

**2005 HSC Notes from  
the Marking Centre  
Korean Background Speakers**

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# **2005 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 2005 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.

This document should be read along with the syllabus, the 2005 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 143 candidates who sat for the Korean Background Speakers course in the 2005 HSC examination. Overall the candidates' level of performance has improved with evidence of a clear understanding of text types, well-structured answers and an absence of colloquial language. The responses written in English in Section I, Listening and Responding Part A, have also improved. In each question, there were a number of outstanding responses that demonstrated a perceptive understanding of the text with a highly developed understanding of the Korean language.

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

#### **Part A**

#### **Question 1**

#### **General Comments**

Candidates were required to listen to one text and respond in English.

Question 1 consisted of three questions and the quality of the responses written in English has generally improved. Most candidates responded well to Questions (a) and (b).

#### **Specific Comments**

- (a) Most candidates identified the purpose of the speech correctly, ie to thank audience members for their participation and to encourage the members to participate in future campaigns. Some, however, confused the purpose of the campaign with the purpose of the speech.

- (b) Most candidates summarised the speaker's argument on the campaign appropriately. In the better responses, candidates accurately summarised the speaker's argument on the significance of the campaign. In the weaker responses, candidates omitted important aspects of the summary or did not provide a summary of the speaker's argument and tended to just transcribe the text directly, often including much irrelevant detail.
- (c) Most candidates made some reference to the speaker's use of language. However, in some cases candidates simply listed language features without relating these features to the question.

Better responses analysed how the speaker used language to achieve his intended purpose and provided relevant supporting evidence from the text including examples of expressions used by the speaker.

Candidates are reminded not to use Korean when quoting from the text as an example to support their answers. Question 1 must be answered in English ONLY.

Although responses have improved, candidates still need more practice in answering questions in English, especially questions requiring a summary or analysis.

## **Part B**

### **Question 2**

#### **General Comments**

Candidates were required to listen to two texts and respond in Korean.

#### **Specific Comments**

Most candidates demonstrated their understanding of the issues raised in the texts and composed an argument with reference to the given texts. Responses conveyed information and ideas appropriately in diary form. However, some candidates tended to summarise the listening text instead of writing a diary entry that reflected on the ideas and opinions expressed in the texts.

Better responses demonstrated a comprehensive understanding of youth pressure in relation to university studies and future employment. They also included clear opinions and ideas on the issue, including their future plans in relation to university courses and career choice.

Weaker responses included only general information on the issue without reference to the texts or with only isolated quotations from the text. Some responses did not include any opinions on the issue and demonstrated very limited ability to structure and sequence ideas and information.

## Section II – Reading and Responding

### Part A

#### Question 3

- (a) Most candidates answered this question appropriately, focusing on anonymity as a significant characteristic of internet communication. Better responses clearly explained the meaning of the quote within the context, which focused on anonymity as a negative element of cyber contact.
- (b) Most candidates demonstrated fairly good understanding of the role of the song ‘Pale Blue Eyes’ in the film. Better responses illustrated a perceptive understanding of the film and clearly analysed the significant role of the song in connecting and developing the relationship of the two main characters. Weaker responses identified only a few superficial points, demonstrating limited understanding of the role of the song.
- (c) Many candidates demonstrated an appropriate understanding of the symbolic representation of the log-in IDs used by the two main characters in the film. However, of those candidates only half of the responses adequately analysed how the IDs related to the circumstances of the two main characters and to the film as a whole.
- (d) The majority of candidates identified the director’s intention in scene 99, but they did not clearly explain the intention in relation to the theme of the film. Three main explanations of the director’s intention were provided by the candidates: anonymity as a characteristic of cyber contact, the image of contemporary society with reference to the other passengers in the carriage, and the two main characters’ attitudes toward the stuttering man in the subway.

Better responses demonstrated a well-developed ability to interpret the incident in relation to the theme of the film as required by the question. Weaker responses displayed limited ability to interpret the incident as they only explained the characteristics of anonymity, or explained the director’s intention but did not relate it to the theme.

#### Question 4

It is recommended that candidates read the question carefully and identify all the elements that need to be addressed, ie ‘What are these ideas?’ and ‘Why does she use symbols...?’

Most candidates identified and discussed the significance of the ‘orchard’ and the ‘lake’ as symbolic features in relation to the storyline. However, they did not explain the reason why the author used these symbolic features.

