

2000 HSC Notes from the Examination Centre Korean FBS

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Korean FBS

2/3 Unit (Common)

Speaking Skills (15 marks)

General Comments

It was pleasing to note the high standard of candidates' responses this year. On the whole most candidates performed well in this section. Candidates demonstrated the ability to discuss a set topic for the required time, satisfactorily developing ideas using appropriate supportive evidence. Those who did not do well tended to have misinterpreted the question or used the wrong register, and tended to rely on rehearsed answers without relating to the question.

Candidates are advised to:

- read the question carefully and answer all parts required
- develop their arguments logically in relation to the question asked
- avoid listing facts and isolated pieces of information
- avoid going over time - try to finish within requested time

Specific Comments

Topic 1

Most candidates discussed this topic and supported their discussion well with specific relevant examples. However, some candidates focussed their discussion on examples of failed cases of adjusting to new lives in Australia.

Topic 3

Better candidates chose relevant information and examples of how Korean language has been affected by westernisation in current Korean society. Also candidates expressed their opinions and ideas clearly in relation to the topic.

Listening and Written Examination

Section I – Processing Spoken Information (20 marks)

PART A

Generally candidates handled this section very well. Candidates are advised to write all relevant information in full sentences rather than in a few words, and to make good use of the Candidate's Notes column for the answer in the spaces provided.

Question 2

Generally candidates performed satisfactorily. However, some responses were irrelevant to the question. In part (a), weaker responses included irrelevant information. Candidates must learn to select relevant information only.

Question 3

In part (b), markers were impressed that most candidates demonstrated a good understanding of the concept.

PART B

Question 4

Better candidates' responses included their opinions on, both the speaker's opinion and candidates' own opinion in relation to the spoken text and to the question asked.

The weaker candidates:

- only referred to the speaker's opinion
- summarised the spoken texts without including the speaker's and their own opinions
- misunderstood or misinterpreted the text or question

Section II – Processing Written Information (20 marks)

Question 5

Better responses interpreted and included persuasive opinions and ideas on the issue referred to in the question. They also selected and reorganised relevant information from all three passages.

The weaker responses:

- did not conform to the discourse form – essay
- either summarised or copied phrases from all three passages rather than selecting relevant information and writing it in their own words relating to the question
- selected information from two passages only
- misinterpreted or misunderstood the passages
- used rhetorical questions in their writing. Candidates are advised not to use rhetorical questions in essays
- wrote responses based on general ideas and information not drawn from the passages, rather than supporting evidence and selecting relevant information from the three given passages

Candidates are advised to:

- write the information from the passages in their own words
- indicate clearly the source of reference and the author

Section III – Writing in Different Genres (25 marks)

The majority of candidates handled this section very well.

In general, this year it was noticeable that some candidates were using computer chatting language in their responses. This language use is unacceptable in formal examinations. There were more spelling errors in candidates writing than previous years.

The better responses:

- demonstrated the capacity to deal with the chosen discourse form: a report, speech, criticism and news article
- maintained reader interest
- demonstrated good control of syntax
- included at least 30 hanja in their responses

The weaker responses:

- did not demonstrate adequate control of the chosen discourse form and/or register
- showed evidence of pre-prepared responses unrelated to the question asked
- did not include the required number of hanja in their responses
- used lots of rhetorical questions in their responses
- did not respond to all the requirements of the questions

Question 6

Most candidates handled this question satisfactorily. However, some candidates misunderstood the question and wrote the report to the NSKoCEP preparation committee chairperson, stating that they had completed the program preparation, rather than writing the report on the successful completion of the actual event.

Question 7

Most candidates answered this question very well and a high standard was achieved. It was pleasing to note that the majority of candidates conformed to the discourse form. However, some candidates included their own names in the introduction of the speech. Candidates are advised not to identify themselves or their schools in their responses.

Question 8

Most candidates demonstrated a basic understanding of the topic and the discourse form. The majority of candidates' responses were a general summary of the content of the movie or drama, rather than a critique. Generally candidates found this question challenging.

Question 9

Most candidates performed satisfactorily. However many candidates did not refer specifically to "Clean up Australia Day" and wrote rather general articles relating to a clean up day.

