

**2004 HSC Notes from
the Marking Centre
Korean Continuers**

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2004 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 2004 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 2004 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 12 candidates who sat for the 2004 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 well prepared for the examination and performed well. Overall, the quality of performance was relatively good in both conversation and discussion.

Section I – Conversation

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

- Most candidates communicated effectively with some degree of fluency and correct pronunciation. However, weaknesses were found in using particles and honorific forms by a few candidates.
- The better responses demonstrated a natural flow and confidence in communication combined with an excellent level of grammatical accuracy. These candidates were able to initiate and actively maintain the conversation and presented their own opinion and ideas clearly.
- Weak responses tended to lack confidence, provided simple responses in a passive manner and expressed a limited level of opinions.

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.

- In general most candidates were well prepared for this section but tended to give presentations rather than discussions about the chosen topic. Commonly treated topics were Korean tradition and celebrations.
- 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.
- Weaker responses presented simple information, without expressing an opinion and there was no evidence of justifying their point of view or referring to the resources they had used.
- Some candidates maintained a discussion based only on their memory rather than with an in-depth understanding of their chosen topic, thus losing track of their discussion.
- Some candidates seemed well prepared but had limited ability to exchange information and ideas due to lack of vocabulary and expression.

Written Examination

Section I – Listening and Responding

General Comments

The section comprised short answer questions and one multiple-choice question. The candidates demonstrated good responses that included identifying and analysing relevant information through the understanding of both the general and specific aspects of the texts. Candidates are reminded to read questions carefully to answer questions correctly.

Part A (Questions 1–4)

Candidates were required to answer in English in this part. Candidates were assessed on how well they demonstrated:

- capacity to understand general and specific aspects of texts by identifying and analysing information.
- capacity to convey the information accurately and appropriately.

Most candidates performed very well. Better responses demonstrated a good understanding of the text, containing accurate information with relevant supporting evidence. Weaker responses tended to provide incorrect information, due to a misunderstanding of the question or misinterpretation of the text.

Question 1

Multiple choice question: Most candidates answered correctly.

Question 2

- (a) & (b) Most candidates answered correctly. Few candidates mentioned ‘tone of voice’ when referring to the annoyed caller.

Question 3

- (a) Most responses were well answered, however a few made simple mistakes as they wrote ‘and’ instead of ‘or’ when referring to the disco or movie in the activity table. One candidate answered in Korean.
- (b) All candidates answered correctly. One candidate didn’t provide evidence from the text and only mentioned the target group.

Question 4

Most responses correctly described the nature of the relationship but some tended to be overly descriptive of both people’s activities.

Question 5

- (a) Most responses referred to tiredness and no spare time as the effects of attending coaching college, but did not mention improved subject ranking.
- (b) Only a few responses explained both the student and interviewer’s point of view. Most responses treated only one individual’s point of view.

Part B (Questions 6-7)

Candidates were assessed on how well they demonstrated:

- capacity to understand general and specific aspects of tests by identifying and analysing information.
- capacity to convey the information accurately and appropriately.

This part was to be written in Korean.

Question 6

Most responses were well answered, clearly identifying what the customer wanted to buy. However, there were many spelling errors of ‘bookcase’ in Korean.

Question 7

Many responses tended to summarise the excursion plan including all options of transportation and accommodation, rather than clearly writing a note of the final plan. Some responses did not include important information such as the duration and costs of the excursion. Candidates are reminded that they should read the question carefully.

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 8

- (a) Not many responses fully answered the question as they missed some important points eg they all love their jobs.
- (b) Most responses summarised directly from Cheolmin's speech rather than providing his opinion on earning lots of money: they simply stated that he had no spare time as he earned lots of money and did not include his opinion that spending time with family and friends is more important than earning money.
- (c) Most responses described similarities but few differences.

Question 9

- (a) Not many candidates answered the question correctly. The correct answer is (B).
- (b) Most responses identified the problems correctly.
- (c) Most responses described older tourists well but did not provide enough information on younger tourists.
- (d) Only a few responses provided accurate information with supporting evidence from the text. Most responses tended to summarise the content of the text. Candidates needed to express their opinion about how this article supports/does not support the foreign tourist industry, with supporting evidence from the text. Many candidates did not understand the question.

