

**2005 HSC Notes from  
The Marking Centre  
Korean Continuers**

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# 2005 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 2005 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.

This document should be read along with the 2005 HSC examination paper, marking guidelines, 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 5 candidates who sat for the 2005 HSC Korean Continuers examination. Most candidates performed reasonably well throughout the section, but noticeable spelling mistakes were found in most candidates' written responses. Most responses were appropriate to context, purpose and audience.

### Oral Examination

#### General Comments

Overall, the quality of performance was satisfactory in both conversation and discussion. However, most candidates had a lack of confidence in maintaining effective communication with the examiner. Although most candidates used a general level of vocabulary and expressions, no significant errors in grammar were found.

#### Section I – Conversation

- Most candidates communicated with some degree of fluency and correct pronunciation. However, weaknesses were found in intonation, use of particles and in the development of ideas and opinions.
- The better responses demonstrated a natural flow in communication combined with grammatical accuracy. These candidates were able to initiate and maintain the conversation and presented their own opinion and ideas clearly.
- The weaker responses tended to lack confidence, and included simple information in a passive manner and few opinions.

## **Section II – Discussion**

- Most candidates seemed prepared for a discussion on their chosen topic. However, the depth of treatment of the chosen topic was often insufficient.
- In the better responses, candidates demonstrated depth in the treatment of the chosen topic through the development of information, ideas and opinions. They also referred to the texts studied and consistently justified their point of view.
- Weaker responses presented simple information without an in-depth understanding of the chosen topic or treated the chosen topic at a superficial level.
- Candidates are reminded that this section is not a memorised presentation but should be a discussion developed from an in-depth study of their chosen topic. It is recommended that the texts studied should be clearly identified in the discussion.

## **Written Examination**

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

#### **General Comments**

Candidates are reminded to read questions carefully before answering them.

#### **Part A (Questions 1 – 5)**

Candidates are required to answer in English in Part A.

Most candidates performed well. Better responses demonstrated a good understanding of the text, containing accurately identified 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 4**

Better responses demonstrated a clear understanding of the way the speaker attempted to persuade the listener. However, weaker responses simply translated the text or directly quoted from the text without answering the question.

#### **Question 5**

Most responses demonstrated an adequate understanding of the text in identifying and analysing how the neighbour tried to influence the father's decision.

The weaker responses included only the father's side of the conversation or tended to summarise the text without answering the question.

#### **Part B (Questions 6 – 7)**

This part is answered in Korean.

### Question 6

All candidates demonstrated a clear understanding of the text and responses were appropriate to the message text type.

Better responses demonstrated a clear understanding of the text and conveyed all relevant information in the message. However, weaker responses were relatively short and included only minimal information.

### Question 7

- (a) Better responses identified appropriate factors that could prevent Sumi from attaining the job she wants. Weaker responses missed relevant points and included incorrect information.
- (b) Most candidates completed the job application form appropriately. However, the area of 'other information' was not always adequately addressed.

## Section II – Reading and Responding

### Part A

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

### Question 8

- (b) All candidates provided complete explanations on the reason why Susan preferred her visit to Insadong.

### Question 9

- (a) Most candidates had difficulties in relating the statement to the text and mainly summarised each parent's view.
- (b) Few responses established the link between the statement and the comment from the survey. Better responses analysed the validity of the statement by providing evidence from the text.
- (c) In only a few responses, candidates summarised the survey results in a well written short report. These candidates demonstrated strong summarising skills based on a perceptive understanding of the issues raised in the text. Weaker candidates tended to translate the text directly, providing a partial summary, and did not draw out relevant conclusions.

### Part B

### Question 10

All candidates demonstrated a clear understanding of the required text type as they responded adequately in speech format. All candidates responded to the information and ideas of the text appropriately, providing opinions and ideas on the main issues raised in the text.

Better responses clearly articulated their own opinions on the two main issues of introducing an advanced driving course and a formal driving school.

In the weaker responses, candidates tended to copy information from the given text and made a significant amount of spelling and grammar errors.

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

This part is answered in Korean.

#### **Question 11**

The required text type for part (a) was a letter and part (b) was a diary entry. Most candidates organised information and ideas, meeting requirements of the task appropriate to the text type.

All candidates demonstrated a clear understanding of the letter and diary entry format which included an appropriate opening and conclusion.

Better responses demonstrated depth and breadth in the treatment of the task through interesting and creative writing that contained authentic ideas and information.

Weaker responses included content which did not engage the reader's interest. These responses were often marred by incorrect usage of tense and honorific forms, spelling errors and the inappropriate use of the 'humble' and 'honorific' forms in the diary entry.

