

**2007 HSC Notes from
the Marking Centre
Korean Continuers**

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2007 HSC NOTES FROM THE MARKING CENTRE

KOREAN CONTINUERS

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Korean. 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.

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 and weak in their approach and used a level of informal language which was not culturally appropriate.

Conversation

Most candidates communicated confidently and used 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

Part A

Questions 1–5

Candidates are 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

The majority of candidates performed well in this section. However, a few candidates wrote their answer in English instead of Korean.

Question 6

This question was well handled by the majority of candidates.

Question 7

The majority of candidates showed a good understanding of this question and gave reasons to support their answers. In 7 (b), however, some candidates did not give sufficient justification to support their answers.

Section II – Reading and Responding

Part A

Question 8

- (a) Most responses demonstrated a good understanding of Eunmi’s situation.
- (b) Weaker responses only listed facts or quoted directly from the text. In some weak responses, candidates demonstrated little understanding of the text. Some candidates also displayed a low level of comprehension skills.

Question 9

- (a) Many responses demonstrated a clear understanding of why these six people had written the letter, by providing detailed supporting evidence. Some responses focused on one letter only.
- (b) Most responses demonstrated a good understanding of the social issues in letters 1, 2 and 3. A few responses focused on one letter only.
- (c) Most responses demonstrated a perceptive and comprehensive understanding of the issues in letters 4, 5 and 6 related to the topic of the article.

In the weaker responses, candidates demonstrated poor understanding of the text and the questions.

Part B

Question 10

Most candidates demonstrated a clear understanding of the required text type (recount) 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 very creative and manipulated language authentically to meet the requirements of the task.

In the weaker responses, candidates did not refer to a particular incident and made spelling and grammatical errors. Some candidates demonstrated limited understanding of the text by using only set formulas in their responses.

Section III – Writing in Korean

Question 11

Most candidates organised information and ideas, meeting the requirements of the task appropriate to the text type. Most responses displayed a range of vocabulary and sentence structure, and good sequencing skills. However, many responses did not meet the word limit required by the syllabus.

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 spelling errors and the incorrect use of honorific forms.

General Comments

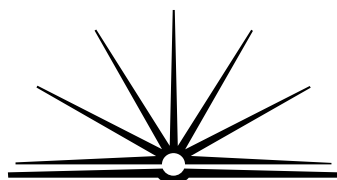
Candidates are reminded to read texts and questions carefully in order to avoid careless mistakes. Candidates should use the number of lines as a guide to the length of the response required. They should also keep their response focused on the question asked. Practice in analysing the requirements of past HSC questions will be of assistance.

Candidates are advised to practise the spelling of common expressions, such as *안녕하세요*, *어떻게 지내요?*, *좋아해요*, *싫어해요* and *안녕히 가세요* *계세요*. Candidates are also advised to use the monolingual and/or bilingual print dictionaries to check their work.

Korean Continuers

2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversation	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
Written Examination			
Section I — Listening and Responding			
Part A			
1	3	Self and family — (phone) conversation	H3.1
2	4	Korea as a tourist destination — (mobile phone voice mail) — message	H3.1
3	4	Daily life in Korea — conversation	H3.1, H3.2
4	5	Youth issues — speech	H3.1, H3.3
5	5	Education — conversation	H3.1, H3.2
Written Examination			
Section I — Listening and Responding			
Part B			
6	4	Everyday life and activities — (phone) conversation	H3.1, H3.3
7	6	Special celebrations — speech	H3.1, H3.2, H3.3, H4.2
Written Examination			
Section II — Reading and Responding			
Part A			
8 (a)	3	Daily life in Korea — (chatroom) conversation	H3.1, H3.3
8 (b)	5	Daily life in Korea — (chatroom) conversation	H3.1, H3.2, H3.3
9 (a)	3	The world of work — article	H3.1
9 (b)	4	The world of work — article	H3.1, H3.4
9 (c)	5	The world of work — article	H3.1, H3.2, H3.3
Written Examination			
Section II — Reading and Responding			
Part B			
10	10	Education — itinerary/narrative account	H1.2, H2.1, H2.2, H2.3
Written Examination			
Section III — Writing in Korean			
11 (a)	15	Education — letter	H3.1, H3.3, H3.4
11 (b)	15	The self and family — diary entry	H3.1, H3.2, H3.4



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

2007 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 a clear understanding of the phone call	2
• Demonstrates some understanding of the phone call	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear indication of the purpose of the voice mail	4
• Demonstrates some understanding of the purpose of the voice mail	2–3
• Provides some relevant information	1

Question 3*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a clear understanding of the arguments presented	4
• Provides some understanding of the arguments presented	2–3
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a clear understanding of the issue and provides a detailed solution	5
• Demonstrates a good understanding of the issue and provides some of the solution	4
• Demonstrates some understanding of the issue and provides a minimal solution	2–3
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of changes in the relationship between the two speakers	5
• Demonstrates a good understanding of changes in the relationship between the two speakers	4
• Demonstrates some understanding of changes in the relationship between the two speakers	2–3
• Provides some relevant information	1

Section I — Listening and Responding

Part B

Question 6

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of the reasons	4
• Demonstrates some understanding of the reasons	2–3
• Provides some relevant information	1

Question 7

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive and comprehensive understanding of the implications of the speech	6
• Demonstrates a good understanding of the implications of the speech	4–5
• Demonstrates some understanding of implications of the speech	2–3
• Provides some relevant detail	1

Section II — Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a concise understanding of Eunmi's situation	3
• Demonstrates some understanding of Eunmi's situation	2
• Provides some relevant details	1

Question 8 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of 'a typical modern teenager'	5
• Demonstrates a good understanding of 'a typical modern teenager'	4
• Demonstrates some understanding of 'a typical modern teenager'	2–3
• Provides some relevant information.	1

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of the evidence	3
• Demonstrates some understanding of the evidence	2
• Provides some relevant information	1

Question 9 (b)

Outcomes assessed: H3.1, H3.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the social issues	4
• Demonstrates a good understanding of the social issues	2–3
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a perceptive and comprehensive understanding of the issues in the letters	5
• Demonstrates a good understanding of the issues in the letters	4
• Demonstrates some understanding of the issues in the letters	2–3
• Provides some relevant detail	1

Section II — Reading and Responding

Part B

Question 10

Outcomes assessed: H1.2, H2.1, H2.2, H2.3

MARKING GUIDELINES

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

Section III — Writing in Korean

Question 11

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task • Demonstrates the ability to sequence and structure ideas and information coherently and effectively 	13–15
<ul style="list-style-type: none"> • Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task • Demonstrates the ability to sequence and structure ideas and information effectively 	10–12
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions relevant to the task • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1–3