



BOARD OF STUDIES  
NEW SOUTH WALES

## 2013 HSC Korean Background Speakers Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Demonstrates a thorough understanding of the intention of creating the song <i>Cloud Nation</i>	2
• Provides some relevant information	1

#### *Sample answer:*

Sooin wants to express social inequality and the gap between the rich and the poor by the song *Cloud Nation*. *Cloud Nation* was created to cheer up people in the economic downturn and to have fun together.

#### Question 1 (b)

Criteria	Marks
• Provides a good explanation of why <i>Cloud Nation</i> became popular quickly	3
• Provides some explanation of why <i>Cloud Nation</i> became popular quickly	2
• Provides some relevant information	1

#### *Sample answer:*

*Cloud Nation* became popular very quickly through SNS such as YouTube, Twitter, and flash mobs. Sooin also did not stop people making *Cloud Nation* parodies and did not insist on her copyright.

**Question 1 (c)**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the presenter's interview techniques including the content and the language used</li><li>• Provides a range of relevant examples to show how these language techniques are used to maintain audience interest</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the presenter's interview techniques including the content and the language used</li><li>• Provides relevant examples to show how these language techniques are used to maintain audience interest</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the presenter's interview techniques including the content and the language used</li><li>• Provides some examples to show how these language techniques are used to maintain audience interest</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

**Sample answer:**

The interviewer introduced examples of *Cloud Nation's* popularity to keep the interview interesting, such as flash mobs in Switzerland and Germany and concerts in Australia.

The interviewer also used colloquial language to make the interview more realistic and friendly, for example 'Ddeugo' (rise) instead of formal language.

In the beginning of the interview, the interviewer created an inviting and cheerful atmosphere by inviting the audience to clap and also used exciting, high and low tones throughout the interview.

The interviewer made the interview realistic by connecting the singer's personal and social background by confirming that the singer herself was born into a wealthy family.

The interviewer actively engaged in the interview by using exclamation such as 'Wow!' and 'Oh, right!' when he responded to Sooin's story.

## Section I — Listening and Responding

### Part B

#### Question 2

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast them</li><li>• Composes a coherent argument demonstrating a comprehensive understanding of the text</li><li>• Demonstrates a highly-developed understanding of context and audience</li><li>• Demonstrates an excellent control of vocabulary and language structures</li></ul>	9–10
<ul style="list-style-type: none"><li>• Identifies the main issues in the texts and compares and contrasts them in a lucid way</li><li>• Composes an effective argument with close reference to the text</li><li>• Writes effectively for the context and audience</li><li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li></ul>	7–8
<ul style="list-style-type: none"><li>• Coherently compares and contrasts information in the texts</li><li>• Writes coherently and with some appropriate textual reference</li><li>• Relates information to context and audience</li><li>• Writes using a range of language structures and vocabulary</li></ul>	5–6
<ul style="list-style-type: none"><li>• Compares and contrasts some opinions, ideas and information in the texts</li><li>• Demonstrates a limited ability to structure and sequence information and ideas</li><li>• Demonstrates an awareness of context and audience</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the texts and the ability to compare and contrast information</li><li>• Shows some evidence of the ability to organise information</li></ul>	1–2

#### *Answers could include:*

Advantages of participating in voluntary work are:

- Using time wisely
- Highly rewarding work
- Experiencing things that you cannot learn in class
- Developing leadership skills
- Being helpful for future career

Disadvantages of participating in voluntary work are:

- Physically hard work
- Being deprived of leisure such as seeing movies with friends and spending time with family
- Parents worrying about lack of studying
- No time to catch up on school work

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

Criteria	Marks
• Provides a good explanation of the significance of the line from <i>Thoreau's Journal</i>	2
• Provides some relevant information	1

#### *Sample answer:*

The poet emphasises the importance of clear water to life by quoting one line of the poet *Thoreau's journal*. Also the quotation supports his subjective interpretation of the importance of clear water with objective fact.

#### Question 3 (b)

Criteria	Marks
• Demonstrates a good understanding of the mood evoked in the poem	3
• Demonstrates some understanding of the mood evoked in the poem	2
• Provides some relevant details	1

#### *Sample answer:*

The overall mood of the poem is meditative and respectful. It also has a contemplative mood such as ‘그들을 바라보는 우리의 눈을’ (our eyes watching them), an admiring mood such as ‘위하여’ (for) and a pastoral mood such as ‘과일, 풀잎, 이슬, 곤충, 강물’ (fruit, leaf, dew, insect, river).

