

# 2012 HSC Notes from the Marking Centre – Heritage Korean

## Contents

Contents .....	1
Introduction .....	1
General comments .....	1
Oral examination – Interview .....	2
Written examination .....	3
Section I – Responding to texts .....	3
Section II – Creating texts in Korean .....	5

## Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Heritage Korean. It contains comments on candidate responses to the 2012 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2012 Higher School Certificate examination, the marking guidelines and other support documents developed by the Board of Studies to assist in the teaching and learning of Korean.

## General comments

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course.

Candidates need to be aware that the marks allocated to the question and the answer space (where this is provided on the examination paper) are guides to the length of the required response. A longer response will not in itself lead to higher marks. Writing far beyond the indicated space may reduce the time available for answering other questions.

Candidates need to be familiar with the Board's [Glossary of Key Words](#), which contains some terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with or contain one of the key words from the glossary. Questions such as 'how?', 'why?' or 'to what extent?' may be asked, or verbs that are not included in the glossary may be used, such as 'design', 'translate' or 'list'.

## Oral examination – Interview

### Preparing for the Heritage Korean oral examination

The oral examination in Heritage Korean consists of a 10-minute interview between the candidate and the examiner.

In the interview, candidates are expected to explore with the examiner the subject of their Personal Investigation, which includes reflections on their findings and references to texts and resources used. Candidates are assessed on their ability to:

- reflect on ideas and experiences
- refer to texts studied
- present a point of view
- communicate using appropriate intonation, pronunciation, grammar, language structures and vocabulary.

To assist the examiner in directing the interview, candidates are required to provide a brief summary of their Personal Investigation. Students enrolled in Heritage Korean are expected to complete the *HSC Heritage Languages Interview Sheet*, which can be downloaded from Students Online, and bring it with them to the oral examination.

### General comments

Candidates were well prepared for this examination. Most candidates spoke audibly and confidently. There was a wide range of topics chosen from the issues. Candidates demonstrated the ability to discuss a set topic for the replied time, satisfactorily developing ideas using appropriate supportive evidence.

In better responses, candidates demonstrated depth in the treatment of the chosen topic through the development of information, ideas and experiences. It was evident that candidates used a variety of sources from a range of contexts. Candidates referred to the texts studied in detail and consistently justified their point of view. They made perceptive references to the texts used, providing information about their reliability and usefulness.

In better responses, candidates actively participated in the interview and engaged effectively with the examiner. They discussed and substantiated a point of view effectively and consistently, supporting their opinions with reasons and/or examples.

Candidates spoke with a high level of grammatical accuracy and used a range of vocabulary and sentence structures. They communicated with a high level of fluency and correct pronunciation.

In weaker responses, candidates presented minimal information without an in-depth understanding of the chosen topic or treated the chosen topic or treated the chosen topic at a superficial level. They presented prepared responses without tailoring them to the question being asked and a few candidates did not fully understand the question. Candidates simply provided a list or showed little evidence of references to texts studied. In some responses, candidates answered questions with a low level of grammatical accuracy and did not use vocabulary as sophisticated as that used in the presentation of their topic.

## **Written examination**

### **Section I – Responding to texts**

#### **General comments**

Candidates are reminded to listen and/or read each text and question carefully and respond by providing relevant details from the text. Candidates are reminded that they should not simply translate what is in the text. Many questions required candidates to give an opinion or infer points of view.

Candidates must ensure that all relevant information contained in the Notes area is transferred to the lined section of the examination paper if they want this information to be considered as part of their response. Candidates sometimes omit relevant information, even though it would appear that the text was understood.

#### **Specific comments**

##### **Question 1**

In better responses, candidates summarised the main points of the meeting within the word allocation and wrote a brief note. They responded with all relevant information about the meeting as required by the question and communicated the context of new communication procedures of the meeting accurately.

In weaker responses, candidates either provided a literal translation in English or misunderstood the main points in the text. Candidates needed to include all relevant information including that ‘Monday managers’ meeting will be videoed to send the clips to Korean headquarters’ as provided in the text. Some candidates simply translated what they had heard in the text.

##### **Question 2**

In better responses, candidates demonstrated a good understanding of the text. They specifically how Minsu tried to convince Yuna to support his point of view on ‘Korean identity in the world’ rather than summarising the text. Candidates presented a number of appropriate examples from the text to support Minsu’s point of view.

In weaker responses, candidates provided some information from the text which was not relevant to support Minsu’s point of view. They copied the original text of Minsu and Yuna’s conversation or summarised the content of the text without referring to any examples.

##### **Question 3**

Most candidates demonstrated a good understanding of the listening and reading texts and identified the main issues raised. Most responses were also within the required word limit. Candidates responded appropriately with relevant information expressed in accordance with the text type. Candidates are advised to use tense correctly, use honorific forms appropriately and avoid spelling errors.

In better responses, candidates wrote a letter to Changsoo’s mother supporting their answers with detailed information from both texts. They demonstrated a comprehensive understanding of the relationship between Changsoo and his mother. In these responses, candidates demonstrated good control of language rather than merely repeating what was said in text 3 and what was written in text 4.

