

**2006 HSC Notes from
the Marking Centre
Korean Background Speakers**

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2006 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 2006 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 2006 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 123 candidates who sat for the Korean Background Speakers course in the 2006 HSC Examination. Overall the candidates' level of performance was satisfactory. In each section there were outstanding responses that demonstrated a perceptive understanding of the text, with a highly developed knowledge of the Korean language. Most responses were of an appropriate length, although a number of responses surpassed the required word limit. There were a few notable responses with significant spelling and spacing errors.

Section I – Listening and Responding

Part A

Question 1

General Comments

The majority of candidates demonstrated a good understanding of the text and responded in the required length.

Specific Comments

- (a) A full response required candidates to identify two aspects of what had prompted the interview. In the weaker responses, candidates did not refer to the people who had been to North Korea for the festival.
- (b) Most candidates demonstrated a good understanding of Ms Chae's view of North Korea. In the weaker responses, candidates summarised the speaker's comments on the festival, without making reference to her point of view or commenting on the language features.
- (c) Better responses analysed the speakers' attitudes towards each other by providing relevant supporting evidence from the text, including examples of expressions and language used by both speakers. In the weaker responses, candidates listed the language features without analysing attitudes. In many cases, the responses were mainly focused on Ms Chae's attitudes rather than the attitudes of both speakers.

Part B

Question 2

Specific Comments

Most candidates demonstrated their understanding of the issues raised in the texts and composed an effective argument with close reference to the texts. A number of quality responses were evident this year. In the weaker responses, candidates tended to quote directly from the given texts instead of writing an article that commented on the information and issues expressed.

In the better responses, candidates demonstrated a comprehensive understanding of family issues in relation to overseas education in the early years. Some of these responses also included personal opinions and ideas on the issue, eg proposing alternative suggestions.

Weaker responses only included general information on the issue, without reference to the texts or with isolated quotations from the text. Some weaker responses demonstrated poor spelling, inaccurate grammar and the inappropriate use of colloquial language. In some very weak responses candidates referred to only one text and demonstrated a very limited ability to structure and sequence information.

Section II – Reading and Responding

Part A

Question 3

Specific Comments

- (a) In the better responses, candidates analysed why the poet had used the present tense in the 1st, 2nd and 5th stanza of the poem, with some of the better responses comparing the use of the past tense in the 3rd and 4th stanzas.
- (b) Most candidates identified and analysed the poetic language used in the poem.

Better responses discussed poetic expressions and features, including local folk wording that was used to evoke mood.

In the weaker responses, candidates identified poetic language without commenting on how it was used to evoke the mood. Some of the weaker responses explained the poetic expressions without examples from the poem, or mentioned poetic techniques irrelevant to the text. Candidates are advised to answer the question based on an insightful understanding of the poem, instead of relying on memorised features of language.

- (c) Most candidates responded well to this question. The majority of responses disagreed with the statement that this poem has ‘no message for young people today’, although other points of view were acceptable.

In the better responses, candidates clearly addressed their point of view to the statement, with appropriate supporting evidence from the poem. A number of candidates disagreed that this poem had no message for young people living in the city today, because it evoked traditional Korean cultural values and sentiments which are commonly accepted by most Korean people, regardless of their generation. On the other hand, some candidates argued that they agreed with the statement, as most young people today are growing up in the city with no feelings towards the traditional nostalgic imagery portrayed in the poem.

Weaker responses expressed their opinion of the statement but provided inappropriate supporting references from the poem or identified irrelevant points that demonstrated a limited understanding of the poem.

Question 4

Specific Comments

In the weaker responses, candidates did not analyse how the role of the bookseller related to the theme of the short story. Instead, the responses typically focused on the bookseller's actions and dialogue, summarised the short story or discussed the attitudes and characters of 'I' and 'An'.

In discussing the theme of the story, some candidates mentioned 'materialism' (which was unsuitable in reference to the early 1960s), instead of mentioning de-humanisation and the extreme isolation of modern society. Many candidates included incorrect information on the social background of Korea in the early 1960s.

Better responses effectively discussed the role of the bookseller and composed a coherent argument based on a good understanding of the theme of the story. Some responses demonstrated an excellent analysis of how the role of the bookseller related to the theme of the story.

Weaker responses attempted to identify the bookseller's role but did not relate it to the theme of the story and some weaker responses tended to summarise the storyline.

