

**2007 HSC Notes from
the Marking Centre
Korean Background Speakers**

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2007 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 contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 Higher School Certificate examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Korean Background Speakers.

General Comments

There were 134 candidates who attempted the Korean Background Speakers examination. 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

Most candidates demonstrated a good understanding of the text. It is recommended that candidates make better use of bilingual dictionaries. In general, candidates experienced difficulty answering the questions in comprehensible English.

Specific Comments

- (a) Most candidates demonstrated a good understanding of the main issue raised in the conversation. In the weaker responses, candidates discussed the issue only without referring to relevant detail in the text.
- (b) Better responses analysed the different values of both speakers 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 how the language use reflected both speakers' values.

Part B

Question 2

Most candidates demonstrated their understanding of the issues raised in the texts and composed an effective argument with close reference to the texts. In the weaker responses, candidates tended to quote directly from the texts instead of writing an essay that engaged with the information and issues prescribed.

In the better responses, candidates demonstrated a comprehensive understanding of the environmental concerns raised in the texts. Some of these responses also demonstrated a sophisticated ability to compare and contrast the texts. They also included a good balance in discussing both the concerns raised without losing the balance between protecting and developing our environment.

Weaker responses made reference to general information on the issue, either without referring to the texts or by making only isolated references to the text. Some weaker responses demonstrated poor spelling, inaccurate grammar and the inappropriate use of colloquial language. While the question required an argument, some candidates' responses were only descriptive or explanatory and not discursive. In some very weak responses, candidates referred to only one text and demonstrated a very limited ability to structure and sequence information and ideas.

Section II – Reading and Responding

Part A

Question 3

- (a) In the better responses, candidates clearly explained the meaning of the quote within the context. However, some candidates struggled to answer appropriately because they had to explain two different implied meanings at one time.
- (b) In the better responses, candidates demonstrated an excellent understanding of the items in the movie (answering machine, computer and Polaroid photos). However, weaker responses only explained the role of the three items without considering the scene. In some weaker responses, candidates did not clearly understand the role of ‘item 3’ because they only focused on ‘Soo Hyun’s photo’ rather than Polaroid itself.
- (c) Most candidates responded well to this question. In better responses, candidates demonstrated a perceptive understanding of Soo Hyun’s personality and situation in the film. In weaker responses, candidates identified only a few superficial points demonstrating limited understanding of the film.
- (d) Many candidates demonstrated a good understanding of the role of *Dong Hyeon* in the film and mentioned the negative impacts caused from his tragic love. In better responses, candidates described the emotional state of *Dong Hyeon* comprehensively and thoroughly. Some candidates repeated one or two key points in order to meet the required length of the *Hyeon* but did not relate this information to the question.
- (e) Many candidates had difficulty analysing the voice-over. The narrator used extremely symbolic and sophisticated language to deliver the message but the actors and actresses used a practical everyday language in the film. Candidates are reminded that they are studying the film and not any available transcript.

Weaker responses expressed their opinion of the voice-over but provided inappropriate supporting references from the film or identified irrelevant points that demonstrated a limited understanding of the film.

Question 4

The majority of candidates met the requirement of 200–250 words in Korean. Many candidates made spelling mistakes and used colloquial language in their writing. For example, - 현재, - 하는대, - 십년에 약속, - 허나, 요즘.

In the better responses, candidates focused on the question, which was demonstrated by well-composed answers that integrated the two issues, ‘friendship’ and the lessons that can be learned from the song.

In the weaker responses, candidates included rote-learned text analysing the song but did not address the issues raised in the question. Some candidates attempted to analyse the song but could not link the

issues and the song. Some attempted to analyse features of the song rather than the lessons learned from the song. Other candidates composed arguments but did not include necessary information and tended to write without paragraphs or structure.

Part B

Question 5

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. Many candidates did not meet the requirement of 250–350 words.

In the best responses, candidates effectively expressed an opinion about the cosmetic surgery with close reference to the text. These responses also presented excellent examples of positive and negative aspects of the issue.

