2001 HSC Specimen Paper

Korean Continuers
Korean Continuers

Introduction
This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Korean Continuers. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board’s Principles for Setting HSC Examinations in a Standards-Referenced Framework, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as ‘discuss’, ‘analyse’, and ‘explain’, have been used consistently in accordance with the glossary published in the Board’s Assessment Support Document.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Korean syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Korean Continuers specimen paper:

- The specimen paper consists of the question paper, including Sections I – III, and a separate answer booklet for Section II Part A.
- The Listening and Responding Section will be answered on the question paper, Section II Part A in the answer booklet provided, and Section II Part B and the writing task in separate writing booklets.
- The criteria for judging performance have been included as a rubric at the beginning of each section and part. The criteria are taken from the syllabus.
- All questions have been numbered sequentially across all sections.
- The number and type of questions/listening texts in Section I may vary each year within the range determined by the examination specifications in the syllabus.
- The texts for the specimen paper have been drawn from a range of sources and reflect the modern standard language in its contemporary context.
Korean Continuers
HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content (Theme / Topic – Text Type)</th>
<th>Syllabus outcomes</th>
<th>Targeted performance bands</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Examination</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Conversation covering student’s personal world and discussion on an in-depth study of a topic selected by the student</td>
<td>H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3</td>
<td>2 – 6</td>
</tr>
<tr>
<td><strong>Written Examination</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1(a)</td>
<td>1</td>
<td>The Korean-speaking Communities / Daily Life – News Item</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>1(b)</td>
<td>2</td>
<td>The Korean-speaking Communities / Daily Life – News Item</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>The Individual / Self and Family – Conversation</td>
<td>H3.2</td>
<td>5 – 6</td>
</tr>
<tr>
<td>3(a)</td>
<td>2</td>
<td>The Individual / Education – Conversation</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>3(b)</td>
<td>2</td>
<td>The Individual / Education – Conversation</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>3(c)</td>
<td>2</td>
<td>The Individual / Education – Conversation</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>3(d)</td>
<td>2</td>
<td>The Individual / Education – Conversation</td>
<td>H3.1</td>
<td>3 – 5</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>The Individual / Everyday Life and Activities – Conversation</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>5(a)</td>
<td>3</td>
<td>The Korean-speaking Communities / Daily Life in Korea – Conversation</td>
<td>H3.1, H3.2</td>
<td>2 – 5</td>
</tr>
<tr>
<td>5(b)</td>
<td>2</td>
<td>The Korean-speaking Communities / Daily Life in Korea – Conversation</td>
<td>H3.1</td>
<td>2 – 4</td>
</tr>
<tr>
<td>5(c)</td>
<td>2</td>
<td>The Korean-speaking Communities / Daily Life in Korea – Conversation</td>
<td>H3.1</td>
<td>3 – 5</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>The Individual / Everyday life and activities – Message</td>
<td>H3.1</td>
<td>2 – 6</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>The Korean-speaking Communities / Special Celebrities – Invitation</td>
<td>H3.1</td>
<td>2 – 6</td>
</tr>
<tr>
<td>8(a)</td>
<td>1</td>
<td>The Changing World / Family Life – Report</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>8(b)</td>
<td>3</td>
<td>The Changing World / Family Life – Report</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>8(c)</td>
<td>2</td>
<td>The Changing World / Family Life – Report</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>8(e)</td>
<td>1</td>
<td>The Changing World / Family Life – Report</td>
<td>H3.1, H3.2</td>
<td>5 – 6</td>
</tr>
<tr>
<td>9(a)</td>
<td>3</td>
<td>The Korean-speaking Communities / Migrant Experiences – Report</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>9(b)</td>
<td>3</td>
<td>The Korean-speaking Communities / Migrant Experiences – Report</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>9(c)</td>
<td>2</td>
<td>The Korean-speaking Communities / Migrant Experiences – Report</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>9(d)</td>
<td>3</td>
<td>The Korean-speaking Communities / Migrant Experiences – Report</td>
<td>H3.1, H3.2</td>
<td>3 – 6</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>The Changing World / World of Work – Personal Profile</td>
<td>H1.2, H1.3, H1.4, H3.1, H3.2</td>
<td>2 – 6</td>
</tr>
<tr>
<td>11(a)</td>
<td>15</td>
<td>The Individual / Self and Family – Letter</td>
<td>H2.1, H2.2, H2.3</td>
<td>2 – 6</td>
</tr>
<tr>
<td>Question</td>
<td>Marks</td>
<td>Content (Theme / Topic – Text Type)</td>
<td>Syllabus outcomes</td>
<td>Targeted performance bands</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>------------------------------------</td>
<td>------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>11(b)</td>
<td>15</td>
<td>The Individual / The Changing World – Education / World of Work – Interview</td>
<td>H2.1, H2.2, H2.3</td>
<td>2 – 6</td>
</tr>
<tr>
<td>11(c)</td>
<td>15</td>
<td>The Korean-speaking Communities / Korea as a Tourist Destination – Diary Entry</td>
<td>H2.1, H2.2, H2.3</td>
<td>2 – 6</td>
</tr>
</tbody>
</table>
Sample marking guidelines for Korean Continuers

