

**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



2008 HSC Korean Continuers Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Korean Continuers, 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.

2008 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 good understanding of why Junho is sad	2
• Identifies some relevant information	1

Sample answer:

He hasn't passed his driving test and he has bought a car he still can't drive.

Question 2

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why Soyoung is annoyed	3
• Demonstrates some understanding of why Soyoung is annoyed	2
• Identifies some relevant information	1

Sample answer:

She wants to leave the party and her boyfriend doesn't. He doesn't care that she needs to get up early. He has broken his promise that he would go an hour ago.

Question 3

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why Minsu changes his mind	3
• Demonstrates some understanding of why Minsu changes his mind	2
• Identifies some relevant information	1

Sample answer:

His mother says he likes the job, needs money for his overseas trip, and that John may well have already forgotten the incident.

Question 4 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the correct answer	1

Question 4 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Explains the reasons for the conversation	2
• Identifies some relevant info	1

Sample answer:

She is having a hard time buying a birthday present for her son.

Question 4 (c)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of why the salesperson successful in making the sale	4
• Demonstrates some understanding of why the salesperson successful in making the sale	2–3
• Identifies some relevant information	1

Sample answer:

He builds up sympathy with the customer about how hard it is to buy a good present. He assures her that he can help her. He suggests a book that is a popular computer game character. He guarantees the delivery date.

Question 5*Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the brother's personality and his relationship with his girlfriend	5
• Demonstrates good understanding of the brother's personality and his relationship with his girlfriend	4
• Demonstrates some understanding of the brother's personality and his relationship with his girlfriend	2–3
• Identifies some relevant information	1

Sample answer:

Rugby game is more important than his friendship with Jina. He is arrogant, saying she will understand because she loves him. He is a bit naïve in not understanding the consequences of this decision until he is reminded by his sister. He only changes his mind about taking Jina very reluctantly not because of her feeling but because he might lose her, a valuable possession. He is a bit sneaky in asking her to come even though he hopes she will say no.

Section I — Listening and Responding

Part B

Question 6 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the difference	1

Sample answer:

They don't charge an entrance fee for those who wear traditional Korean costumers.

Question 6 (b)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Completes the table with most information	3
• Completes the table with some information	2
• Identifies some relevant information	1

Question 7

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Completes the form with all relevant information	6
• Completes the form with most of the relevant information	4–5
• Completes the form with some relevant information	2–3
• Identifies some relevant information	1

Section II — Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the party	4
• Demonstrates some understanding of the party	2–3
• Identifies some relevant information	1

Sample answer:

The party was big for 18th Birthday. It was very impressive. Strictly no alcohol was allowed and parents were involved and monitored the party to assure the safeness of the night. She had a good time and made a lot of new friends.

She wants to have a party like this for herself.

Question 8 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of why Mina enjoys her school	6
• Demonstrates a good understanding of why Mina enjoys her school	4–5
• Demonstrates a some understanding of why Mina enjoys her school	2–3
• Identifies some relevant information	1

Sample answer:

Yes. Mina likes sports and sports day. She chose the basketball and she is good at it. She participated in an competition and scored a high mark. Friends are helpful and understanding, helping her English. She enjoyed being with others in the party.

Question 9 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of the misunderstanding	2
• Identifies some relevant information	1

Sample answer:

She thinks he has come to apologise. He has come about the flat. He is the new tenant.

Question 9 (b)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of why Mijoung changes her mind	3
• Demonstrates some understanding of why Mijoung changes her mind	2
• Identifies some relevant information	1

Sample answer:

Her sister is coming to stay for a month. She also wanted to charge more for the rent. She wanted to interview the prospective tenant beforehand.

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

Criteria	Marks
• Demonstrates a perceptive understanding of the change in attitude of both Mijoung and Junsik	5
• Demonstrates a good understanding of the change in attitude of both Mijoung and Junsik	4
• Demonstrates some understanding of the change in attitude of both Mijoung and Junsik	2–3
• Identifies some relevant information	1

Sample answer:

He has spent the night in the corridor, so she starts to understand the desperateness of the situation. He understands it was not her promise but her friend's. They both apologise for the previous day. He gives an explanation why he couldn't stop arguing over the DVD the other day. He says that he can sleep on the sofa while her sister is staying with her and he can pay the extra rent. They agree this is the interview.

Section II — Reading and Responding

Part B

Question 10

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

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: 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