

**2008 HSC Notes from
the Marking Centre
Korean Background Speakers**

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2008 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 2008 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 2008 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 just over 100 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 responses with significant spelling and spacing errors.

Section I – Listening and responding

Part A

Question 1

General comments

In general, candidates' English skills have moderately improved this year and the majority of candidates demonstrated a good understanding of the text.

It is recommended that candidates make better use of bilingual dictionaries.

Specific comments

- (a) Most candidates demonstrated a good understanding of the Korean proverb raised at the end of the conversation.
- (b) Most candidates demonstrated a good understanding of *Hongkyu's* emotional state reflected in the conversation. In the weaker responses, candidates stated only one word reflecting *Hongkyu's* emotion without referring to relevant detail in the text.

- (c) In the better responses, candidates demonstrated a good understanding of social issues mentioned in the conversation by providing relevant supporting evidence. In the weaker responses, candidates listed the social issues without describing them.
- (d) In many responses, candidates wrote about the two speakers' points of view towards emigration in current Korean society from the perspective of teenagers. In the better responses, candidates included the relevant supporting evidence from the conversation and also expressed their own opinions. In the weaker responses, candidates demonstrated a limited understanding of emigration but listed the language features from the conversation, which was not asked for in the question.

Part B

Question 2

Most candidates demonstrated a good understanding of the issues raised in the texts. They responded in the required length of writing. Most candidates composed an effective argument with close reference to the texts and answered well in the correct text type of speech. Some candidates referred to their own experiences or included general ideas but did not provide details of how to overcome the generational conflict. In the weaker responses, candidates tended to quote directly from the texts instead of writing a speech that engaged with the information and issues prescribed.

In the better responses, candidates demonstrated a comprehensive understanding of the issue of 'How to overcome the conflict between generations' raised in the texts. In these responses, candidates demonstrated a sophisticated ability to compare and contrast the main issues. They composed an effective argument with close reference to the texts and demonstrated a highly developed understanding of context and audience.

In the weaker responses, candidates referred to general information, either without referring to the texts or by using only isolated references from the texts. Using the information given in the texts, these candidates attempted to describe the information from the objective view points but did not express views from the perspective of teenagers. 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 and ideas.

Section II – Reading and Responding

Part A

Question 3

- (a) Most candidates responded well to this question. In the better responses, candidates clearly explained the reason why the main character told her daughter to become an assassin. However, some candidates demonstrated only a very limited understanding of the short story.
- (b) In the better responses, candidates demonstrated an excellent understanding of the meaning of ‘beauty’ in both contexts. However, weaker responses explained only one use of the word ‘beauty’.
- (c) Many candidates demonstrated a good understanding of the methods used by the author. In the better responses, candidates included a variety of methods to reveal the theme of the story and demonstrated good analytical skills. In the weaker responses, candidates demonstrated a basic understanding of the techniques used in short story. Some candidates attempted to analyse the author’s method but did not link this analysis with the theme of the story.
- (d) Most candidates demonstrated a good understanding of conflict in the relations between North and South Korea through the life of *Ajaebi*. In the better responses, candidates demonstrated a comprehensive understanding of the social background, which was the conflict situation between North and South Korea in both the story and the life of *Ajaebi*. They also demonstrated an excellent control of vocabulary and language structures. Some weaker responses presented inaccurate information from the story, a misunderstanding of the question and a misinterpretation of the story. Some candidates attempted to answer appropriately but did not focus on the life of *Ajaebi*.

Question 4

Most candidates met the requirement of 250–300 words in Korean.

In the better responses, candidates demonstrated a good understanding of the question, which was to compare and analyse the life of the *pigeon* in the poem and the *Ajercci* in the novel.

In the weaker responses, candidates made spelling mistakes and summarised the plot of the novel rather than comparing and analysing both the characters. These candidates did not address the issues raised in the question and did not fully understand the novel.

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 responding to the text. In general, most candidates wrote up to 350 words in Korean. Most candidates did not understand the use of ‘!’ and ‘?’ in the title of the text. (It was meant to stimulate both ‘for’ and ‘against’ opinions from the candidates.

In the best responses, candidates expressed their opinion about obesity with close reference to the text.

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

Candidates are reminded to write legibly.

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 chose question 6 and met the limit of 300–350 words. Most candidates presented a variety of information and presented ideas logically.

Common weaknesses included problems with written expressions, the logical organisation of ideas and the structure of responses, poor paragraphing skills, presenting their argument without any solutions and most of all, poor legibility.

Specific comments

Question 6

Most candidates focused on the impact of information and technology on a few famous Korean television celebrities, rather than referring globally to a healthy and positive cyber communication culture. In the best responses, candidates demonstrated a good understanding of cyber communication problems and provided some solutions. In the weaker responses, candidates focused on the negative views of cyber culture and made spelling mistakes and syntax errors.

Question 7

In many responses, candidates discussed the status of women in the present and future, but did not focus on women leaders. In the best responses, candidates demonstrated the ability to organise and structure their ideas and opinions logically by using a highly developed control of Korean vocabulary and syntax.