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Korean Continuers. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:
1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board’s Principles for Developing Marking Guidelines in a Standards-Referenced Framework, published in Board Bulletin Volume 9 Number 3 (May 2000).
Sample Marking Guidelines – Korean Continuers

Conversation (15 marks)

Refer to the syllabus for a description of this task.

In the Conversation you will be assessed on how well you demonstrate:
- capacity to maintain a conversation (comprehension, communication strategies)
- relevance and depth of treatment of information, opinions, comment
- clarity of expression (pronunciation, intonation, stress)
- accuracy of vocabulary and sentence structures
- variety and appropriateness of vocabulary and sentence structures

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicates confidently and fluently with correct intonation and pronunciation</td>
<td>13 – 15</td>
</tr>
<tr>
<td>• Demonstrates depth of treatment through the presentation of relevant information, opinions and/or comment</td>
<td></td>
</tr>
<tr>
<td>• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</td>
<td></td>
</tr>
<tr>
<td>• Communicates effectively, with some degree of fluency and authenticity</td>
<td>10 – 12</td>
</tr>
<tr>
<td>• Responds with relevant information and a range of relevant opinions and/or comment</td>
<td></td>
</tr>
<tr>
<td>• Responds with a range of vocabulary and structures, but with some minor inaccuracies</td>
<td></td>
</tr>
<tr>
<td>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</td>
<td>7 – 9</td>
</tr>
<tr>
<td>• Responds with relevant information and opinions</td>
<td></td>
</tr>
<tr>
<td>• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</td>
<td>4 – 6</td>
</tr>
<tr>
<td>• Presents some relevant information, opinions or ideas</td>
<td></td>
</tr>
<tr>
<td>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</td>
<td>1 – 3</td>
</tr>
</tbody>
</table>
Discussion (10 marks)

Refer to the syllabus for a description of this task.

In the Discussion you will be assessed on how well you demonstrate:
- capacity to maintain a discussion (comprehension, communication strategies)
- relevance and depth of treatment of information, opinions, comment
- clarity of expression (pronunciation, intonation, stress)
- accuracy of vocabulary and sentence structures
- variety and appropriateness of vocabulary and sentence structures

Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates depth in the treatment of the chosen topic through the development of relevant information, ideas and/or opinions with appropriate reference to texts studied</td>
<td>9 – 10</td>
</tr>
<tr>
<td>• Discusses the chosen topic with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</td>
<td></td>
</tr>
<tr>
<td>• Responds confidently, fluently and authentically with correct intonation, nuances and pronunciation</td>
<td></td>
</tr>
<tr>
<td>• Consistently justifies and substantiates a point of view</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates depth in the treatment of the chosen topic through the development of some relevant information, ideas and/or opinions with appropriate reference to texts studied</td>
<td>7 – 8</td>
</tr>
<tr>
<td>• Discusses the topic effectively, with a good degree of fluency and accuracy and range of vocabulary and structures, but with some minor inaccuracies</td>
<td></td>
</tr>
<tr>
<td>• Responds with relevant information, opinion or comment</td>
<td></td>
</tr>
<tr>
<td>• Justifies and substantiates a point of view</td>
<td></td>
</tr>
<tr>
<td>• Presents information and a range of ideas and/or opinions relevant to the chosen topic with reference to texts studied</td>
<td>5 – 6</td>
</tr>
<tr>
<td>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary.</td>
<td></td>
</tr>
<tr>
<td>• Shows some evidence of justifying a point of view</td>
<td></td>
</tr>
<tr>
<td>• Presents some information, opinions or ideas relevant to the chosen topic and texts studied</td>
<td>3 – 4</td>
</tr>
<tr>
<td>• Sustains basic communication</td>
<td></td>
</tr>
<tr>
<td>• Responds using simple structures and vocabulary with frequent pauses and errors</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a limited understanding of the chosen topic</td>
<td>1 – 2</td>
</tr>
<tr>
<td>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax.</td>
<td></td>
</tr>
</tbody>
</table>
**Question 5 (7 marks)**

(a) How did Tom’s impression of Korean food change?  