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 10

Overall most candidates responded very well, replying with relevant information. Better responses answered all of Sujeong's enquiries using authentic information and creative language and were full of ideas and opinions. Weaker responses tended to generally answer Sujeong's requests and missed relevant points, especially concerning the weather and school fees. There were a few spelling errors.

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 11

The quality of the responses were varied although most responses were appropriate to the required text type. Candidates were required to choose one question from three and most candidates chose question (b). Minor spelling mistakes were found in the written responses.

- (b) Most responses demonstrated the ability to sequence and structure ideas and information coherently and effectively. However, a number of responses concentrated on future plans only, without stating how their past year's exam preparation had affected their plans for the next year.

Overall Recommendation

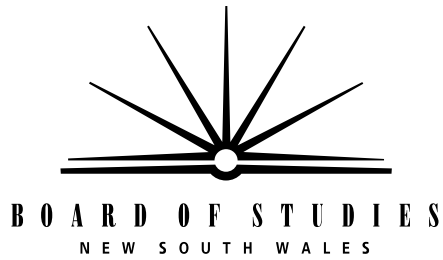
Candidates are reminded that they should read the questions and given texts carefully to identify detailed and relevant information, in order to avoid careless mistakes and to ensure that tasks are completed appropriately.

Korean Continuers

2004 HSC Examination Mapping Grid

| Question | Marks | Content | Syllabus outcomes |
|---|-------|---|------------------------|
| Oral Examination | | | |
| Conversa- tion | 15 | | H1.1, H1.2, H1.3, H1.4 |
| Discussion | 10 | | H1.3, H4.2, H4.3 |
| Written Examination | | | |
| Section I — Listening and Responding | | | |
| Part A | | | |
| 1 | 1 | Korea as a tourist destination — announcement | H3.1 |
| 2 (a) | 1 | Everyday life and activities — phone message | H3.1 |
| 2 (b) | 2 | Korea as a tourist — advertisement | H3.2 |
| 3 (a) | 2 | Korea as a tourist — advertisement | H3.1 |
| 3 (b) | 3 | Korea as a tourist — advertisement | H3.3 |
| 4 | 4 | Everyday life and activities — conversation | H3.1, H3.2 |
| 5 (a) | 2 | Family life — interview | H3.1 |
| 5 (b) | 5 | Family life — interview | H3.1, H3.4 |
| Written Examination | | | |
| Section I — Listening and Responding | | | |
| Part B | | | |
| 6 | 4 | Daily life in Korea — conversation | H2.1, H3.1 |
| 7 | 6 | Daily life in Korea — conversation | H2.2, H2.3, H3.1 |
| Written Examination | | | |
| Section II — Reading and Responding | | | |
| Part A | | | |
| 8 (a) | 2 | World of work — magazine article | H3.1 |
| 8 (b) | 3 | World of work — magazine article | H3.1, H3.2 |
| 8 (c) | 3 | World of work — magazine article | H3.2, H3.4 |
| 9 (a) | 1 | Korea as a tourist destination — newspaper report | H3.3 |
| 9 (b) | 2 | Korea as a tourist destination — newspaper report | H3.1 |
| 9 (c) | 4 | Korea as a tourist destination — newspaper report | H3.3, H3.4 |
| 9 (d) | 5 | Korea as a tourist destination — newspaper report | H3.2, H3.3 |

| Question | Marks | Content | Syllabus outcomes |
|---|-------|---------------------------------------|------------------------------|
| Written Examination Section II — Reading and Responding Part B | | | |
| 10 | 10 | Education — email/email | H1.2, H1.3, H2.1, H2.3, H3.1 |
| Written Examination Section III — Writing in Korean | | | |
| 11 (a) | 15 | Everyday life and activities — letter | H2.1, H2.2, H2.3 |
| 11 (b) | 15 | Self and family — diary entry | H2.1, H2.2, H2.3 |
| 11 (c) | 15 | Everyday life and activities — note | H2.1, H2.2, H2.3 |



