

**2006 HSC Notes from  
The Marking Centre  
Korean Continuers**

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# 2006 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 2006 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 2006 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.

### Oral Examination

#### Section I

##### General Comments

Overall, the quality of performance was sound in both conversation and discussion. Most candidates were confident in maintaining effective communication with the examiner. However, a few candidates were casual in their exam approach and used informal language, which was not culturally appropriate.

##### Conversation

Most candidates communicated confidently with correct pronunciation. However, some weaknesses were evident in the use of participles – mostly locative.

In the better responses, candidates coped well with the natural flow of conversation and effectively presented their own opinions and ideas. They used a sophisticated level of language and elaborated where appropriate. The weaker respondents tended to lack confidence, repeat vocabulary and expressions, use inappropriate sentence endings and respond at a more superficial level.

#### Section II

##### Discussion

Most candidates were well prepared for the discussion of their chosen topic and were able to refer to the resources they had studied. The majority of candidates actively participated in the discussion without losing their train of thought and were able to engage effectively with the examiner.

In the better responses, candidates demonstrated depth in their 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. The responses of some candidates were complemented by appropriate reference to their own experiences.

Weaker responses tended to present memorised information and showed a lack of preparation for a discussion. Some candidates treated the chosen topic at a superficial level without an in-depth understanding. There was also frequent use of anglicisms throughout the discussion in the weaker responses.

## **Written Examination**

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

#### **General Comments**

Overall most candidates demonstrated their understanding of the text well and conveyed the information adequately.

#### **Part A (Questions 1–5)**

Candidates were required to answer in English in Part A.

The majority of responses showed an understanding of the texts and an ability to identify and analyse information. However, candidates should improve their summarising skills as many responses were overly long and tended to repeat all the information given, instead of responding to the question.

Better responses demonstrated a clear understanding of the text, accurately identifying information with relevant supporting evidence. However, weaker responses simply translated the text or directly quoted from the text without answering the question, and/or missed crucial information.

#### **Part B (Questions 6–7)**

##### **Question 6**

This question was well handled by the majority of candidates.

##### **Question 7 (a) and (b)**

The majority of candidates showed a good understanding of this question. However in Question (b) some responses only commented on Bomi's attitude and did not connect it to the attitudes of Koreans generally.

## Section II – Reading and Responding

### Part A

#### Question 8

- (a) Most responses clearly described Sookhee's life in Australia. However, a number of responses did not identify that Sookhee had little help and focused on describing her exhausting routine.
- (b) Many responses showed a good understanding of how the role of the Korean male has changed in Korea. Weaker responses only listed facts or quoted directly from the text without interpreting the changes.

#### Question 9

- (a) Many responses simply described that his parents were busy, without providing detailed supporting evidence. Some responses focused on Woosen's reaction, rather than describing his parents' life.
- (b) A number of candidates responded well to the question, describing how Woosen's emotions changed throughout the course of the three scenes. A few responses focused on scene 3 only.
- (c) Most responses demonstrated a comprehensive understanding of his reasons for changing the arrangement. However, a number of candidates responded in Korean instead of English.

### Part B

#### Question 10

Most candidates demonstrated a clear understanding of the required text type (diary entry) and responded adequately. A number of candidates performed well, with a variety of expressions, vocabulary and sentence structure, and provided close reference to the text. Some candidates were overly creative and omitted referring to the relevant information from the text in their responses.

In the weaker responses, candidates tended to give irrelevant information and made spelling and grammatical errors.

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

### **Question 11**

The required text type for Part (a) was a report and Part (b) was a letter. Most candidates organised information and ideas, meeting the requirements of the task appropriate to the text type. The majority of candidates chose Part (b). Most responses displayed a range of vocabulary and sentence structure, and good sequencing skills.

Better responses demonstrated depth and breadth in the treatment of the task through interesting and creative writing that contained authentic ideas and information. These responses engaged the reader's interest.

Weaker responses were not always relevant and were written at a more basic level. These responses contained incorrect usage of honorific forms and spelling errors.