Question 8

In the best responses, candidates demonstrated a good understanding of both country's vocabulary and elaborated on possible solutions to improve relations between North and South Korea in the future.

Recommendations

Candidates are advised to use monolingual and/or bilingual print dictionaries to translate Korean words into English and to check the word or expressions chosen, especially in Section I – Listening and responding.

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

Candidates are reminded to pay attention to the legibility of their handwriting as well as spacing in sentences and paragraphs. Each paragraph should contain a new idea. Excessive use of colloquial language should 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 overlong responses, which often lack coherence and structure.

Korean Background Speakers

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	1	The impact of a changing society on the individual – conversation	H3.3, H3.2
1 (b)	2	The impact of a changing society on the individual – conversation	H3.3
1 (c)	2	The impact of a changing society on the individual – conversation	H3.1, H3.2
1 (d)	5	The impact of a changing society on the individual – conversation	H3.2, H3.3, H3.6
Section I — Listening and Responding			
Part B			
2	10	Youth culture – conversation/report	H2.1, H2.3, H3.2, H3.4, H3.5
Section II — Reading and Responding			
Part A			
3 (a)	2	<i>Whisper of Whisper</i>	H3.2, H3.3
3 (b)	3	<i>Whisper of Whisper</i>	H3.2, H3.3
3 (c)	5	<i>Whisper of Whisper</i>	H3.2, H3.3, H3.7
3 (d)	5	<i>Whisper of Whisper</i>	H3.1, H3.2, H3.3, H3.6
4	25	<i>1964 Winter in Seoul</i> <i>Pigeon's in Sungbung Dong</i>	H2.2, H3.1, H3.2, H3.4, H3.3, H3.5, H3.7, H4.1, H4.2
Section II — Reading and Responding			
Part B			
5	15	Impact of a changing society on the individual – letter to an editor	H1.2, H2.1, H3.2, H3.5, H3.8,
Section III — Writing in Korean			
6	25	The impact of information and technology – editorial	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Gender in today's society – editorial	H2.1, H2.2, H2.3, H2.4, H4.2
8	25	North and South Korean relations – editorial	H2.1, H2.2, H2.3, H2.4, H4.2



2008 HSC Korean Background Speakers Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Korean Background Speakers, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.



Section I — Listening and Responding

Part A

Question 1 (a)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Interprets the conversation in order to choose the most appropriate Korean proverb	1

Sample answer:

(D) Pour oil on the flame

Question 1 (b)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Clearly explains a range of relevant examples showing how Hongkyu's emotional state is reflected in their conversation.	2
<ul style="list-style-type: none">Explains some relevant examples showing how Hongkyu's emotional state is reflected in their conversation	1

Sample answer:

Hongkyu who has been a 'Jookamagou (best friend from the early age – childhood friend)' for more than 10 years with Jinho was disappointed and shocked upon hearing the news of Jinho's possible migration. He became frustrated and angry that he even ended up calling Jinho a 'traitor'.

Question 1 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Clearly explains a TWO of relevant social issues	2
<ul style="list-style-type: none">Explains ONE relevant example of social issue	1

Sample answer:

- Studying abroad to escape the reality
- Try to avoid the competitive university entrance examination
- The earlier age is more favourable in adjusting to a new environment

Question 1 (d)

Outcomes assessed: H3.2, H3.3, H3.6

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed personal opinion with detailed reasons• Demonstrates a clear understanding of the texts• Demonstrates an excellent control of vocabulary and language structures	5
<ul style="list-style-type: none">• Provides personal opinion with some reasons• Demonstrates some understanding of the text• Supports some discussion of the question with some appropriate textual reference	3–4
<ul style="list-style-type: none">• Provides personal opinion (why/why not) or• Demonstrates some understanding of the text• Demonstrates a limited ability to structure and sequence	1–2

Sample answer:

Some people (particularly people in their 40s) want to leave Korea because they:

- Want their children to avoid military service
- Want their children to have a chance to go to university
- Feel that they have an uncertain future in Korea

Other people in Korea view such people as ‘traitors’ for deserting the country.

Section I — Listening and Responding

Part B

Question 2

Outcomes assessed: H2.1, H2.3, H3.2, H3.3, 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 texts • 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 texts • 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 texts and the ability to compare and contrast information • Shows some evidence of the ability to organise information 	1–2

Answers could include:

The speech appealing to adults regarding the understanding and love of the teenagers, may include the following:

- Show kindness care towards teenagers
 - Be considerate and spend time with them
 - Be able to offer help when needed
- Overlook their mistakes with love and acceptance rather than with anger
 - Accept their mistakes or faults
 - Provide opportunity for an improvement by setting an example
- Acknowledge and understand the generation gap without any prejudice
 - Recognise that the generation gap is minimal
- Listen attentively to the voice of teenagers
 - Acknowledge the opinion of others
 - Be an advisor of a conversation rather than an instructor
 - Acknowledge variety, avoiding uniformity
- Be honest in acknowledging one's own mistakes
 - Avoid authoritarianism
 - Possess a flexible and open attitude

Section II — Reading and Responding Part A

Question 3 (a)

