonstrating a good knowledge of the text and an appropriate level of language use	4
• Responds to a few criteria, demonstrating a reasonable use of language	2–3
• Shows minimal understanding of the text, with minimal language skills	1

**Question 6***Outcomes assessed: H2.2, H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies clearly problems and/or solutions, demonstrating a good knowledge of the text and an appropriate level of language use	5–6
• Identifies some problems and/or solutions using reasonable Korean	3–4
• Shows minimal understanding, responds using basic language	1–2

**Section II — Reading and Responding****Part A****Question 7 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies a place	1

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

<b>Criteria</b>	<b>Marks</b>
• Describes an activity	1

**Question 7 (c)***Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a clear understanding of the text by providing evidence that the writer is not Korean	3
• Demonstrates some understanding of the text by identifying some evidence that the writer is not Korean	2
• Shows minimal understanding of the text	1

**Question 7 (d)***Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a clear understanding of the text, with at least three items of evidence	3
• Shows lesser understanding, with lesser support	1–2

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

<b>Criteria</b>	<b>Marks</b>
• (C)	1

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

<b>Criteria</b>	<b>Marks</b>
• Refers to counselling support with evidence from the text	2
• Shows minimal understanding	1

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

<b>Criteria</b>	<b>Marks</b>
• Explains clearly Yongmi's reasons	2
• Gives some indication of Yongmi's problems	1

**Question 8 (d)***Outcomes assessed: H3.3, H3.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a clear understanding of Johann's time in Korea so far referring to his personal and working life and/or his attitude	3
• Refers to Johann's personal or working life in Korea	2
• Shows minimal understanding of the text	1

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

<b>Criteria</b>	<b>Marks</b>
• Clearly indicates an opinion and demonstrates an understanding of Yongmi's problems in leaving Korea and adapting to Germany and Johann's attitude	4
• Refers to Yongmi's problems adapting to Germany AND/OR Johann's attitude to her needs	2–3
• Shows minimal understanding	1

## Section II — Reading and Responding

### Part B

#### Question 9

*Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1*

#### MARKING GUIDELINES

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

### Section III — Writing in Korean

#### Question 10

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

#### MARKING GUIDELINES

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