In weaker responses, candidates identified the issues and selected the ideas from the text. However, some candidates demonstrated a limited ability to manipulate language and sequence ideas. Some candidates responded without reference to the information and ideas in the stimulus text.

Section III – Writing in Korean

General Comments

The majority of candidates expressed their ideas effectively according to context, purpose, audience and text type. The majority of candidates did not meet the word limit.

Common weaknesses included problems with written expressions, logical organisation of ideas and structure of responses, poor control of paragraphing and mostly poor legibility.

Specific Comments

Question 6

The majority of candidates focused on a variety of Korean dishes (eg Kimchie, Bulgogie and Bibimbab) rather than expressing their own opinions about the globalisation of Korean food.

Question 7

This question elicited some responses.

Question 8

Some candidates described their own experiences or general ideas but did not provide details of how to overcome cultural conflict. In weaker responses, candidates focused on what appeared to be very personal accounts of the difficulties of being an international student, experiencing discrimination and racism, but did not address the actual question.

Recommendations

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.

Candidates should use bilingual dictionaries to translate Korean words into English and to check the word or expression chosen, especially in Section I – Listening and Responding Part A, Question 1.

Korean Background Speakers

2007 HSC Examination Mapping Grid

| Question | Marks | Content | Syllabus outcomes |
|---|-------|---|------------------------------------|
| Section I — Listening and Responding | | | |
| Part A | | | |
| 1 (a) | 4 | The family in contemporary society — conversation | H3.1, H3.2 |
| 1 (b) | 6 | The family in contemporary society — conversation | H3.3, H3.4, H3.6, H3.7 |
| Section I — Listening and Responding | | | |
| Part B | | | |
| 2 | 10 | Environmental concerns — news item/conversation — essay | H2.1, H2.3, H3.2, H3.4, H3.5 |
| Section II — Reading and Responding | | | |
| Part A | | | |
| 3 (a) | 2 | <i>Contact</i> | H3.1, H3.3 |
| 3 (b) | 3 | <i>Contact</i> | H3.1, H3.2, H3.7 |
| 3 (c) | 4 | <i>Contact</i> | H3.2, H3.6 |
| 3 (d) | 6 | <i>Contact</i> | H3.2, H3.3, H3.8 |
| 3 (e) | 10 | <i>Contact</i> | H2.1, H2.2, H3.1, H3.2, H3.6, H3.7 |
| 4 | 15 | <i>Promise in Ten Years</i> | H2.4, H3.1, H3.3, H3.7, H3.8, H4.1 |
| Section II — Reading and Responding | | | |
| Part B | | | |
| 5 | 15 | The impact of changing society on the individual — web page/letter | H1.2, H2.1, H2.4, H3.8 |
| Section III — Writing in Korean | | | |
| 6 | 25 | Reconciling traditional and contemporary Korean culture — interview | H2.1, H2.2, H2.3, H2.4, H4.2 |
| 7 | 25 | North and South Korean relations — interview | H2.1, H2.2, H2.3, H2.4, H4.2 |
| 8 | 25 | Australian and Korean perspectives on lifestyle and culture — interview | H2.1, H2.2, H2.3, H2.4, H4.2 |

2007 HSC Korean Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Identifies issues and clearly explains a range of relevant details | 4 |
| • Identifies issues and explains some relevant details | 2–3 |
| • Identifies limited issues | 1 |

Question 1 (b)

Outcomes assessed: H3.3, H3.4, H3.6, H3.7

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Demonstrates a clear understanding of the different values of both speakers • Demonstrates a clear understanding of the language uses of both speakers | 5–6 |
| • Demonstrates some understanding of the different values of both speakers • Demonstrates some understanding of the language uses of both speakers | 3–4 |
| • Demonstrates a limited understanding of the different values of both speakers • Demonstrates a limited understanding of the language uses of both speakers | 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: H3.1, H3.3