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

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Indicates Tom’s initial impression and on what this was based, ie he thought that Korean food was limited in variety and hot. This was based on the couple of meals he had had.</td>
<td>3</td>
</tr>
<tr>
<td>• Explains how this impression changed and the reasons for this change, ie during his time in Korea he discovered that Korean food was varied both in terms of ingredients, ie meat, fish vegetables etc and also regionally and that the food was not all hot</td>
<td></td>
</tr>
<tr>
<td>• Indicates Tom’s initial impression</td>
<td>2</td>
</tr>
<tr>
<td>• Explains without elaboration how this impression changed</td>
<td></td>
</tr>
<tr>
<td>• Makes a statement relevant to one aspect of the change of impression ie he discovered that not all Korean food is hot</td>
<td>1</td>
</tr>
</tbody>
</table>

(b) Name ONE thing about which Tom and Bomi
   (i) agree.
   (ii) disagree.

**Outcomes assessed:** H3.1

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Agree that they both dislike hot food</td>
<td>2</td>
</tr>
<tr>
<td>• Disagree about meat</td>
<td></td>
</tr>
<tr>
<td>• ONE of above</td>
<td>1</td>
</tr>
</tbody>
</table>

(c) Explain the reference to the photos.

**Outcomes assessed:** H3.1

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clearly explains the reference to the photos with all detail by linking the town represented and the fact that Bomi has relatives still living there with the suggestion to bring the photos when Tom comes for dinner.</td>
<td>2</td>
</tr>
<tr>
<td>• Explains the reference but without all relevant detail - the name of the town, the fact that the relatives live there, the bringing of the photos</td>
<td>1</td>
</tr>
</tbody>
</table>
Question 10 (10 marks)

You are interested in applying for the position advertised. Write a personal profile of about 150–200 words in KOREAN, stating the reasons why you are the most suitable candidate for the position.

Refer to the text on page 9 of the Specimen Paper.

In your answer you will be assessed on how well you demonstrate:
- capacity to understand general and specific aspects of a text by identifying, analysing and responding to information
- capacity to convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of text types)

Outcomes assessed: H1.2, H1.3, H1.4, H3.1, H3.2

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>Responds to the information in the advertisement for a part-time position as tourist agent, ie availability, knowledge and skills required</td>
</tr>
<tr>
<td>Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to the new school and life in Australia</td>
</tr>
<tr>
<td>Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</td>
</tr>
<tr>
<td>Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task</td>
</tr>
<tr>
<td>Organises information and ideas to meet the requirements of the task</td>
</tr>
<tr>
<td>Responds to most of information in the advertisement for a part-time position as tourist agent, ie availability, knowledge and skills required</td>
</tr>
<tr>
<td>Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</td>
</tr>
<tr>
<td>Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</td>
</tr>
<tr>
<td>Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task</td>
</tr>
<tr>
<td>Organises information and ideas to meet the requirements of the task</td>
</tr>
<tr>
<td>Responds to some of the information in the advertisement for a part-time position as tourist agent, ie availability, knowledge and skills required</td>
</tr>
<tr>
<td>Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</td>
</tr>
<tr>
<td>Organises information and ideas to meet the requirements of the task</td>
</tr>
</tbody>
</table>
Sample marking guidelines – Korean Continuers

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Responds to some of the information in the advertisement</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a basic knowledge and understanding of vocabulary and</td>
<td>3 – 4</td>
</tr>
<tr>
<td>sentence structures</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates limited evidence of the ability to organise information</td>
<td></td>
</tr>
<tr>
<td>and ideas</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a limited understanding of the text</td>
<td>1 – 2</td>
</tr>
<tr>
<td>• Demonstrates an elementary knowledge and understanding of</td>
<td></td>
</tr>
<tr>
<td>vocabulary and sentence structures with evidence of the influence of</td>
<td></td>
</tr>
<tr>
<td>English syntax</td>
<td></td>
</tr>
<tr>
<td>• Uses single words and set formulae to express information</td>
<td></td>
</tr>
</tbody>
</table>

**Question 11 (15 marks)**

Answer ONE of the following questions. Write 200–250 words in KOREAN.