Better responses effectively discussed the symbolic significance of the ‘orchard’ and the ‘lake’ with reference to the theme of the story, including Ajaebi’s and her father’s attempts to reconcile their conflicting ideologies. The symbols were also related to Ajaebi’s love for Songi.

Weaker responses attempted to identify the significance of the ‘orchard’ and the ‘lake’. However, they did not relate it to the theme and some responses tended to summarise the storyline only.

## **Part B**

### **Question 5**

Most candidates agreed with the issue raised in the text and attempted to write suggestions on how to improve the perception of Korea in order to create a national image to market South Korea as a brand.

As the required text type was an article, candidates should use topic statements to state clearly their own opinions supported by evidence from the text. Some candidates responded incorrectly in a speech or letter format.

Most candidates demonstrated understanding of the text and identified the main issues raised in the text. However, some responses reproduced the text in detail and did not include their own opinions on the issues or only summarised the text.

Better responses clearly expressed their opinion on the need for globally recognised Korean national brands, and also suggested ways to develop these brands and/or how to improve overall Korean brands in a positive way.

It was very important that candidates used a formal tone given the text type of article, and it should have been consistent and appropriate to the context. However, some responses were inconsistent in tone. In addition, some candidates used the first-person eg I, me, my, which was not appropriate for the text type.

Some weaker responses tended to create their own piece of writing instead of expressing their opinion on the issue raised in the text.

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

### **General Comments**

Candidates were required to attempt one question from Questions 6 – 8. Questions 6 and 8 were mainly chosen but Question 8 was chosen by slightly more candidates, while Question 7 was the least chosen topic. The majority of candidates answered appropriately to the question using the required text type. In general, the quality of writing for Question 7 was higher.

### **Specific Comments**

#### **Question 8**

The majority of candidates seemed to have a clear understanding of the topic and wrote appropriately in a speech format. However, only a small number of candidates adequately addressed the issue in relation to the context of the task, ie the development and harmony of the Korean community in Australia.

Better responses suggested that the love of the Korean language is essential for the development and harmony of the Korean community in Australia. These answers were written effectively for the context and demonstrated a well-developed command of Korean. Information and ideas were coherently structured and opinions on why the love of Korean is crucial for the development and harmony of the Korean community were consistently justified.



Weaker responses mainly focused on Korean language education in the community or presented general information on the love of the Korean language, but neglected to relate these ideas to the issue of the Korean community's harmony and development.

Candidates are reminded to write coherent, structured arguments. Paragraphs should be linked with appropriate conjunctions. Candidates should focus on answering the question and avoid discussing issues unrelated to the main idea.

### **Overall Recommendation**

Some candidates significantly exceeded the word limit especially in the writing section. Although this was not penalised, candidates disadvantaged themselves by spending too much time on this particular section. It is recommended that candidates adhere to the word limit.

Candidates must read the question carefully and provide structured answers that specifically address the question. In extended responses in the reading or listening sections, candidates should make appropriate references to the text, but should avoid copying directly from the text.

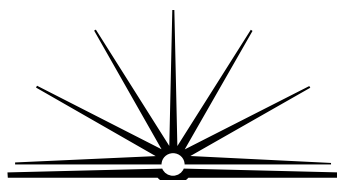
Candidates are also reminded to label writing booklets with the correct question numbers. It is recommended that a separate writing booklet be used for each question and that teachers provide opportunities for candidates to practise using writing booklets prior to the HSC.

Candidates are reminded that the responses should be written using black or blue pen as indicated on the cover page of the exam paper. The use of pencil is to be avoided because it often leads to the problem of illegibility.

# Korean Background Speakers

## 2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I — Listening and Responding</b>			
<b>Part A</b>			
1 (a)	2	Environmental concerns — speech	H3.1
1 (b)	3	Environmental concerns — speech	H3.2
1 (c)	5	Environmental concerns — speech	H3.3, H3.7
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
2	10	The place of education in young people's lives: conversation/radio talk — article	H2.1, H2.3, H3.2, H3.4, H3.5
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
3 (a)	2	<i>The contact</i>	H3.1, H3.3
3 (b)	5	<i>The contact</i>	H3.7, H3.8
3 (c)	6	<i>The contact</i>	H3.4, H3.7
3 (d)	7	<i>The contact</i>	H3.1, H3.2, H3.7, H4.1
4	20	<i>Whispers, whispers</i>	H2.1, H2.4, H3.2, H3.3, H3.7
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
5	15	The global impact of mass media — article/essay	H1.2, H2.1, H2.4, H3.8
<b>Section III — Writing in Korean</b>			
6	25	Pressures on young people today — speech	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Reconciling traditional and contemporary Korean culture — speech	H2.1, H2.2, H2.3, H2.4, H4.2
8	25	The impact of information and technology — speech	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

