

**2004 HSC Notes from  
the Marking Centre  
Korean Background Speakers**

© 2005 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School candidates in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW  
GPO Box 5300  
Sydney 2001  
Australia

Tel: (02) 9367 8111  
Fax: (02) 9367 8484  
Internet: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

ISBN 1 7414 7201 6

2005020

## Contents

Section I – Listening and Responding .....	5
Section II – Reading and Responding.....	7
Section III – Writing in Korean.....	9



# **2004 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 2004 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 2004 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 138 candidates who sat for the Korean Background Speakers course in the 2004 HSC examination. In general, candidates seemed to have been well prepared for the examination throughout the components, including prescribed texts, and overall writing skills had improved. However, candidates are reminded to read the questions accurately as a number of mistakes caused by careless reading of questions were found. It is important that handwriting should be legible as some of the candidates' writing was hard to read. Although the candidature's level of performance was evenly distributed, many excellent responses were also found this year.

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

### **Part A**

#### **Question 1**

#### **General Comments**

Candidates heard one text and were required to respond in English. 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 three questions and the quality of the responses written in English has generally improved. Most candidates responded well to Question 1 (a) and 1 (b).

### **Specific Comments**

- (a) The majority of candidates provided their own opinion of the measures the father took to address his daughter's computer game addiction as required by the question. Some responses only referred to the father's measures to fight his daughter's computer game addiction without giving their opinion of these measures. Candidates should be encouraged to use topic statements to clearly state their own opinions then support their opinion with evidence from the text.
- (b) Most responses summarised well how both speakers' thoughts on computer education were different. However, most responses referred only to the benefits of computer education. Better responses mentioned this, but also discussed the issue of who had the responsibility to teach the appropriate use of computers. Some responses did not provide a summary and tended to include too much detail.
- (c) The response required candidates to demonstrate their understanding of outcome 3.3. However, many responses only listed attitudes or language features and did not show how the attitudes were reflected in the language used. Better responses included examples of expressions used by both speakers with an explanation of the related attitude.

### **Recommendation**

Candidates need more practice answering in English, summarising concisely and identifying relevant items from specific information.

### **Part B**

#### **Question 2**

### **General Comments**

Candidates heard two texts and were required to respond 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**

Most candidates identified the issues raised in the text and composed an argument with reference to the texts. Most candidates demonstrated their understanding of context and audience.

- Better responses demonstrated a comprehensive understanding of the practice of filial piety in a modern society from the texts. They also included clear opinions on the issue including perspectives of family, community and whole society levels.
- Weaker responses included an argument with only general information on the issue. Some responses included personal experiences without reference to the given texts or with only isolated quotations from the text.

Candidates needed to clearly articulate what they understood to be an appropriate practice of filial piety in a modern society. The following points could have been included:

- positive and negative sides of nursing home and family care for frail elderly
- increasing demand on the social welfare system as society has changed
- practical issues of using paid carer, eg ‘Silver sitter’.

## Section II – Reading and Responding

### Part A

#### Question 3

##### 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.

Question 3 contains three parts and can be answered in either Korean or English. Most responses were written in Korean. The quality of responses varied and only a few candidates responded equally well to all three parts of the question.

##### Specific Comments

- (a) Most responses demonstrated a good understanding of the song and explained the significance of the title in relation to the theme of the song. However, weaker responses only explained the meaning of the title of the song. Some candidates misinterpreted *jok* as the colour red instead of the correct meaning ‘anti’.
- (b) Most candidates demonstrated a good understanding of the songwriter’s intended meaning of the given phrase. Some responses mentioned all kinds of pollution rather than focusing on the water pollution caused by factories. Only a few good responses pointed out that the intention of the songwriter was to urge us to be more actively involved and to find a solution to the problem.
- (c) Good responses linked the songwriter’s use of unusual accompaniments to the theme of the song. In these responses candidates noted that musical instruments might cause environmental concerns during the manufacturing process. Many candidates referred to *a cappella* as an unusual accompaniment to the song. Although this is not technically incorrect as vocal harmony was included, the term *a cappella* should not be used to describe the bodily sounds in the song. Some candidates answered that the songwriter’s use of unusual accompaniments is to try to get the attention of the audience.

## Recommendation

Candidates need to read questions carefully before they respond. Understanding the theme of the prescribed texts is integral to the study of the prescribed texts. Also it is essential that candidates address the question.

### Question 4

#### General Comments

This part focused on how well candidates:

- analyse features of text
- analyse the relationship of text to the prescribed theme
- analyse the way in which language is used to convey meaning
- compose a well-structured argument supported by textual reference.

This question can be answered in either Korean or English. All candidates answered in Korean.

#### Specific Comments

- Most candidates demonstrated a good knowledge and understanding of the film. Most candidates demonstrated the ability to analyse the features of the film and composed an argument with reference to the three major characters of the film.
- Better responses focused on the intention of the film director in relation to *sori* with a well-structured argument with reference to the film.
- Weaker responses analysed the film focusing on *han* rather than expressing their understanding of how the director explored the issue of *sori*. Poor responses simply summarised the storyline of the film.
- Some candidates' responses were excessively long, far more than 300 words, and included unnecessary information that did not relate to the question.