(a) You are an Australian student. Write your first letter to a new Korean pen-friend, Sumi Kim.

**OR**

(b) You are being interviewed for an article for your school magazine. Your interviewer wants to know why you are studying Korean and what you plan to do with it in the future. Write the text of the interview.

**OR**

(c) You’ve been on a tour of the city centre of Seoul. Write a diary entry describing your day.

In your answer you will be assessed on how well you demonstrate:

- relevance of the treatment of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures
- capacity to structure and sequence responses
- capacity to use conventions of text types
**Outcomes assessed: H2.1, H2.2, H2.3**

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions</td>
<td>13 – 15</td>
</tr>
<tr>
<td>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates the ability to sequence and structure ideas and information coherently and effectively</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions</td>
<td>10 – 12</td>
</tr>
<tr>
<td>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates the ability to sequence and structure ideas and information effectively</td>
<td></td>
</tr>
<tr>
<td>• Presents information and a range of ideas and/or opinions relevant to the task</td>
<td>7 – 9</td>
</tr>
<tr>
<td>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</td>
<td></td>
</tr>
<tr>
<td>• Organises information and ideas to meet the requirements of the task</td>
<td></td>
</tr>
<tr>
<td>• Presents some information, opinions or ideas relevant to the task</td>
<td>4 – 6</td>
</tr>
<tr>
<td>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates limited evidence of the ability to organise information and ideas</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a limited understanding of the requirements of the task</td>
<td>1 – 3</td>
</tr>
<tr>
<td>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</td>
<td></td>
</tr>
<tr>
<td>• Uses single words and set formulae to express information</td>
<td></td>
</tr>
</tbody>
</table>
Korean Continuers

General Instructions
- Reading time – 10 minutes
- Working time – 2 hours and 50 minutes
- Write using blue or black pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page

Section I  Pages 2 – 6
Total marks (30)
This section has two parts, Part A and Part B
• Attempt Questions 1 – 7
• This section should take approximately 40 minutes

Section II  Pages 7 – 9
Total marks (30)
This section has two parts, Part A and Part B
• Attempt Questions 8 – 10
• Allow about 1 hour and 25 minutes for this section

Section III Page 10
Total marks (15)
• Attempt Question 11
• Allow about 45 minutes for this section
Section I – Listening and Responding
This section should take approximately 40 minutes

Part A
Total marks (20)
Attempt Questions 1 – 5

You will hear five passages. Each passage will be read twice. Listen carefully to each passage and then answer the corresponding questions in ENGLISH in the spaces provided or, in the case of multiple-choice questions, tick the box corresponding to the correct response.

In your answers you will be assessed on how well you demonstrate:
- capacity to understand general and specific aspects of texts by identifying and analysing information
- capacity to convey the information accurately and appropriately

---

Question 1 (3 marks)

(a) What season is it most likely to be in Seoul?

................................................................................................................................................................. 1

(b) Give TWO reasons to support your answer for part (a) above.

.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

Question 2 (1 mark)

Identify the speakers. Tick the box corresponding to the correct response.

(A) Two friends

(B) Father and daughter

(C) Doctor and patient

(D) Chemist and customer
<table>
<thead>
<tr>
<th>Question 3 (8 marks)</th>
<th>Marks</th>
<th>Candidate’s Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) How do Jenny and Minsu know each other?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>..............................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>..............................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>..............................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Why could Minsu NOT travel last year?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>..............................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>..............................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>..............................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) On what days and during which hours do Year 3 senior students attend school in Korea?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>..............................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>..............................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>..............................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) What place does Jenny suggest Minsu could visit? Why?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>..............................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>..............................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>..............................................................</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question 4 (1 mark)

What would Wonil say to Sora next? Tick the box corresponding to the correct response.

(A) 아니, 싫어. 나는 수영하고 싶어. □
(B) 아니, 오늘은 영화 안 보고 싶어. □
(C) 그래, 내일 오후 영화관 앞에서 만나자. □
(D) 나는 지난 주에 그 영화 봤어. □

Question 5 (7 marks)

(a) How did Tom’s impression of Korean food change?

....................................................................................................
....................................................................................................
....................................................................................................
....................................................................................................
....................................................................................................
....................................................................................................
....................................................................................................
....................................................................................................
....................................................................................................
....................................................................................................

(b) Name ONE thing about which Tom and Bomi

(i) agree. ...................................................................................
....................................................................................................
....................................................................................................
....................................................................................................

(ii) disagree. ............................................................................
....................................................................................................
....................................................................................................
....................................................................................................