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Identifies the meaning of the sentence and describes underlying impact. | 2 |
| • Identifies the meaning of the sentence only | 1 |

Question 3 (b)

Outcomes assessed: H3.1, H3.2, H3.7

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Demonstrates clear understanding of the significance of the items in the movie | 3 |
| • Demonstrates some understanding of the significance of the items in the movie | 2 |
| • Identifies some relevant information relating to the items | 1 |

Question 3 (c)

Outcomes assessed: H3.2, H3.6

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Demonstrates clear understanding of the symbolised meaning of the sentence in relation to Suhyeon's situation • Explains clearly the similarity of both people's situation | 4 |
| • Demonstrates some understanding of the symbolised meaning of the sentence in relation to Suhyeon's situation • Explains the similarity of both people's situation | 2–3 |
| • Demonstrates limited understanding of the symbolised meaning of the sentence in relation to Suhyeon's situation • Describes only one person's situation | 1 |

Question 3 (d)

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

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> • Demonstrates a clear understanding of the reason for character's emotional changes in relation to the content of the movie • Demonstrates insightful understanding of character's emotional status • Explains the situation of the scene | 5–6 |
| <ul style="list-style-type: none"> • Demonstrates some understanding of the reason for character's emotional changes in relation to the content of the movie • Demonstrates some understanding of character's emotional status • Explains the situation of the scene | 3–4 |
| <ul style="list-style-type: none"> • Demonstrates a limited understanding of the reason for character's emotional changes in relation to the content of the movie • Demonstrates a limited understanding of character's emotional status • Explains the situation of the scene | 1–2 |

Question 3 (e)

Outcomes assessed: H2.1, H2.2, H3.1, H3.2, H3.6, H3.7

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> • Demonstrates a highly developed ability to analyse the features of the film • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to explore • Demonstrates an excellent control of vocabulary and language structures • Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the text | 8–10 |
| <ul style="list-style-type: none"> • Demonstrates the ability to analyse the features of the film • Analyses the way in which language is used to explore • Composes an effective argument with an appropriate textual reference | 5–7 |
| <ul style="list-style-type: none"> • Demonstrates some ability to identify and discuss the features of the film • Supports some discussion of the question with some appropriate textual reference • Identifies with some elaborate examples of the film | 3–4 |
| <ul style="list-style-type: none"> • Identifies a limited idea and information in the film • Demonstrates a limited ability to structure and sequence | 1–2 |

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H2.4, H3.1, H3.3, H3.7, H3.8, H4.1

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">• Demonstrates a highly developed ability to analyse the features of the song• Demonstrates a perceptive and insightful ability to analyse the way in which the issue is explored• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the issue | 13–15 |
| <ul style="list-style-type: none">• Demonstrates the ability to analyse the features of the song• Analyses the way in which the issue is explored• Composes an effective argument with appropriate textual reference | 10–12 |
| <ul style="list-style-type: none">• Demonstrates the ability to identify and discuss the features of the song• Discusses ways in which the issue is explored• Supports the discussion of the question with some appropriate textual reference | 7–9 |
| <ul style="list-style-type: none">• Identifies with some elaboration examples of the song• Identifies some examples of the way in which the issue is explored• Attempts to compose an argument with reference to the text | 4–6 |
| <ul style="list-style-type: none">• Identifies some ideas and information relevant to the song• Demonstrates some ability to structure and sequence ideas | 1–3 |

Answers could include:

- The song emphasises that their friendship helps them to go through difficulties periods of their lives and is also good motive to be successful.
- The song ‘Promised in ten years’ emphasises the importance of friendship especially during adolescence and high school life.
- These days, making friends at school (in Korea) has become less encourageable since the nature of education lies on the competitiveness rather than the co-operation.
- Youths do not have enough time to make a friend with school mates because of the preparation for an entrance examination.
- They usually go to coaching colleges in order to prepare for an entrance examination after school.
- When they have spare time, they enjoy playing computer games by themselves and watching video at home. Generally they become selfish and self-centred.

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"> • 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 |