## Recommendation

Candidates should read each question carefully before responding. Candidates are also reminded of the importance of using the correct names of the characters from the prescribed texts.

### Part B

### Question 5

#### 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



The candidates' length of responses varied greatly. The majority of the candidates demonstrated an understanding of the issues that were raised in the question. Most candidates mentioned both negative and positive aspects of the usage of mobile phones. A good answer linked the positive aspects, or negative aspects, of the usage of mobile phone with how they affect relationships between people in modern society.

### **Specific Comments**

- A good response demonstrated an understanding of the influence of mobile phones on human relationships with evidence from the text.
- Most of the candidates demonstrated the negative and positive aspects of the usage of mobile phones. Weaker responses tended to quote directly from the text without including an opinion. Poor responses did not refer to the text and showed inconsistency of tone with the mixed use of informal and honorific forms.

### **Recommendation**

The tone of writing should be consistent and appropriate to context and audience. Candidates need to read the question carefully before they respond.

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

### **General Comments**

Candidates were assessed on how well they:

- write text appropriate to context, purpose and audience
- sequence and structure information and ideas
- demonstrate a range and control of language structure and vocabulary
- maintain reader interest.

Candidates are required to attempt one question from Questions 6 – 8. The three questions were evenly chosen by the candidates. The majority of candidates responded appropriately to the question using the required text type. The content of the responses was generally good.

### **Specific Comments**

#### **Question 6**

Most candidates demonstrated a good understanding of the South and North Korean issue and provided valid points for economic support for North Korea. Better responses clearly stated their opinion on South Korea's economic support for North Korea with supporting evidence. Some excellent responses included current issues covered in recent newspapers regarding the economic support to North Korea. However, some responses mainly discussed the unification of Korea and did not address the question appropriately. Weaker responses were very vague, did not address the question and/or included incorrect information.

### **Question 7**

Better responses clearly expressed their opinion on foreign language education in Korea, identified the problems and provided solutions. They also explained the necessity of foreign language education in Korea today. Weaker responses tended to write about English education, not mentioning it as a part of foreign language education. Some responses inappropriately focused on problems of overseas students and related family problems.

### **Question 8**

Most responses were lively and interesting as the topic related to the candidates' everyday lives. Most candidates provided examples of coarse language used in pop songs and their bad effects and suggested methods of reducing coarse language in lyrics. Weaker responses included examples of coarse language in pop songs without providing an opinion on the issue. Quite a few candidates wrote overly about violence and sexuality in songs and tended not to focus on the coarse language in songs.

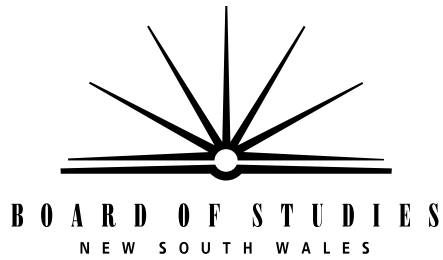
### **Recommendation**

Candidates are reminded to write coherent, structured arguments with each paragraph containing concrete support for the topic sentence. Paragraphs should be linked with appropriate conjunctions to give a coherent argument. Candidates should focus on answering the question and avoid discussing issues unrelated to the main idea.

# Korean Background Speakers

## 2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I — Listening and Responding</b>			
<b>Part A</b>			
1 (a)	3	The impact of information and technology — discussion	H3.1, H3.8
1 (b)	3	The impact of information and technology — discussion	H3.2
1 (c)	4	The impact of information and technology — discussion	H3.3, H3.7
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
2	10	The family in contemporary society — conversation and radio broadcast/newspaper column	H2.1, H2.2 H2.3, H3.2, H3.4, H3.5, H3.8
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
3 (a)	3	<i>Life of Anti Green Peace</i>	H3.2
3 (b)	3	<i>Life of Anti Green Peace</i>	H3.7, H3.8
3 (c)	4	<i>Life of Anti Green Peace</i>	H3.1, H3.7, H3.8
4	30	<i>Seopyunje</i>	H2.1, H3.1, H3.2, H3.3, H3.7, H3.8, H4.1
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
5	15	The impact of a changing society on the individual — survey/article	H1.2, H2.1, H2.4, H3.8
<b>Section III — Writing in Korean</b>			
6	25	North and South Korean relations — essay	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	The place of education in young people's lives — essay	H2.1, H2.2, H2.3, H2.4, H4.2
8	25	The global impact of mass media — essay	H2.1, H2.2, H2.3, H2.4, H4.2



## 2004 HSC Korean Background Speakers Marking Guidelines — Written Examination

### Section I — Listening and Responding Part A

#### Question 1 (a)

*Outcomes assessed: H3.1, H3.8*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies and expresses clearly an opinion about the father's measures	3
• Identifies and expresses an opinion about the father's measures	2
• Identifies limited points about the father's measures	1