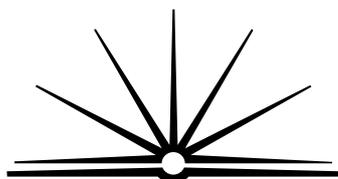
### **General Comments**

Candidates are reminded to read texts and questions carefully in order to avoid careless mistakes. Candidates should refer to the number of lines as an indication of the length of the response required and keep their response focused on the question asked.

# Korean Continuers

## 2006 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
<b>Part A</b>			
1	2	Education – announcement	H3.3
2	4	The self and family – conversation	H3.1, H3.3, H3.4
3	4	Everyday life and activities – advertisement	H3.1, H3.3
4 (a)	1	The world of work – (radio) interview	H3.2, H3.3
4 (b)	4	The world of work – (radio) interview	H3.1, H3.2, H3.3
5	5	Daily life in Korea – conversation	H3.1, H3.2
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
6	4	Korea as a tourist destination – (phone) conversation	H3.1
7 (a)	2	Special celebrations – conversation	H3.1, H3.2
7 (b)	4	Special celebrations – conversation	H3.1, H3.3
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
8 (a)	3	Family life – article	H3.1, H3.2, H3.3
8 (b)	4	Family life – article	H3.1, H3.2, H3.3, H3.4
9 (a)	4	Migrant experiences in Australia – play	H3.1, H3.3
9 (b)	4	Migrant experiences in Australia – play	H3.1, H3.2
9 (c)	5	Migrant experiences in Australia – play	H3.1, H3.2, H3.3
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
10	10	Daily life in Korea – advertisement	H1.1, H1.2, H1.4, H2.2, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in Korean</b>			
11 (a)	15	Education – report	H2.1, H2.2, H2.3
11 (b)	15	Special celebrations – letter	H2.1, H2.2, H2.3



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

## **2006 HSC Korean Continuers Marking Guidelines — Written Examination**

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

#### **Question 1**

*Outcomes assessed: H3.3*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides clear indication of the purpose of the announcement	2
• Identifies some relevant information	1

#### **Question 2**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the differences between the way the two students spend their day	4
• Demonstrates a good understanding of the differences	2–3
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a clear understanding of the appeal to all family members	4
• Demonstrates some understanding of the appeal to all family members	2–3
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• (A)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of why she is happy	4
• Demonstrates a good understanding of why she is happy	2–3
• Provides some relevant information	1

**Question 5***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of why Cholsu is optimistic about the future	5
• Demonstrates a sound understanding of why Cholsu is optimistic about the future	3–4
• Demonstrates some understanding of why Cholsu is optimistic	1–2

## Section I — Listening and Responding

### Part B

#### Question 6

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Provides comprehensive information to complete the table	4
• Provides a good range of information to complete the table	3
• Provides some information to complete the table	1–2

#### Question 7 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Shows a clear understanding of how Yunche feels	2
• Provides some relevant information	1

#### Question 7 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides a comprehensive understanding of Bomi's attitude and how this reflects the attitude of many Koreans	4
• Demonstrates some understanding of Bomi's attitude	2–3
• Provides some relevant information	1

## Section II — Reading and Responding

### Part A

#### Question 8 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of Sookhee's life in Australia	3
• Demonstrates some understanding of Sookhee's life in Australia	2
• Provides some relevant information	1

#### Question 8 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the changes which have occurred	4
• Demonstrates a good understanding of the changes which have occurred	2–3
• Provides some relevant information	1

#### Question 9 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound understanding of how the quote reflects their life	4
• Demonstrates a good understanding of how the quote reflects their life	2–3
• Provides some relevant information	1

#### Question 9 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the changes in Woosen's emotions	4
• Demonstrates a good understanding of the changes in Woosen's emotions	2–3
• Provides some relevant information	1



**Question 9 (c)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive and comprehensive understanding of reasons for changing the arrangements	5
• Demonstrates a good understanding of the reasons for changing the arrangements	4
• Demonstrates some understanding of the reasons for changing the arrangements	2–3
• Provides some relevant detail	1

## Section II — Reading and Responding

### Part B

#### Question 10

*Outcomes assessed: H1.1, H1.2, H1.4, H2.2, H2.3, H3.1*

#### MARKING GUIDELINES

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

## Section III — Writing in Korean

### Question 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