## **2005 HSC Korean Background Speakers 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>
• Demonstrates a clear understanding of the purpose of the speech	2
• Demonstrates some understanding of the purpose of the speech	1

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

*Outcomes assessed: H3.2*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a detailed and accurate summary of the speaker's argument	3
• Identifies some points of the speaker's argument	2
• Demonstrates a limited understanding of the speaker's argument	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>• Demonstrates a perceptive understanding of the speakers' use of language</li><li>• Explains a range of relevant examples to show how language is used to support the purpose of the speech</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the purpose of the speech</li><li>• Explains some relevant examples to show how language is used to support the purpose of the speech</li></ul>	3–4
<ul style="list-style-type: none"><li>• Describes more relevant aspects of the text</li></ul>	1–2

## 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"><li>• Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast the issues</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>• Demonstrates a good understanding of the issues in the texts and compares and contrasts them in a lucid way</li><li>• Composes a coherent 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>• Demonstrates a reasonable good level of understanding of the issues in the texts and the ability to compare and contrast the information</li><li>• Composes a coherent argument with some appropriate textual reference</li><li>• Relates information to the context and audience at a reasonably good level</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 at a limited level</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a minimal understanding of the texts and the ability to compare and contrast information</li><li>• Shows minimal evidence of the ability to organise information</li></ul>	1–2

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

*Outcomes assessed: H3.1, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Clearly explains the meaning of the quote in context	2
• Practically explains the meaning	1

#### Question 3 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the role of the song connecting and developing the relationship of two major characters	5
• Demonstrates reasonable understanding of the role of the song connecting and developing the relationship of two major characters	3–4
• Demonstrates limited understanding of the role	1–2

#### Question 3 (c)

*Outcomes assessed: H3.4, H3.7*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the symbolic representation of the IDs in the movie, especially in terms of the love relationship	6
• Demonstrates a good understanding of the symbolic representation of the IDs in the movie, especially in terms of the love relationship	4–5
• Demonstrates some understanding of the symbolic representation of the IDs in the movie, especially in terms of the love relationship	2–3
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the theme of the movie</li><li>• Demonstrates a highly developed ability to interpret the incident in relation to the theme of the movie</li></ul>	6–7
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the theme of the movie</li><li>• Demonstrates the ability to interpret the incident in relation to the theme of the movie</li></ul>	3–5
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the theme of the movie</li><li>• Demonstrates a limited ability to interpret the incident in relation to the theme of the movie</li></ul>	1–2

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

*Outcomes assessed: H2.1, H2.4, H3.2, H3.3, H3.7*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to identify and discuss the significance of the orchard and the lake in the story in relation to the theme</li><li>• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey meaning</li><li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts</li></ul>	17–20
<ul style="list-style-type: none"><li>• Demonstrates a sound ability to identify and discuss the significance of the orchard and the lake in the story in relation to the theme</li><li>• Analyses the way in which language is used to convey meaning</li><li>• Composes an effective argument with appropriate textual reference</li></ul>	13–16
<ul style="list-style-type: none"><li>• Demonstrates a good ability to identify and discuss the significance of the orchard and the lake in the story in relation to the theme</li><li>• Discusses ways in which language is used to portray convey meaning</li><li>• Supports the discussion of the question with some appropriate textual reference</li></ul>	9–12
<ul style="list-style-type: none"><li>• Demonstrates a limited ability to identify and discuss the significance of the orchard and the lake in the story in relation to the theme</li><li>• Identifies some examples of the way in which language is used to convey meaning</li><li>• Attempts to compose an argument with reference to the text</li></ul>	5–8
<ul style="list-style-type: none"><li>• Demonstrates a very limited ability to identify and discuss the significance of the orchard and the lake in the story in relation to the theme</li><li>• Demonstrates a very limited ability to structure and sequence ideas</li></ul>	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"> <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