Part B

Question 5

The majority of responses demonstrated a good understanding of how to write a letter to the editor.

Most responses showed a good understanding of the text and identified the main issues raised. However, in some responses candidates simply summarised the text without including their own opinions of the issues.

Better responses clearly expressed an opinion on the limits to the freedom of the media, with close reference to the text. These responses also presented significant examples of events that were controversial in Korean society in the past.

A number of responses gave examples of the suppression of violence in the media and the private life of celebrities, rather than focusing on the role of the media.

Section III – Writing in Korean

General Comments

The majority of responses displayed creativity and effectively engaged the reader's interest. The quality of the short stories was impressive with developed plots and themes. Some candidates wrote articles instead of short stories.

Specific Comments

Question 6

Most responses were written as narratives, describing personal life experiences as an overseas student and how these experiences could be used to provide advice on how to lead a harmonious life in Australia.

Question 7

This question produced the most short story responses. Some responses borrowed ideas and examples from one of the prescribed texts 'Life of Anti-Green Peace', displaying a lack of creativity and original thought.

Question 8

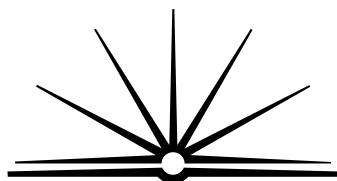
Many responses to this question were written in an essay format. Although some responses presented a coherent argument in a logical structure, they did not always address the question.

Overall Recommendation

Candidates are reminded to pay attention to the legibility of their handwriting as well as spacing in sentences. Excessive use of colloquial language in responses should also be avoided.

It is recommended that candidates adhere to the word limit and allow time to plan their responses. Candidates can disadvantage themselves by writing lengthy responses, which lack coherence and structure.

Candidates should also read the questions carefully and provide structured answers that specifically address each question.



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

2006 HSC Korean Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what has prompted this interview	2
• Provides some relevant information	1

Question 1 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of Ms Chae's view to North Korea	3
• Demonstrates a good understanding of Ms Chae's view to North Korea	2
• Provides some relevant information about Ms Chae's view to North Korea	1



Question 1 (c)

Outcomes assessed: H3.3, H3.7

MARKING GUIDELINES

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

Section II — Reading and Responding

Part A

Question 3 (a)

Outcomes assessed: H3.7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the poet's use of the present tense	3
• Demonstrates some understanding of the poet's use of the present tense	2
• Provides some relevant information on the poet's use of the present tense	1

Question 3 (b)

Outcomes assessed: H3.1, H3.7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the use of poetic language and the way it evokes mood	5
• Demonstrates a sound understanding of the use of poetic language and the way it evokes mood	3–4
• Demonstrates some understanding of the use of poetic language and the way it evokes mood	1–2

Question 3 (c)

Outcomes assessed: H3.1, H3.2, H3.3, H3.8, H4.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the message of the poem as it relates to young people today	7
• Demonstrates a comprehensive understanding of the message of the poem as it relates to young people today	5–6
• Demonstrates a good understanding of the message of the poem as it relates to young people today	3–4
• Demonstrates some understanding of the message of poem as it relates to young people today	1–2

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H2.1, H3.1, H3.3, H3.8, H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a highly developed ability to analyse the plot of the short story• Demonstrates a perceptive and insightful ability to analyse the role of the bookseller in conveying the author's message• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the theme of the story	21–25
<ul style="list-style-type: none">• Demonstrates the good ability to analyse the plot of the short story• Analyses the role of the bookseller in conveying the author's message• Composes an effective argument with reference to the theme of the story	16–20
<ul style="list-style-type: none">• Demonstrates the ability to analyse the plot of the short story• Discusses the significance of the role of the bookseller in conveying the author's message• Supports the discussion of the question with reference to the theme of the story	11–15
<ul style="list-style-type: none">• Identifies with some elaboration examples of the plot of the short story• Identifies some examples of the role of the bookseller in conveying the author's message• Attempts to compose an argument with reference to the theme of the story	6–10
<ul style="list-style-type: none">• Identifies some ideas and information relevant to the question• Demonstrates some ability to structure and sequence ideas	1–5

Section II — Reading and Responding

Part B

Question 5

Outcomes assessed: H1.1, H1.2, H2.1, H2.3, H2.4, H3.8

MARKING GUIDELINES

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