

**2002 HSC Notes from  
the Marking Centre  
Korean**

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# Contents

Continuers.....	5
Written Examination.....	5
Section I – Listening and Responding.....	5
Section II – Reading and Responding.....	6
Section III – Writing in Korean.....	7
Oral Examination.....	8
Section I – Conversation.....	8
Section II – Discussion.....	9



# 2002 HSC NOTES FROM THE MARKING CENTRE

## KOREAN

### Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Korean. It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the 2002 HSC examination paper, course syllabus and other support documents, which have been developed by the Board of Studies to assist in the teaching and learning of Korean.

### Continuers

There were thirteen candidates who sat for the 2002 HSC Korean Continuers Course examination. Most candidates performed reasonably well and some responses were noticeably outstanding throughout the sections in terms of understanding and breadth and depth of treating the task as well as expression.

### Written Examination

#### Section I – Listening and Responding

##### General Comments

The section comprised short answer questions and three multiple-choice questions. Some candidates demonstrated very high quality responses that included correctly identifying and analysing relevant information. A few candidates, however, failed to respond correctly.

##### Part A (Questions 1-4)

##### Question 1

- (a) About half of the candidates were unable to choose the correct statement.
- (b) Weak responses provided the correct means of transport, but failed to explain reasons.

### **Question 2**

- (a) Only a few candidates stated the correct phone number.
- (b) Most provided the relevant details.

### **Question 3**

Most candidates identified relevant points.

### **Question 4**

- (a) Most candidates gave the correct answer.
- (b) and (c) were generally well done.

## **Part B (Questions 5-6)**

### **Question 5**

Most candidates failed to summarise what they had heard. Most of the candidates misunderstood that the content of the speech was about the speaker herself. They therefore stated the future plan of the speaker instead of referring to the speaker's friends.

### **Question 6**

- (a) Most followed the format of writing a post card well. The better responses demonstrated a good understanding of the relevant information. They described the trip adequately and demonstrated the ability to control languages effectively.
- (b) Many candidates were unable to get the correct answer.

## **Section II – Reading and Responding**

### **General Comments**

Most candidates responded appropriately, but some candidates failed to pick up specific information through summarising and evaluating from the given text.

Candidates needed to be more aware of the details of the question. It was evident that some provided irrelevant answers, which did not respond to the given information. Some candidates used formal polite form to end sentences, as observed in Speaking.

## Part A

### Questions 7-8

These questions were reasonably well done, with the exception of Question 8 (e). This seemed to be the most challenging question as many candidates had difficulties understanding the question or were unable to identify the evidence in the job advertisement in the reading text of Question 7 to support the claims made in the article of Question 8.

## Part B

### Question 9

In general most candidates understood the task and responded well. The better responses demonstrated depth in the treatment of the task through the development of relevant information and ideas relating to given text. However, weak responses missed the main points or included a lot of irrelevant information or just copied given information.

Common mistakes were found in the use of verb / sentence endings, especially *ida*, *issda*. It is extremely important to distinguish between the uses of these two verb endings to communicate effectively in Korean.

Some candidates used *imnida* or *issumrida* inappropriately at the end of every sentence, consequently the sentences did not make sense.

- *ida* (*imnida* in polite form) is used to indicate equality or identification which links a subject with its predicate.
- *issda* (*issumrida* in polite form) indicates existence, location or possession.

## Section III – Writing in Korean

### General Comments

Generally, the length of writing was satisfactory and most candidates presented information and ideas relevant to the task. Some better responses demonstrated an excellent ability to control language creatively and structure ideas and information effectively.

Overall, the very able candidates demonstrated the ability to use conjunctions, adverbs and adjectives accurately and appropriately. Use of inaccurate vocabulary and sentence ending was commonly found in average to poor responses.

### Question 10

- (a) Only one candidate attempted this question.

- (b) The question was generally well done. Candidates mostly followed the Korean letter-writing format with appropriate opening and closing including the date at the end of the letter.

Although the question was ‘Two weeks travelling around Australia,’ most candidates mainly wrote about Sydney.

The high standard responses demonstrated outstanding ability to organise information and express ideas and opinions effectively.

As in previous years, incorrect use of vocabulary was noticeable. Candidates chose the wrong words from the dictionary, for the particular contexts. Candidates need to avoid using unknown words from the dictionary. If there are different words, candidates need to cross-reference these to ensure that the word selected corresponds to the appropriate meaning.

