

**2008 HSC Notes from
The Marking Centre
Korean Continuers**

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2008 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 Continuers. It contains comments on candidates' responses to the 2008 Higher School Certificate examination, indicating the quality of the responses and highlighting the 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 Continuers.

Oral Examination

Section I

General Comments

Overall, the quality of performance was sound in both conversation and discussion. Most candidates were confident maintaining effective communication with the examiner. However, a few candidates were too casual in their approach and used a level of 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 responded 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)

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 addressing the question asked.

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

Question 1

The majority of candidates understood the text and answered well.

Question 2

The majority of candidates did not have a clear understanding of the vocabulary associated with time and focused on the numbers rather than the whole situation.

Question 3

In the best responses, candidates expressed their answers well but in the weaker responses, candidates did not understand the situation described in the text.

Question 4

The majority of candidates tried to reproduce the key words in their responses rather than answering the question in structured sentences in part (a) and (b). The weaker responses did not include enough evidence from the text.

Question 5

Most candidates attempted to describe the brother's personality but in the weaker responses, candidates did not identify his relationship with his girlfriend, Jina.

Part B (Questions 6–7)

The majority of candidates performed well in this section.

Question 6 (a) and (b)

This question was handled well by the majority of candidates.

Question 7

In the better responses, candidates completed the form by placing the information in the correct spaces. In some instances, candidates misinterpreted some of the headings.

Section II – Reading and Responding

Part A

Question 8

- (a) Most candidates provided relevant information about Mina's impressions of the party.
- (b) In the stronger responses, candidates justified their answer appropriately by using enough evidence to support their claims. In weaker responses, candidates listed irrelevant information.

Question 9

- (a) In only a very small number of responses, did candidates identify the nature of the misunderstanding that occurs at the beginning of Scene #2.
- (b) Most responses demonstrated some understanding why Miyoung in Scene #2 refused Junsik's request. In the weaker responses, candidates demonstrated a limited understanding of the text.
- (c) In a few good responses, candidates demonstrated a clear understanding of the text and described the emotions and attitudes of the two characters. In the weaker responses, candidates demonstrated a poor understanding of the text and the questions.

Part B

Question 10

Most candidates demonstrated a clear understanding of the required text type (chat room conversation) and responded adequately. A number of candidates performed well, with a variety of expressions, vocabulary and sentence structures, and provided close references to the text. In the better responses candidates identified the main points and summarised these well in their own words. Some candidates were very creative and manipulated language authentically to meet the requirements of the task.

In the weaker responses, candidates demonstrated a limited understanding of the text and made spelling and grammatical errors.

Section III – Writing in Korean

Question 11

Most candidates organised information and ideas, meeting the requirements of the task and text type. Most responses displayed a range of vocabulary and sentence structure, and good sequencing skills. However, in some responses, the length of the writing did not meet the requirement of the question.

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

Weaker responses lacked 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 the 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. Practice in analysing the requirements of past HSC questions will be of assistance.

Candidates are advised to improve spelling and practice answering longer response questions. Candidates are also advised to use the monolingual and/or bilingual print dictionaries to check their work.

Korean Continuers

2008 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	2	The self and family — conversation	H3.1
2	3	Everyday life and activities — conversation	H3.1, H3.2
3	3	The world of work — conversation	H3.1, H3.3
4 (a)	1	Special celebrations — conversation	H3.1
4 (b)	2	Special celebrations — conversation	H3.1
4 (c)	4	Special celebrations — conversation	H3.3
5	5	Family life — conversation	H3.2, H3.3
Section I — Listening and Responding			
Part B			
6 (a)	1	Korea as a tourist destination — advertisement	H3.1
6 (b)	3	Korea as a tourist destination — advertisement	H3.3
7	6	Family life — advertisement	H3.3
Section II — Reading and Responding			
Part A			
8 (a)	4	School life in Australia — letter	H3.1
8 (b)	6	School life in Australia — letter	H3.1
9 (a)	2	Everyday life and activities — scenes from a play	H3.1
9 (b)	3	Everyday life and activities — scenes from a play	H3.2
9 (c)	5	Everyday life and activities — scenes from a play	H3.2, H3.3
Section II — Reading and Responding			
Part B			
10	10	Family life — (news) article / (chatroom) conversation	H1.2, H1.3, H2.1, H2.3, H3.1
Section III — Writing in Korean			
11 (a)	15	The world of work / the self and family — letter	H2.1, H2.2, H2.3
11 (b)	15	The self and family — letter	H2.1, H2.2, H2.3

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"> • 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