2004 HSC Korean Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|----------|-------|
| • (D) | 1 |

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|----------------------|-------|
| • States the purpose | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Clearly indicates the speaker's annoyance with supporting evidence | 2 |
| • Shows minimal understanding | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Supplies correct details of activities and their cost | 2 |
| • Supplies some correct details | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Names the target group with clear evidence from the text | 3 |
| • Shows some understanding with some evidence | 2 |
| • Shows minimal understanding | 1 |

Question 4*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| Criteria | Marks |
|---|--------------|
| • States the relationship and clearly describes how they are getting on together with supporting evidence | 4 |
| • Demonstrates an understanding of the relationship with some evidence | 2–3 |
| • Shows minimal understanding | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Shows clear understanding of the text with support evidence | 2 |
| • Shows minimal understanding | 1 |

Question 5 (b)*Outcomes assessed: H3.1, H3.4***MARKING GUIDELINES**

| Criteria | Marks |
|--|--------------|
| • Shows clear understanding of the text, describing the differences in their attitudes | 5 |
| • Shows some understanding of the text, describing the differences in their attitudes | 3–4 |
| • Shows some understanding, describing either person's attitude | 2 |
| • Shows minimal understanding | 1 |

Section I — Listening and Responding

Part B

Question 6

Outcomes assessed: H2.1, H3.1

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Lists most items and the reasons for purchase and demonstrating an appropriate level of language use | 4 |
| • Lists some items and/or some reason for purchase and demonstrating a reasonable level of language use | 2–3 |
| • Shows minimal understanding of the text with minimal language skills | 1 |

Question 7

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

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Gives detailed final plans demonstrating a good knowledge of the text using an appropriate level of language | 5–6 |
| • Gives some details of final plans using reasonable language | 3–4 |
| • Shows minimal understanding responding using basic language | 1–2 |

Section II — Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Clearly details some common factors based on evidence from the text | 2 |
| • Indicates minimal understanding | 1 |

Question 8 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Shows clear understanding of the text giving evidence to support Cholmin's opinions | 3 |
| • Shows some understanding of the text | 2 |
| • Shows minimal understanding | 1 |

Question 8 (c)

Outcomes assessed: H3.2, H3.4

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Shows clear understanding of the text comparing and contrasting Yumi's and Haejin's opinions | 3 |
| • Shows some understanding of the similarities or differences | 2 |
| • Shows minimal understanding | 1 |

Question 9 (a)*Outcomes assessed: H3.3***MARKING GUIDELINES**

| Criteria | Marks |
|----------|-------|
| • (B) | 1 |

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

| Criteria | Marks |
|---|-------|
| • Clearly identifies problems from the text | 2 |
| • Shows minimal understanding | 1 |

Question 9 (c)*Outcomes assessed: H3.3, H3.4***MARKING GUIDELINES**

| Criteria | Marks |
|--|-------|
| • Shows clear understanding of the text giving supporting evidence to describe the differences | 4 |
| • Shows good understanding of the text giving supporting evidence | 2–3 |
| • Shows minimal understanding | 1 |

Question 9 (d)*Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

| Criteria | Marks |
|---|-------|
| • Shows clear understanding of the text, stating an opinion with clear supporting evidence | 5 |
| • Expresses opinion, showing good understanding of the text giving some supporting evidence | 3–4 |
| • Identifies positive or negative comments about the tourist industry | 2 |
| • Shows minimal understanding | 1 |

Section II — Reading and Responding

Part B

Question 10

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

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 |

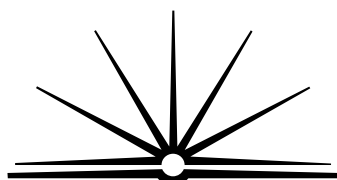
Section III — Writing in Korean

Question 11

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 |



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

2004 HSC Korean Continuers Marking Guidelines — Oral Examination

Conversation

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 the treatment through the presentation of relevant information, opinions and/or comments• 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 comments• 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

Outcomes assessed: H1.3, 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 |