Outcomes assessed: H3.2, 3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of why Songhi asked her daughter to become an assassin	2
• Demonstrates limited understanding of why Songhi asked her daughter to become an assassin	1

Sample answer:

- in order to solve the vast problems that no one can solve
- forgive others who cannot be forgiven
- be a peacemaker by possessing a peaceful green weapon
- courage to help those who are in pain
- solve North and South Korea relations

Question 3 (b)

Outcomes assessed: H3.3, H3.2

MARKING GUIDELINES

Criteria	Marks
• Describes the literal meaning from both contexts then clearly demonstrates common meaning of 'beauty'	3
• Describes the literal meanings from both contexts	2
• Describes some understanding of the meaning of only ONE use of the word beauty	1

Sample answer:

- 'Beauty' in ㄴ implies the melting down of the boundary; ideology is being considered no longer a problem, 'Beauty' in ㄷ implies the beautiful feature of overcoming the conflict of ideology between Ajaebi and the father

Question 3 (c)

Outcomes assessed: H3.2, 3.3, 3.7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a clear understanding of the techniques used in short story• Demonstrates a highly developed ability to analyse the theme of the short story• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the text	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the techniques used in short story• Demonstrates the ability to analyse the theme of the short story• Composes an effective argument with an appropriate textual reference	2–3
<ul style="list-style-type: none">• Demonstrates a basic understanding of the techniques used in short story• Supports some discussion of the question with some appropriate textual reference	1

Sample answer:

- Two whispers:
 - developing the relationship between the father and Ajaebi
 - between a mother and a daughter
- Using different writing formats
 - Using italic format – delivering writer’s thoughts and ideas to the daughter using a monologue
 - Alternating the past and the present event to give a reality to readers
 - Revealing the identity of Ajaebi in the later part of the story to maintain the interest of the readers

Question 3 (d)

Outcomes assessed: H3.1, H3.2, H3.3, H3.6

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Explores a clear understanding of the implied North and South relations through Ajaebi• Explains the situation of the North and South relations in the story• Demonstrates an excellent control of vocabulary and language structures	4–5
<ul style="list-style-type: none">• Explores some understanding of the implied North and South relations through Ajaebi• Explains the situation of the North and South relations in the story• Supports some discussion of the question with some appropriate textual reference	2–3
<ul style="list-style-type: none">• Demonstrates a limited understanding of the implied North and South relations in short story• Gives a limited explanation of North and South relations in the story• Demonstrates a limited ability to structure and sequence	1

Sample answers could include:

- anti communism prisoners
- the National Security Law (ex, the guilt-by-association system)
- reunion of one's dispersed family members (ex, exchanges letters, mutual visits)

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H2.2, H3.1, H3.2, H3.3, H3.4, H3.7, H3.8, H4.1, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a highly developed ability to analyse the features of the short story & poem • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to analyse the way in which the issue is explored • Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the theme 	21–25
<ul style="list-style-type: none"> • Demonstrates the ability to analyse the feature of the short story and poem • Analyses the way in which the issue is explored • Composes an effective argument with appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Demonstrates the ability to identify and discuss the feature of the short story and poem • Discusses ways in which the issue is explored • Supports the discussion of the question with some appropriate textual reference 	11–15
<ul style="list-style-type: none"> • Identifies with some elaboration examples of the short story and poem • Identifies some examples of the way in which the issue is explored • Attempts to compose an argument with reference to the text 	6–10
<ul style="list-style-type: none"> • Identifies some ideas and information relevant to the short story and poem • Demonstrates some ability to structure and sequence ideas 	1–5

Answers could include:

<i>1964, Winter in Seoul</i>	<i>Pigeon in Seongbookdong</i>
<ul style="list-style-type: none"> • Generation of poor life – family misfortune, wife’s death • Losing purpose resulting a life of wandering –wandering night streets • Generation gap followed by industrialisation – expanding of individualism 	<ul style="list-style-type: none"> • Neglected life in process of industrialisation – address disappeared • Devastated life due to the environmental disturbance – an explosion of a stone pit, warmth remained on stones, smoke of a none-holed coal, losing a backyard • Alienation due to urbanisation – being chased, unable to embrace love and peace
<ul style="list-style-type: none"> • Sorrow life of three main characters due to losing purpose • Shattered life and generation gap of urbanised people 	<ul style="list-style-type: none"> • Pursuing the life of peaceful coexistence by accursing the devastated life and destroyed environment resulted by negligence of human race

Section II — Reading and Responding Part B

Question 5

Outcomes assessed: H1.2, H2.1, H3.2, H3.8, H3.5

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

Answers could include:

- Opinions:
 - Increasing the public awareness of obesity crisis
 - The need for social and personal efforts of overcoming obesity
 - Prevention of unreasonable weight loss for the purpose of cosmetic treatment
 - Offering healthy choices for school canteen menu and limiting the advertisement of the fast food and sweets.
- Methods:
 - Exercise / a dietary treatment
 - Public program / education / campaign
 - National and personal effort
 - Not to dazzled by commercial advertisements

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 basic range of ideas with little attempt to organise and sequence material	1–5