#### **Overall Recommendation**

Candidates are reminded that they should read the texts and questions carefully to identify detailed and relevant information, in order to avoid careless mistakes. Candidates should develop their spelling skills and check for spelling of unfamiliar words.

# Korean Continuers

## 2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
Conversation	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	2	The self and family – speech	H3.1
2 (a)	2	Special celebration (Chusok) – news item	H3.1, H3.3
2 (b)	2	Special celebration (Chusok) – news item	H3.1, H3.3
3 (a)	1	The world of work – radio interview	H3.1, H3.3
3 (b)	4	The world of work – radio interview	H3.1, H3.3
4	4	Korea as a tourist destination – advertisement	H3.1, H3.3
5	5	Education – conversation	H3.1, H3.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
6	4	Everyday life and activities – phone/voice mail	H3.1, H3.3
7 (a)	2	The world of work – interview	H3.3
7 (b)	4	The world of work – interview	H3.1, H3.3
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
8 (a)	2	Korea as a tourist destination – postcard	H3.1, H3.2
8 (b)	3	Korea as a tourist destination – postcard	H3.1, H3.3, H3.4
9 (a)	4	Education – survey	H3.1, H3.2, H3.3, H3.4
9 (b)	5	Education – survey	H3.1, H3.2, H3.3, H3.4
9 (c)	6	Education – survey	H3.1, H3.2, H3.3, H3.4
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
10	10	Family life – article/speech	H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H4.1
<b>Written Examination</b>			
<b>Section III — Writing in Korean</b>			
11 (a)	15	The self and family/education/everyday life and activities – letter	H2.1, H2.2, H2.3
11 (b)	15	The world of work – diary entry	H2.1, H2.2, H2.3



## 2005 HSC Korean Continuers Marking Guidelines — Written Examination

### Section I — Listening and Responding Part A

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates comprehensive understanding of what Morae misses about Melbourne	2
• Identifies some relevant information	1

#### Question 2 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the effects	2
• Identifies one effect	1

#### Question 2 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates detailed understanding of the changes people would make	2
• Provides some relevant information	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Produces clear evidence to explain the part-time worker's anger	4
• Produces some evidence	2–3
• Shows minimal understanding	1

**Question 4***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates good understanding of the way the speaker attempts to persuade the listener	4
• Lists most information with supporting evidence	2–3
• Identifies some relevant information	1

**Question 5***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates perceptive understanding of the arguments used by the neighbour to influence the father's decision	5
• Demonstrates good understanding of the arguments used by the neighbour to influence the father's decision	4
• Demonstrates some understanding of the arguments used by the neighbour to influence the father's decision	2–3
• Identifies some relevant information	1

## Section I — Listening and Responding

### Part B

#### Question 6

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

#### MARKING GUIDELINES

Criteria	Marks
• Conveys all relevant information in comprehensive Korean	4
• Conveys some items of information	2–3
• Shows minimal understanding	1

#### Question 7 (a)

*Outcomes assessed: H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Gives appropriate reasons in comprehensive Korean	2
• Provides some relevant details	1

#### Question 7 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Accurately completes the form	4
• Completes some parts of the form	2–3
• Shows minimal understanding	1

## Section II — Reading and Responding

### Part A

#### Question 8 (a)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Gives two reasons	2
• Gives one reason	1

#### Question 8 (b)

*Outcomes assessed: H3.1, H3.3, H3.4*

#### MARKING GUIDELINES

Criteria	Marks
• Gives complete explanation	3
• Gives partial explanation	2
• Identifies some relevant information	1

#### Question 9 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates perceptive understanding of the relationship between the quote and the survey • Reference to each parent's comment	4
• Justifies an opinion using some aspects of the text	2–3
• Identifies some relevant information	2

#### Question 9 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Analyses the statement using the comments from the survey	5
• Links the statement to some information in the text	3–4
• Demonstrates some understanding of the text	1–2

**Question 9 (c)***Outcomes assessed: H3.1, H3.2, H3.3, H3.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Writes a succinct report using relevant information from the text	6
• Writes a good report using information from the text	4–5
• Writes a fair report using some information from the text	2–3
• Shows minimal understanding	1

## Section II — Reading and Responding

### Part B

#### Question 10

*Outcomes assessed: H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H4.1*

#### 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

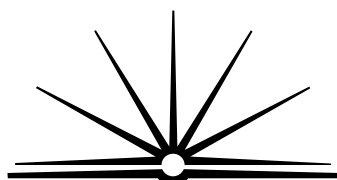
## Section III — Writing in Korean

### Question 11

*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



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

## **2005 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 comments</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 comments</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