(c) Explain the reference to the photos.

....................................................................................................
....................................................................................................
....................................................................................................
....................................................................................................
....................................................................................................
....................................................................................................
....................................................................................................
....................................................................................................
....................................................................................................
....................................................................................................
Section I – Listening and Responding

Part B
Total marks (10)
Attempt Questions 6 – 7

You will hear two passages, one relating to Question 6 and one relating to Question 7. Each passage will be read twice. Listen carefully to the passages and then answer the questions in KOREAN in the spaces provided. You may proceed to Section II as soon as you have finished Question 7.

In your answers you will be assessed on how well you demonstrate:
- capacity to understand general and specific aspects of texts by identifying and analysing information
- capacity to convey the information accurately and appropriately

Question 6 (5 marks)

Imagine you are Yongsu. Based on the telephone conversation you hear, leave a short note for your mother. The message you leave must be written in KOREAN on the message pad below.

당신이 영수라고 가정합시다. 방금들은 전화 대화 내용을 바탕으로 어머니께 짤은 메시지를 남기세요. 이 메시지는 아래 주어진 메시지 노트에 한국어로 쓰세요.

<table>
<thead>
<tr>
<th>Message pad</th>
</tr>
</thead>
<tbody>
<tr>
<td>누구 전화를 했어요?</td>
</tr>
<tr>
<td>몇 시에 전화를 했어요?</td>
</tr>
<tr>
<td>메시지:</td>
</tr>
</tbody>
</table>

Candidate’s Notes

Marks

<table>
<thead>
<tr>
<th>Marks</th>
<th>Candidate’s Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 5 -
Question 7 (5 marks)

Listen to the conversation between Jenny and Minwu and then complete the invitation. Your response must be in KOREAN.

제니와 민수의 대화를 들고 난 후, 다음 초대장의 빈 공간을 채우세요. 당신의 답은 한국어로 쓰세요.

초대장

요일: .................................................................

시간: .................................................................

장소: .....................................................................

가지고 올 것: ...........................................................

전화: ( ............... ) 까지 .................................

모바일 ( .............................. ) 으로 .........

전화하세요.

You may now proceed to Section II
Section II – Reading and Responding
Total marks (30)
Allow about 1 hour and 25 minutes for this section

Part A
Total marks (20)
Attempt Questions 8 – 9

Read both passages and then answer the corresponding questions in ENGLISH in the Section II Part A Answer Booklet.

In your answers you will be assessed on how well you demonstrate:
- capacity to understand general and/or specific aspects of texts, through, for example, comparing, contrasting and summarising or evaluating
- capacity to convey the information accurately and appropriately

Question 8 (9 marks)

Question 8 (9 marks)

Emily is 3 years old. Emily’s mother and father are both from Korea. However, Emily is
brought up in the UK. Emily’s mother is a child care worker, and her father is a
child care worker. The child care centre is in the same building as their house.
Emily’s mother is a registered family day carer. Emily talks to her friends and
enjoys playing with them. Emily is very happy at the child care centre.

Emily’s mother works long hours. She often works late at night, and sometimes
earns a lot of money. Emily’s mother is a very busy woman. She
spends a lot of time with her children. When Emily is
sick, her mother stays home to look after her. Emily’s
father is a child care worker. He works long hours and
spends a lot of time with his children. When Emily is
sick, her father stays home to look after her. Emily
and her father often go out for dinner together.

Emily’s parents are very proud of her. They
want her to have the best possible education.
Emily is very happy to have

Question 8 (9 marks)

Emily is 3 years old. Emily’s mother and father are both from Korea. However, Emily is
brought up in the UK. Emily’s mother is a child care worker, and her father is a
child care worker. The child care centre is in the same building as their house.
Emily’s mother is a registered family day carer. Emily talks to her friends and
enjoys playing with them. Emily is very happy at the child care centre.

Emily’s mother works long hours. She often works late at night, and sometimes
earns a lot of money. Emily’s mother is a very busy woman. She
spends a lot of time with her children. When Emily is
sick, her mother stays home to look after her. Emily’s
father is a child care worker. He works long hours and
spends a lot of time with his children. When Emily is
sick, her father stays home to look after her. Emily
and her father often go out for dinner together.

Emily’s parents are very proud of her. They
want her to have the best possible education.
Emily is very happy to have

1996 년 조사에 따르면 호주 어린이들 중 781,000 명을 할머니들이나 친척들이
적어도 일주일에 한 번씩 돌보한다고 한다. 어떤 할머니들은 이 일을 좋아하고 어떤
할머니들은 싫어한다. 그러나 에마의 할머니는 선택의 여지가 없어.