In weaker responses, candidates wrote a letter to Changsoo’s mother with limited use of information from both texts. They simply summarised the texts without including their own opinions relating to the question. In these responses, candidates did not provide sufficient ideas to support their understanding and purpose of the text.

#### **Question 4**

In most responses, candidates demonstrated a good understanding of the text and identified the main points relevant to the response of the question. Most responses were within the required word limit. In some responses, candidates expressed the idea that the song, 'Hand in hand' was specifically written to cheer on Korean athletes and Korean people in Korea, rather than the theme song for the 1988 Seoul Olympic Games.

In better responses, candidates provided a good explanation as to why the song 'Hand in hand' was chosen for the theme song of the 1988 Seoul Olympic Games. They supported their answers successfully by analysing the language and content from the song lyrics.

In weaker responses, candidates provided a summary of the song rather than explaining the language usage. They demonstrated a limited ability to manipulate language and sequence ideas. Some candidates concentrated on explaining the title of the song 'Hand in hand' rather than referring to the song as whole text.

#### **Question 5**

Most candidates demonstrated a good understanding of the poem which portrays Koreans' longing for a sense of their hometown, exploring the traditional Korean cultural activities on 'Chuseok'.

In better responses, candidates explained how aspects of Korean culture and values are reflected in the poem 'Chuseok' by analysing the language that the author used. They demonstrated an in-depth understanding of the poem by responding to the values, beliefs, practices and ideas expressed in the poem.

In weaker responses, candidates concentrated on analysing the poem as a text and they did not include how aspects of Korean culture and values are reflected in the poem. In some responses, candidates recorded their own experiences of 'Chuseok' instead of using the context expressed in the poem itself.

#### **Question 6**

In this question, candidates were expected to include details of both texts in their response. In some responses, candidates wrote an article on the impact of positive and negative aspects of the technology and use of internet instead of an article on 'The ideal classroom for the future'. This question was not a creative writing task, and candidates should have only included information relevant to the topic. Common errors included the misspelling of *mirae*.

In better responses, candidates included a balanced response to both texts. They provided a sophisticated understanding of the information, in relation to expectations and aspirations that affect future study. Candidates' responses addressed the issues well in the text and attempted to deal with them in depth. These responses were well structured and demonstrated flair in the writing style.

In weaker responses, candidates did not refer to both texts. In some responses, candidates did not respond by writing an article on 'The ideal classroom for the future' according to the information from both texts. These responses provided a cursory summary of the texts or copied the original text without attempting to understand the purpose of the task. In weaker responses, candidates relied on prepared ideas which were not relevant to the question.

In some responses, candidates attempted to write an article expressing their views on 'The ideal classroom for the future' without referring to the text at all. Weaker responses demonstrated limited control of language and lacked structure in their writing.

## **Section II – Creating texts in Korean**

### **General comments**

The overall performance of candidates' responses was good with many responses demonstrating writing with a high level of grammatical accuracy. Most responses were within the required length of 625 *ja* in Korean. Candidates are reminded that it is possible to gain full marks within the prescribed word limit for a writing task. Nothing is gained by unnecessarily long responses, which often contain irrelevant material and are poorly structured and repetitive. Candidates are reminded of the importance of adhering to the required word limit and using the correct text type.

Candidates' responses were appropriate with relevant ideas and information expressed in accordance with the text type. Candidates are encouraged to practise for grammatical detail, such as tense and spelling in Korean. Candidates must not identify themselves, their school or their teachers in the written responses.

Candidates are reminded to write clearly and to pay attention to paragraphing and spacing in sentences. Each paragraph should contain a new idea. Excessive and/or inappropriate use of colloquial language should be avoided.

### **Specific comments**

#### **Question 7**

In better responses, candidates responded with their personal opinions reflecting on the statement 'although K-pop is becoming more popular around the world, it is not necessary to know about K-pop to understand Korean culture'. In these responses, candidates expressed their ideas effectively with reference to context, purpose and audience while organising, sequencing and structuring information and ideas effectively. They presented and developed a coherent personal blog article.

In better responses, candidates presented and developed a coherent argument of the given statement. They included supplementary examples which were relevant to the task.

In weaker responses, candidates wrote their thoughts and experiences on the current status of K-pop and K-pop celebrities. Weaker responses to their question contained inaccuracies in written expression, poor sequencing, a lack of cohesiveness and irrelevant ideas.

#### **Question 8**

Most candidates' responses demonstrated a clear understanding of the speech format which included an appropriate greeting and conclusion.

In better responses, candidates presented and developed a coherent speech that was well structured with an introduction, a body with in-depth analysis of the issues, and a convincing conclusion. In better responses, candidates wrote succinctly in the space provided and addressed the question. In these responses, candidates expressed their ideas effectively with reference to context, purpose and audience while organising, sequencing and structuring information and ideas effectively.

In weaker responses, there were inaccuracies in written expression, poor sequencing, a lack of cohesiveness and irrelevant ideas. Common errors included mixing plain ending form and polite form, and errors in tense.