Some candidates referred to geographical landmarks, eg Opera House, Harbour Bridge, Homebush Bay incorrectly in Korean in their writing. Practice is required to write the English name and proper noun in Korean.

Within the mid to low range responses, candidates used present tense or used dictionary form (verb stem *da*) in sentence endings, although the task was to write about past experiences.

Candidates require practice in formulating adjectives and verbs in sentence ending accurately to express their ideas and opinions effectively.

## **Oral Examination**

The oral examination is designed to assess the candidates’ knowledge and skills in using spoken Korean.

### **General Comments**

Most candidates seemed to be prepared for the examination and performed well. Overall, the grammatical accuracy was improved in comparison with previous years’ examinations and the tendency to end sentences using formal polite form was noticeable.

The conversation and discussions are recorded for marking purposes therefore candidates need to speak loudly and clearly to ensure that the recording is audible.

### **Section I – Conversation**

The better responses demonstrated a natural flow and confidence in communication by using a high level of grammatical accuracy and range of vocabulary and sentence structures.

Most used correct object particles and tenses, however, there were weaknesses in numbers and classifications; *mori* should be used for indicating animals rather than *myong* which indicates people. Most candidates used incorrect numbering, since Korean has two sets of numbers ie sino and pure, and they are applied differently eg pure Korean numbers are used for expressing age and sino Korean numbers are used for expressing school grades.

## **Section II – Discussion**

Most candidates presented in-depth studies on their chosen topics. However, some candidates brought their personal photos and explained generally about them. Therefore they had no evidence to assess in-depth study and made no reference to the texts they had studied. It is suggested that photos can be presented for the purpose of supporting the discussion or conversation within a certain topic.

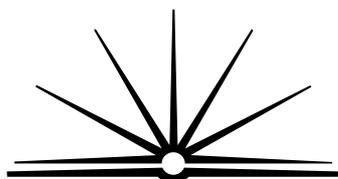
The better responses demonstrated excellent understanding and depth in the treatment of the chosen topic through the development of relevant information, ideas and opinions with reference to the texts studied.

# Korean Continuers

## 2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Conversation	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3
1 (a)	1	The individual / self and family / transport (conversation)	H3.1
1 (b)	2	The individual / self and family / transport (conversation)	H3.1
2 (a)	1	The individual / everyday life and activities (phone message)	H3.1
2 (b)	3	The individual / everyday life and activities (phone message)	H3.3
3 (a)	2	The individual / the self and family / hobbies, interests (interview)	H3.1
3 (b)	3	The individual / the self and family / hobbies, interests (interview)	H3.1
4 (a)	1	The changing world / family life / youth issues (news item)	H3.1
4 (b)	2	The changing world / family life / youth issues (news item)	H3.1, H3.3
4 (c)	5	The changing world / family life / youth issues (news item)	H3.4
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
5	4	The individual / self and family / future aspirations (speech)	H3.1, H3.3
6 (a)	5	The Korean speaking community / Korea as a tourist destination (conversation)	H3.1, H3.3
6 (b)	1	The Korean speaking community / Korea as a tourist destination (conversation)	H3.1

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
<b>Section II — Reading and Responding Part A</b>			
7 (a)	1	The changing world — technology / youth issues (advertisement)	H3.1
7 (b)	2	The changing world — technology / youth issues (advertisement)	H3.3
7 (c)	3	The changing world — technology / youth issues (advertisement)	H3.1
7 (d)	2	The changing world — technology / youth issues (advertisement)	H3.3
8 (a)	1	The changing world — technology (article)	H3.3
8 (b)	2	The changing world — technology (article)	H3.1, H3.3
8 (c)	2	The changing world — technology (article)	H3.1, H3.3
8 (d)	3	The changing world — technology (article)	H3.1, H3.2, H3.3
8 (e)	4	The changing world — technology (article)	H3.1, H3.4
<b>Section II — Reading and Responding Part B</b>			
9	10	The Korean speaking communities — daily life in Korea (notice/article)	H1.2, H1.3, H1.4, H3.1, H3.2
<b>Section III — Writing in Korean</b>			
10	15	Daily life in Korea — special celebrations and travel (report or letter)	H2.1, H2.2, H2.3



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## **2002 HSC Korean Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding Part A**

#### **Question 1 (a)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B)	1

#### **Question 1 (b)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Gives the correct means of transport and one correct reason	2
• Gives either the correct means of transport or one correct reason	1