그러나 에마의 할머니는 선택의 여지가 없다. 왜냐하면
에마를 돌볼 다른 사람이 없기 때문이다.
질문 9 (11 marks)

김 미진씨는 한국에서 영어교사였는데 남편과 함께 호주에 5년 전에 이민왔습니다. 김 미진씨는 복잡한 한국 생활이 신선해서 호주에 왔습니다. 김 미진씨는 조용하고 아름다운 호주가 좋습니다. 하지만 처음에는 영어문제 때문에 조금 어려웠습니다. 그러니 이민은 후 2년 동안 영어를 공부했습니다. 그 후 다시 대학교에서 교육학을 공부했습니다. 김 미진씨는 지금 고등학교 교사로 일하고 남편은 은행에서 일을 합니다.

박 철수씨는 한국에서 11년 전에 가족과 함께 호주에 이민왔습니다. 박 철수씨는 한국의 스포츠, 태권도를 호주 사람들에게 소개하고 싶었습니다. 박 철수씨는 그 때 31살이였고 검정 벨트 3단이었습니다. 5년 전에 박 철수씨는 동네에 태권도 교실을 열었습니다. 그리고 호주 사람들에게 태권도를 가르치고 있습니다. 박 철수씨는 아주 바쁩니다. 하지만 호주 사람들과 친절하기 때문에 호주생활이 재미있습니다.

이 미숙씨는 작년에 호주로 이민왔습니다. 이 미숙씨는 48세이고 남편은 52세입니다. 이 미숙씨는 한국에서 큰 사기를 떴기 때문에 생활이 아름 부분했습니다. 하지만 자녀교육 때문에 이민왔습니다. 왜냐하면 한국에서는 대학교에 입학하기가 아주 어렵습니다. 그러나 이 곳 호주에서는 학생들이 열심히 공부하며, 대학에 모두 가 수 있습니다. 이민은 후 이 미숙씨 가족은 처음 1년 동안 문화차이 때문에 혼들었습니다. 이 부분은 요즈음 주말마다 신문광고를 보면서 직업을 찾고 있는데 아직 못 찾았습니다. 호주에서는 나이가 많고 영어를 못 하면 직업 찾기가 힘들습니다.
Section II – Reading and Responding

Part B
Total marks (10)
Attempt Question 10

Answer Question 10 in a writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you demonstrate:

- capacity to understand general and specific aspects of a text by identifying, analysing and responding to information
- capacity to convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of text types)

Question 10 (10 marks)

You are interested in applying for the position advertised. Write a personal profile of about 150–200 words in KOREAN, stating the reasons why you are the most suitable candidate for the position.

'파트타임 판광 안내원을 찾습니다'

회사이름: 아리랑 판광회사
전화번호: 782 3845
주소: 서울 강동구 명일동 312번지
일할 기간: 1999년 11월부터 2000년 2월까지
일할 장소: 한국, 호주
안내원 조건: 한국어와 영어를 말할 수 있어야 합니다.
한국과 호주의 역사와 지리에 대해서 이야기할 수 있어야 합니다. 금요일, 토요일, 일요일에 일할 수 있어야 합니다.
여행을 좋아해야 합니다.
사진찍기를 좋아해야 합니다.
판광안내를 해 본 적이 있으면 더 좋습니다.

아리랑 판광회사는 역사가 30년 정도 되었습니다. 아리랑 판광회사는 서울은행 벌딩 안에 있는 큰 회사이며 전절한 서비스가 모토입니다. 아리랑 판광회사에서는 한국의 유명한 관광지, 예를 들면 경주 불국사, 석굴암, 제주도, 동해안, 부산 해운대 비치로 안내합니다. 그리고 서울 시내 관광도 안내합니다. 호주에서는 시드니의 유명한 곳과 엘리스 스프링스, 멜본, 호바트, 캔버라로 안내합니다. 판광객들은 주로 한국인, 호주인, 중국인, 미국인입니다.
Section III – Writing in Korean

Total marks (15)
Attempt Question 11
Allow about 45 minutes for this section

Answer Question 11 in a SEPARATE writing booklet. Extra writing booklets are available.