#### Question 1 (b)

*Outcomes assessed: H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Provides a detailed and accurate summary of both speakers' view	3
• Identifies some points of both speakers' view	2
• Identifies limited points of both speakers' view	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly explains a range of relevant examples showing how their attitude is reflected by their language use</li><li>Demonstrates a perceptive understanding of the ways in which language is used to convey meaning and interlocutors' attitudes toward each other</li></ul>	4
<ul style="list-style-type: none"><li>Clearly explains some relevant examples showing how their attitude is reflected by their language use</li><li>Demonstrates a good understanding of the ways in which language is used to convey meaning and interlocutors' attitudes toward each other</li></ul>	2–3
<ul style="list-style-type: none"><li>Poorly explains some relevant examples showing how their attitude is reflected by their language use</li></ul>	1

## Section I — Listening and Responding

### Part B

#### Question 2

*Outcomes assessed: H2.1, H2.2, H2.3, H3.2, H3.4, H3.5, H3.8*

#### MARKING GUIDELINES

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

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

*Outcomes assessed: H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of the significance of the title in relation to the theme of the song	3
• Demonstrates good understanding of the significance of the title in relation to the theme of the song	2
• Demonstrates a limited understanding of the title and/or the theme	1

#### Question 3 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of what the songwriter implies by the phrase in question	3
• Demonstrates some understanding of what the songwriter implies	2
• Demonstrates a limited understanding of what the songwriter implies	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the unusual accompaniments in the song and explains the purpose in relation to the theme of the song	4
• Demonstrates a reasonable level of understanding of the unusual accompaniments in the song and the purpose	2–3
• Demonstrates a limited understanding of the unusual accompaniments in the song and the purpose	1



## Section II — Reading and Responding

### Part A (continued)

#### Question 4

*Outcomes assessed: H2.1, H3.1, H3.2, H3.3, H3.7, H3.8, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to analyse the features of the film</li><li>• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to explored</li><li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the text</li></ul>	25–30
<ul style="list-style-type: none"><li>• Demonstrates the ability to analyse the features of the film</li><li>• Analyses the way in which language is used to explored</li><li>• Composes an effective argument with appropriate textual reference</li></ul>	19–24
<ul style="list-style-type: none"><li>• Demonstrates the ability to identify and discuss the features of the film</li><li>• Discusses ways in which language is used to explored</li><li>• Supports the discussion of the question with some appropriate textual reference</li></ul>	13–18
<ul style="list-style-type: none"><li>• Identifies with some elaboration examples of the film</li><li>• Identifies some examples of the way in which language is used to explored</li><li>• Attempts to compose an argument with reference to the text</li></ul>	7–12
<ul style="list-style-type: none"><li>• Identifies some ideas and information relevant to the film</li><li>• Demonstrates some ability to structure and sequence ideas</li></ul>	1–6

## 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"> <li>• Demonstrates a comprehensive understanding of the issues raised in the text</li> <li>• Responds with a sophisticated level of ability to the opinions, ideas and information in the text</li> <li>• Composes a coherent argument demonstrating a comprehensive understanding of the text</li> <li>• Demonstrates a highly-developed understanding of context and audience</li> <li>• Demonstrates an excellent control of vocabulary and language structures</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Identifies the main issues in the text</li> <li>• Responds lucidly to the opinions, ideas and information in the text</li> <li>• Composes an effective argument with close reference to the text</li> <li>• Writes effectively for the context and audience</li> <li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Exchanges information in response to the opinions, ideas and information in the text</li> <li>• Writes coherently and with some appropriate textual reference</li> <li>• Relates information to context and audience</li> <li>• Writes using a range of language structures and vocabulary</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some opinions, ideas and information in the text</li> <li>• Demonstrates a limited ability to structure and sequence information and ideas</li> <li>• Demonstrates an awareness of context and audience</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the text</li> <li>• Shows some evidence of the ability to organise information</li> </ul>	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"> <li>Writes perceptively for a specified audience, context and purpose</li> <li>Demonstrates an excellent control of vocabulary and language structures</li> <li>Demonstrates a highly developed and sophisticated control of Korean vocabulary and syntax</li> <li>Demonstrates flair and originality in the selection, presentation and development of ideas</li> </ul>	21–25
<ul style="list-style-type: none"> <li>Writes effectively for an audience, context and purpose</li> <li>Demonstrates a well-developed command of Korean with a comprehensive range of vocabulary and syntax</li> <li>Demonstrates the ability to manipulate language</li> <li>Demonstrates originality in the selection and presentation of ideas</li> </ul>	16–20
<ul style="list-style-type: none"> <li>Writes original and interesting text appropriate to audience, context and purpose</li> <li>Demonstrates a satisfactory command of Korean, with a sound base of vocabulary and syntax</li> <li>Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Demonstrates an awareness of audience and context using only a narrow range of information and ideas</li> <li>Uses a limited range of predictable vocabulary and language structures to express ideas</li> <li>Attempts to sequence and link ideas</li> </ul>	6–10
<ul style="list-style-type: none"> <li>Communicates a limited range of ideas with little attempt to organise and sequence material</li> </ul>	1–5