Candidates are advised to:

- write the answer within the given word limit
- respond to all requirements of the question
- not identify themselves or their schools
- practise writing texts using a wide range of discourse forms

Section IV – Options (20 marks)

Some candidates attempted either two or all three options. Candidates are advised to read the examination instructions carefully.

Option A – Literature

Question 10

Generally candidates performed well in this question. Better candidates discussed the poem in relation to how the poet represented the period in which the poem was written.

However, weaker responses:

- demonstrated little or no knowledge of the period in which the poem was written
- discussed the poem without relating this discussion to the requirements of the question

Question 11

Candidates demonstrated a thorough knowledge and understanding of the novel and discussed well, whether the love between the two main characters would be acceptable in current Korean society, by citing relevant evidence from the novel.

Question 12

Generally this question was handled well by candidates.

Option B – Media

In general, the Option B responses demonstrated adequate knowledge and understanding of the media.

Question 13

Most candidates handled this question satisfactorily. However, some candidates simply described the given information without relating it to the requirements of the question and the discourse form. Candidates are advised to follow the instructions and answer all parts of the question.

Question 14

Candidates handled this question satisfactorily. However, the supportive evidence given by candidates was weak.

Question 15

Generally candidates performed satisfactorily in this question. However, some candidates did not refer specifically to the question and described the advertisement and information from the given passage.

Option C – Korean for Commercial Purposes

It was evident that candidates who chose this option had little knowledge and understanding of the topic.

Question 16

Most candidates experienced difficulty analysing and interpreting the information in this question and were not familiar with the business letter format in Korean.

Question 17

Candidates experienced difficulty interpreting the graph.

Question 18

Candidates were unfamiliar with writing resumés in Korean and English.

3 Unit (Additional)

Speaking Skills (10 marks)

General Comments

Generally, candidates performed satisfactorily in all topics. Most candidates made good use of the note taking provision.

The best candidates:

- applied what they studied or prepared to the requirements of the questions
- demonstrated a high level of ability in fluency, clarity, and the effective communication of ideas and information.

Some candidates demonstrated a good knowledge of the topic in general but did not apply their knowledge and skills to the requirements of the question.

Topic 1

Most candidates performed well in this topic. Most candidates clearly understood the requirements of the question. However, some candidates misinterpreted the question and focussed their responses on cultural differences between Australia and Korea rather than focussing on the issues raised in relation to these cultural differences and how these issues could be resolved.

Topic 2

This topic was handled well by most candidates. Most candidates had a good knowledge and understanding of the topic.

Topic 3

Most candidates performed well in this topic. However, some candidates focused their responses on the need for Australia-Korea educational exchange programs rather than how the educational exchange programs would affect Australian-Korean relations.

Written Examination

Section I – Reading Skills (10 marks)

Question 1

This question proved to be challenging. The better responses demonstrated the capacity to compare the passages in relation to the requirements of the question.

Some candidates did not properly address the question and wrote about the style of the passages, or simply summarised the passages.

Section II – Literature

Question 2

Most candidates performed well in this question. However, some candidates provided inappropriate answers, as they weren't sure of the meaning of the word 'ideology' in the question. Some candidates only analysed the poem in general terms, rather than relating their responses to the question.

Question 3

Most candidates handled this question well. Better candidates had a thorough understanding of the novel, a clear idea about the issues of the novel, and were able to discuss their opinions on the issues thoroughly, in relation to the resolution.

Section III – Writing Skills

Question 4

Generally candidates performed well in this question. Most candidates demonstrated a thorough understanding of the advantages of the Australian-Korean relationship. However, some candidates had difficulty discussing how these advantages would economically benefit both countries.

Most candidates were quite well prepared in general. However, some candidates included pre-learned material which was irrelevant to the question. Some weaker candidates listed information on Australian-Korean relations without relating this to the question.

Question 5

Most candidates handled this question satisfactorily. However, some candidates did demonstrate a clear understanding of mass media and misunderstood and/or misinterpreted the question. Their responses focussed on the effective ways of promoting the history, culture and language of Australia and Korea in general, rather than focussing on the effects of promoting history, culture and language through the mass media.

Question 6

Most candidates handled this question satisfactorily. Some candidates referred only to the content of the story rather than demonstrating a thorough understanding of the novel in relation to its historical background and theme, and the main conflict and its relationship to the characters.