In your answers you will be assessed on how well you demonstrate:

■ relevance of the treatment of ideas, information or opinions
■ accuracy of vocabulary and sentence structures
■ variety of vocabulary and sentence structures
■ capacity to structure and sequence responses
■ capacity to use conventions of text types

Question 11 (15 marks)

Answer ONE of the following questions. Write 200–250 words in KOREAN.

(a) You are an Australian student. Write your first letter to a new Korean pen-friend, Sumi Kim.

OR

(b) You are being interviewed for an article for your school magazine. Your interviewer wants to know why you are studying Korean and what you plan to do with it in the future. Write the text of the interview.

OR

(c) You’ve been on a tour of the city centre in Seoul. Write a diary entry describing your day.

End of paper
Korean Continuers

Section II Part A Answer Booklet

General Instructions

• Answer Questions 8 – 9 in this answer booklet
• Write using blue or black pen
• Write your Centre Number and Student Number at the top of this page
Section II – Reading and Responding

Part A
Total marks (20)
Attempt Questions 8 – 9

Read both passages on pages 7 – 8 of the question paper and then answer the corresponding questions in ENGLISH in the spaces provided.

Question 8 (9 marks)

(a) What does Emma’s mother do from Monday to Friday?
................................................................................................................................................
................................................................................................................................................

(b) What is Emma’s grandmother now doing? Give TWO reasons why she is doing this.
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

(c) How has this situation affected Emma’s grandmother?
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

Question 8 continues on page 3
Question 8 (continued)

(d) What does the figure 781 000 refer to?

...........................................................................................................................................
...........................................................................................................................................
...........................................................................................................................................

(e) Which of the following would be the most suitable title for this text? Tick the box corresponding to the correct response.

(A) Grandmothers who don’t care
(B) Grandmother’s rights overlooked
(C) Emma—three years old and nowhere to go!
(D) Survey tells all!

End of Question 8

Please turn over
Question 9 (11 marks)

(a) Complete the table below by indicating the reasons why THREE of the people referred to in the text migrated to Australia.

<table>
<thead>
<tr>
<th>Name</th>
<th>Reason for migrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

(b) Complete the table below by indicating what THREE of the people referred to in the text like about life in Australia.

<table>
<thead>
<tr>
<th>Name</th>
<th>What the person likes about Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

(c) Why has Misook experienced difficulties adjusting to life in Australia? Give details.

...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................

(d) ‘Migrants from Korea are industrious and take the initiative.’ What evidence is there in the text to support this statement?

...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
Korean Continuers Transcript
Question 1

서울의 일기예보를 알려 드리겠습니다. 서울은 지금 아주 춥습니다. 오늘은 기온이 영하 5도까지 내려갈 것입니다. 내일은 눈이 올 것입니다. 그리고 오후에는 바람이 많이 불 것입니다. 그리고 최고 기온이 3도이고 최저 기온은 영하 4도가 될 것입니다. 그러니 옷을 따뜻하게 입으세요.

Question 2

A: 어디 아파?
B: 네. 머리가 아프고 배도 아파요.
A: 그래? 열도 많이 나니?
B: 아뇨. 열은 별로 없어요. 하지만 기침이 납니다.
A: 언제부터 아팠어?
B: 오늘 아침부터 아파요.
A: 약 먹었어?
B: 아직 안 먹었어요. 약 먹어야 해요?
A: 그럼, 먹어야 돼. 내가 몸 가져올게. 이 약은 먹고 방에서 평 섞어.
Question 3

제니: 오랜만이에요, 민수씨.

민수: 제니씨, 정말 오랜만이에요. 우리, 한국에서 2년 전에 만났지요?

제니: 네, 맞아요. 내가 교환학생으로 한국에서 공부할 때 민수씨를 만났지요.

그런데 민수씨는 호주에 무슨 일로 왔어요?

민수: 여행하기 왔어요.

제니: 아, 그래요?

민수: 나는 작년에 호주여행을 하고 싶었어요. 하지만, 작년에는 대학 입학 시험 때문에 못 했어요.

제니: 대학 입학 시험이요?

민수: 네, 나는 작년에 고등학교 3학년이었어요. 한국에서는 고등학교 3학년 학생들은 오전 8시부터 오후 7시까지 학교에서 공부해야.

그리고 토요일하고 방학에도 학교에서 공부해야. 그래서 시간이 없었어요.

제니: 정말요? 아휴! 한국학생들은 아주 열심히 공부해야요.

호주의 12학년 학생들은 토요일이나 방학동안 학교에 안 가요.

민수: 그래요?

제니: 그런데, 민수씨는 호주에서 어디를 가 보고 싶어요?