**Question 3 (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of the message of the poem</li> <li>• Demonstrates a perceptive and insightful ability to analyse the way in which the theme is explored</li> <li>• Demonstrates a highly developed ability to analyse the language techniques of the poem</li> <li>• Composes a coherent and sophisticated argument with appropriate textual reference</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the message of the poem</li> <li>• Analyses the way in which the theme is explored</li> <li>• Demonstrates the ability to analyse the language techniques of the poem</li> <li>• Composes an effective argument with appropriate textual reference</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the message of the poem</li> <li>• Discusses ways in which the theme is explored</li> <li>• Demonstrates the ability to identify and discuss the language techniques of the poem</li> <li>• Supports response to the question with some appropriate textual reference</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Identifies some ideas and information relevant to the poem</li> <li>• Demonstrates some ability to structure and sequence ideas</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Identifies limited ideas and information relevant to the poem</li> <li>• Attempts to provide quotes from the text</li> </ul>	1–2

***Answers could include:***

By making the title ‘clear water’ the poet regards clear water as a symbol of the unpolluted natural environment while at the same time water pollution is the starting point of environmental pollution.

The line ‘Clear water’ sounds like the speaker is calling a lover. The speaker desperately wishes for the life in an unpolluted natural environment.

‘Our legend for all the creeks’ reminds us that creeks overflowing with clear water is just legend and it shows the seriousness of the polluted environment as clear water cannot be found any more.

The poet wishes deeply that clear water is like the pure eye by comparing clear water as the eye of the earth in the lines, ‘The eye of the earth’, ‘Clear water’.

The poet wishes for a harmonious life with clean and unpolluted nature in the lines ‘Fishes, For the sparkling lively fascination’.

The poem links the importance of clear water to daily lives and even souls of human beings and nature.

The poet uses the following techniques to express the theme of this poem:

- the repetition of the same rhyme such as '위하여' (for)
- repetition of the same phrase such as '샘솟기 위하여' (for springing from)
- exclamation such as '맑은 물이여' (Clear water!)
- metaphors such as 'Our legend' = 'For all creeks', 'Arrogant blood' = 'River', 'Eye of the earth' = 'Clear water'
- lively and sensual expression such as 'Fishes For the sparkling lively fascination'
- the quotation of one line of Thoreau's journal

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive and insightful ability to analyse the way in which issues are explored</li> <li>• Demonstrates a highly developed ability to analyse the features of the song</li> <li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the youth issue with a range of appropriate references to the lyrics of the song</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates the ability to analyse the way in which issues are explored</li> <li>• Demonstrates the ability to analyse the features of the song</li> <li>• Composes an effective argument with appropriate references to the lyrics of the song</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates the ability to identify and discuss the way issues are explored</li> <li>• Discusses ways in which language is used to explore youth issues</li> <li>• Supports the discussion of the question with some appropriate references to the lyrics of the song</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Identifies some examples of the ways in which the youth issue is explored</li> <li>• Identifies some examples of the ways in which language is used to explore issues</li> <li>• Attempts to compose an argument with reference to the song</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Attempts to identify youth issue relevant to the song</li> <li>• Demonstrates limited ability to structure and sequence ideas</li> </ul>	1–5

#### *Answers could include:*

The song effectively explores the issues faced by young people in contemporary society by mentioning a range of real life problems. The song raises a number of youth issues, for example ‘no rule’, ‘no principle’ and ‘no truth’, etc. The song explores features of young people who are confused, frightened and not sure about their future. The song also suggests solutions to resolve these problems. The suggested solutions are as follows:

- Positive attitude toward life
- Avoiding objection for the sake of objection
- How to improve the situation when young people have conflicts among themselves
- Young people can stop fighting and create beautiful harmony and unchanging trust
- Seeing a big picture growing out of individuals
- Young people never stop and keep on going even though they sometimes make mistakes by wrong choices
- Young people learn not to be afraid of something in their lives
- Young people learn to be reborn endlessly

- If they see obstacles young people can think about going around them.
- Young people learn to not block the good flow by their objections.
- Young people learn that two different opinions can be merged into a better one.
- Young people learn that individuals thinking about the big picture is valuable.
- Young people can coexist with the same dream.
- Young people can learn to not fight without purpose.