#### **Question 2 (a)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly states phone number (9487 5761)	1

**Question 2 (b)***Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Completes the table giving most of the relevant details	3
• Gives details of at least two tasks	2
• Identifies one relevant detail	1

**Question 3 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Gives two relevant items of information about Pak Cholsun	2
• Gives one relevant item of information	1

**Question 3 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides most of the relevant details relating to Pak Cholsun's free time activities	3
• Provides some relevant details	2
• Mentions one relevant detail	1

**Question 4 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (C)	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides two items of supporting evidence	2
• Provides one item	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a clear understanding of the text comparing what year 12 Australian and Korean final year students do and supporting it with evidence	5
• Demonstrates understanding of the text stating what year 12 Australian and Korean final year students do and provides some supporting evidence	3–4
• Demonstrates minimal understanding identifying at least one difference	1–2

## Section I — Listening and Responding

### Part B

#### Question 5

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

#### MARKING GUIDELINES

Criteria	Marks
• Effectively communicates in comprehensible Korean most options available to students	4
• Identifies some options in recognisable Korean	2–3
• Identifies some relevant details	1

#### Question 6 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the relevant information from the text, in comprehensible Korean	5
• Demonstrates some understanding of the text, in comprehensible Korean	3–4
• Identifies some relevant detail in Korean	1–2

#### Question 6 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

## Section II — Reading and Responding

### Part A

#### Question 7 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• States one activity of the company	1

#### Question 7 (b)

*Outcomes assessed: H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Gives two details which indicate the company's success	2
• States one item which indicates the company's success	1

#### Question 7 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Gives three qualifications or experiences	3
• Gives two qualifications or experiences	2
• Mentions only one qualification or experience	1

**Question 7 (d)***Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Gives examples illustrating understanding of the job's suitability to young and/or single people	2
• Shows minimal understanding, mentioning only one item	1

**Question 8 (a)***Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (A)	1

**Question 8 (b)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Indicates the seriousness and gives supporting evidence	2
• Lists health problems only OR states it is serious, but gives no supporting evidence	1

**Question 8 (c)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates understanding by illustrating the effect of computers	2
• Shows minimal understanding giving only one item of information	1

**Question 8 (d)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a clear understanding of the text, expressing his/her opinion and supporting it with evidence from the text	3
• Expresses his/her opinion with minimal supporting evidence	2
• Demonstrates little understanding	1

**Question 8 (e)***Outcomes assessed: H3.1, H3.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides relevant evidence supporting at least two different claims made in the article	3–4
• Provides relevant evidence for one claim or information not strongly linked to one or more claims	2
• Cites one claim or one piece of evidence	1

## Section II — Reading and Responding

### Part B

#### Question 9

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

#### MARKING GUIDELINES

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

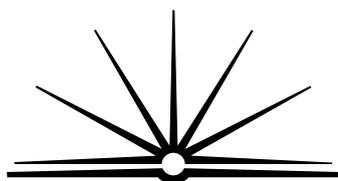
## Section III — Writing in Korean

### Question 10

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

#### MARKING GUIDELINES

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



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## 2002 HSC Korean Continuers Marking Guidelines — Oral Examination

### Conversation

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment</li><li>• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	13–15
<ul style="list-style-type: none"><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Responds with relevant information and a range of relevant opinions and/or comment</li><li>• Responds with a range of vocabulary and structures, but with some minor inaccuracies</li></ul>	10–12
<ul style="list-style-type: none"><li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li><li>• Responds with relevant information and opinions</li></ul>	7–9
<ul style="list-style-type: none"><li>• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li><li>• Presents some relevant information, opinions or ideas</li></ul>	4–6
<ul style="list-style-type: none"><li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</li></ul>	1–3

## Discussion

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

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• 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</li> <li>• Discusses the chosen topic with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> <li>• Responds confidently, fluently and authentically with correct intonation, nuances and pronunciation</li> <li>• Consistently justifies and substantiates a point of view</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• 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</li> <li>• Discusses the topic effectively, with a good degree of fluency and accuracy and range of vocabulary and structures, but with some minor inaccuracies</li> <li>• Responds with relevant information, opinion or comment</li> <li>• Justifies and substantiates a point of view</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions relevant to the chosen topic with reference to texts studied</li> <li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li> <li>• Shows some evidence of justifying a point of view</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the chosen topic and texts studied</li> <li>• Sustains basic communication</li> <li>• Responds using simple structures and vocabulary with frequent pauses and errors</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the chosen topic</li> <li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</li> </ul>	1–2