민수: 음. 엘리스 스프링스하고 골드 코스트에 가고 싶어요.

하지만 시드니에서 유명한 곳도 가고 싶은데 어디가 유명해요?

제니: 시드니에는 유명한 곳이 많이 있어요. 하지만 정말 좋은 곳은 블루 마운틴이에요. 시드니에서 가깝고 볼 것이 많아요. 그리고 통산도 할 수 있어요.
Question 4

소라: 원일아, 미안하지만 오늘 방과 후에 나는 수영하러 못 가. 왜냐하면 수영복을 안 가지고 왔어.

원일: 그래? 펜타야. 그럼 오늘 뭐 할까, 소라야?

소라: 요즘 재미있는 영화가 많이 있어. 오늘 오전에 영화보러 갈까 갈까?

Question 5

보미: 틸, 한국여행이 어땠어요?

틸: 아주 재미있었어요. 한국은 작지만 아주 아름다운 나라예요. 그리고 재미있는 일도 많았어요.

보미: 한국 이야기 좀 해 보세요.

틸: 나는 한국에 가기 전에 한국음식을 두 번 먹어 봤어요. 김치는 너무 맘있어요. 그래서 나는 한국음식은 모두 맡다고 생각했어요.

보미: 나는 매운 음식을 안 좋아해요. 그래서 한국에서 뭔 먹었어요?

틸: 여러가지 맛지 않고 맛있는 음식이 많았어요!! 나는 여행을 많이 했는데 특히 부산에는 아재와 생선요리가 많았어요. 맛지 않고 맛있는 아재와 생선요리..... 나는 고기를 안 좋아하기 때문에 부산의 음식이 아주 맛있어요.

보미: 경주에도 갔어요?

틸: 네 경주는 유명한 곳이에요. 그래서 사진을 많이 찍었어요.

보미: 그래요? 우리 할아버지, 할머니는 지금 경주에서 살아요. 그래서 나도 경주에 가봤어요. 텔, 우리 엄마가 오늘 저녁에 불고기를 만드실 거예요. 나는 불고기를 아주 좋아해요. 오늘 저녁에 불고기를 만드실 거예요. 나는 불고기를 아주 좋아해요. 오늘 우리 집에서 저녁 식사해야.

틸: 고마워요. 꼭 가겠어요. 그리고 사진도 가져가겠어요.

보미: 여러가지 다른 한국음식도 많이 있어요. 꼭 오세요.
Question 6

철수 어머니: 여보세요? 영수니? 나 철수엄마야, 어머니 계시나?
영수: 아니오. 안 계시는데요.
철수 어머니: 그래? 몇 시에 집에 오시나?
영수: 한 30분 후에 오세요. 지금 6시니까 6시30분 쪽에 오실 거예요.
철수 어머니: 그럼, 어머니에게 메시지 좀 전해 줄래?
영수: 네, 용론이지요.
철수 어머니: 어머니께 철수엄마가 전화했다고 전해줬어요. 오늘 저녁 7시 후에 우리 집에 전화하시라고 해. 그리고 오늘 저녁에 전화 못 하시면 내일 아침 9시까지 꺼 전화하시라고 전해줘.
영수: 네, 알겠어요.
제니: 안녕하세요, 민우씨?

민우: 안녕하세요, 제니씨.

제니: 이번 토요일에 뭐 하러고 해요?

민우: 이번 토요일은 마이클의 18번째 생일이에요.

제니: 아! 맞아요. 그런데 나는 초대장을 잃어 버렸어요. 몇 시부터 파티가 시작이에요?

민우: 오후 4시부터 시작이에요.

제니: 어디에서 해요?

민우: 마이클 집의 수영장에서 해요. 그리고 바베큐도 할 거예요. 그러니가, 수영복을 꽤 가지고 오세요.

제니: 그런데 마이클 집의 주소가 어떻게 돼요?

민우: 31 브리지 스트리트, 윈드필드에요. 그리고 집 전화번호는 237-6918이에요.

마이클이 오늘까지 전화하라고 했어요.

제니: 지금 마이클 집으로 전화해야겠어요.

민우: 아니오. 마이클이 모박폰으로 전화하라고 했어요.

제니: 마이클의 모박폰 번호가 뭐예요?

민우: 0414-368-4837이에요. 오늘까지 꺼 전화하세요.

제니: 정말 고마워요. 민우씨! 그렇 마이클의 파티에서 만나요. 잘 가요.

민우: 잘 가요. 제니씨.