## Section II — Reading and Responding

### Part B

#### Question 5

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the issues raised in the text</li><li>• Responds with a sophisticated level of ability to the opinions, ideas and information in the text</li><li>• Composes a coherent argument demonstrating a comprehensive understanding of the text</li><li>• Demonstrates a highly-developed understanding of context and audience</li><li>• Demonstrates an excellent control of vocabulary and language structures</li></ul>	13–15
<ul style="list-style-type: none"><li>• Identifies the main issues in the text</li><li>• Responds lucidly to the opinions, ideas and information in the text</li><li>• Composes an effective argument with close reference to the text</li><li>• Writes effectively for the context and audience</li><li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li></ul>	10–12
<ul style="list-style-type: none"><li>• Exchanges information in response to the opinions, ideas and information in the text</li><li>• Writes coherently and with some appropriate textual reference</li><li>• Relates information to context and audience</li><li>• Writes using a range of language structures and vocabulary</li></ul>	7–9
<ul style="list-style-type: none"><li>• Responds to some opinions, ideas and information in the text</li><li>• Demonstrates a limited ability to structure and sequence information and ideas</li><li>• Demonstrates an awareness of context and audience</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text</li><li>• Shows some evidence of the ability to organise information</li></ul>	1–3

#### *Answers could include:*

I believe that the fusion culture is a good phenomenon as people can experience various cultures and can also benefit from a lot of things as they live in a globalised and modern society. For example:

Food – If new fusion dishes are developed, people can keep the Korean traditional taste through the newly created fusion dishes. Korean food culture can also be known to people worldwide. People can experience various cultures and different tastes and also create new tastes.

Clothes – The beauty embedded in Korean traditional costumes is recognised worldwide. It would be good to wear modified Korean clothes for everyday living. People will feel good in

wearing clothes that keep some Korean features. Fusion clothes are comfortable, affordable and practical.

National classical music – Korean national classical music has become more popular for people in contemporary society through fusion music. People can mix Korean national classical music with western music. Again, it is a good opportunity to make the Korean music more approachable to both Koreans and foreigners. We can also keep our traditional music while enjoying the fusion music.

## Section III — Writing in Korean

### Questions 6–7

Criteria	Marks
<ul style="list-style-type: none"><li>• Writes perceptively for a specified audience, context and purpose</li><li>• Demonstrates an excellent control of vocabulary and language structures</li><li>• Demonstrates a highly developed and sophisticated control of Korean vocabulary and syntax</li><li>• Demonstrates flair and originality in the selection, presentation and development of ideas</li></ul>	21–25
<ul style="list-style-type: none"><li>• Writes effectively for an audience, context and purpose</li><li>• Demonstrates a well-developed command of Korean with a comprehensive range of vocabulary and syntax</li><li>• Demonstrates the ability to manipulate language</li><li>• Demonstrates originality in the selection and presentation of ideas</li></ul>	16–20
<ul style="list-style-type: none"><li>• Writes original and interesting text appropriate to audience, context and purpose</li><li>• Demonstrates a satisfactory command of Korean, with a sound base of vocabulary and syntax</li><li>• Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar</li></ul>	11–15
<ul style="list-style-type: none"><li>• Demonstrates an awareness of audience and context using only a narrow range of information and ideas</li><li>• Uses a limited range of predictable vocabulary and language structures to express ideas</li><li>• Attempts to sequence and link ideas</li></ul>	6–10
<ul style="list-style-type: none"><li>• Communicates a limited range of ideas with little attempt to organise and sequence material</li></ul>	1–5

# Korean Background Speakers

## 2013 HSC Examination Mapping Grid

### Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Global issues The global impact of mass media — interview	H3.1
1 (b)	3	Global issues The global impact of mass media — interview	H3.2
1 (c)	5	Global issues The global impact of mass media — interview	H3.3, H3.5, H3.6, H3.7

### Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Youth culture The influence of leisure on the young person's world — interview/announcement	H2.1, H3.1, H3.2, H3.5

### Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>Clear Water</i>	H3.7
3 (b)	3	<i>Clear Water</i>	H3.1, H3.7
3 (c)	10	<i>Clear Water</i>	H2.1, H3.1, H3.2, H3.3, H3.6, H3.7, H3.8
4	25	<i>'O'-Jung.Ban.Hap.</i>	H2.4, H3.1, H3.3, H3.6, H3.7

### Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	Cultural identity Reconciling traditional and contemporary Korean culture — internet comments/article	H1.2, H2.1, H2.4, H3.8

### Section III — Writing in Korean

Question	Marks	Content	Syllabus outcomes
6	25	The individual and the community Gender in today's society — essay	H2.1, H2.2, H2.3, H2.4, H3.2
7	25	The individual and the community The family in contemporary society — essay	H2.1, H2.2, H2.3, H2.4, H3.2