

2014 HSC Korean Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Demonstrates a good understanding of what is being discussed	2
• Provides some relevant information	1

Sample answer:

They are discussing what to buy for Hena's birthday and how to get to the party.

Question 2

Criteria	Marks
• Identifies the tasks in correct order	3
• Identifies the tasks	2
• Identifies some relevant information	1

Sample answer:

Mr Kim asked Youngju to do the following things in order:

1. Open the shop at 9:30 am
2. Order the stuffed tigers
3. Clean the bathroom.

Question 3

Criteria	Marks
• Correct answer	1

Sample answer:

(A)

Question 4

Criteria	Marks
• Demonstrates a clear understanding of the conversation by identifying the reasons why Michael liked this type of accommodation	3
• Demonstrates some understanding of the conversation by identifying the reasons why Michael liked this type of accommodation	2
• Identifies some relevant information	1

Sample answer:

Michael liked this type of accommodation because it provided opportunities:

- to travel on a limited budget (cheaper than hotels)
- to meet people from other countries
- to learn more about Korea, eg cuisine/culture/lifestyle.

Question 5

Criteria	Marks
• Demonstrates a good understanding of how Susie changes her attitude in the course of the conversation	3
• Demonstrates some understanding of how Susie changes her attitude in the course of the conversation	2
• Provides some relevant information	1

Sample answer:

At first Susie is happy to go out to see a movie with Jinsu. However, she becomes upset when he asks her to pay for the tickets again. Then she becomes angry when she realises that he is taking advantage of her and that she means so little to him.

Question 6

Criteria	Marks
• Summarises the main points	4
• Attempts to summarise, giving the main points	3
• Identifies some of the points being made	2
• Provides some relevant information	1

Sample answer:

- What clothes to take (on the school camp)/ Take both warm clothes and light clothes
- What is not allowed (on the camp)/ Don't take any electronic devices (on the camp)
- Keep a diary/journal (for future reference)

Question 7

Criteria	Marks
• Provides a thorough explanation of why Yumi is upset	4
• Provides a good explanation of why Yumi is upset	3
• Provides some explanation of why Yumi is upset	2
• Provides some relevant information	1

Sample answer:

Yumi is upset because her father refuses to give her money to buy new jeans. She thinks that her father treats her unfairly. She is always getting her older sister's old clothes and bags, not receiving any new ones, because she is the younger one. On the other hand, her younger brother has always got new items as well as new clothes. At the end, her father changes the topic to avoid Yumi's confrontation saying "Just go and do your homework."

Question 8

Criteria	Marks
• Demonstrates a thorough understanding of why Mansu was a good choice for the program, with detailed reference to the text	5
• Demonstrates a good understanding of why Mansu was a good choice for the program, with some reference to the text	4
• Demonstrates some understanding of why Mansu was a good choice for the program, with limited reference to the text	2–3
• Provides some relevant information	1

Sample answer:

Mansu was a good choice for the program as he was an exemplary case of someone who was successful despite having to overcome his own shortcomings to make his dream come true. He is not tall as a professional soccer player should be, so he trained himself to be a faster runner than others. He is inspirational as he speaks of how hard he trained to improve his skills/overcome his shortcomings. He is modest as he also attributes his success to the dedication and skills of other players.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates a good understanding of what Jinsu will be doing on 9 October	2
• Provides some relevant information	1

Sample answer:

Jinsu will be doing a traditional Korean style celebration of his grandmother's 80th birthday in Korea.

Question 9 (b)

Criteria	Marks
• Demonstrates a good understanding of the reasons for Jinsu's family to stay at the Bada Hotel	2
• Provides some relevant information	1

Sample answer:

Jinsu's family will stay at that hotel because:

- the hotel is close to their grandmother's house and conveniently located to travel around
- the hotel offers a special discount for people to book a Korean (traditional) ondol room.

Question 9 (c)

Criteria	Marks
• Provides comprehensive understanding of what Jinsu plans to do while in Korea	4
• Provides sound understanding of what Jinsu plans to do while in Korea	3
• Provides some understanding of what Jinsu plans to do while in Korea	2
• Provides some relevant information	1

Sample answer:

Jinsu plans to spend some time with his family and relatives. For example, he wants to sing a song at the birthday party. He also wants to go on a picnic with his grandmother for an Australian style BBQ. Apart from that, he plans to go sightseeing while in Korea. For example, he wants to taste spicy Korean food at the Autumn Festival. He also wants to go to the international film festival and get an autograph of his favourite movie star.

Question 9 (d)

Criteria	Marks
• Provides comprehensive understanding of the benefit of the trip for Jinsu as shown in the text	4
• Provides good understanding of the benefit of the trip for Jinsu as shown in the text	3
• Provides some understanding of the benefit of the trip for Jinsu as shown in the text	2
• Provides some relevant information	1

Sample answer:

Jinsu might get to know his relatives living in Korea as he has not been there for 10 years. He might improve his Korean as he is hanging out with his cousins/relatives. He will have the opportunity to develop some cultural understanding. He might learn about traditional Korean culture such as wearing hanbok, and staying in a Korean traditional room, 'ondol'. He might become more familiar with contemporary Korean culture by sightseeing, for example going to Korean festivals.

Question 10 (a)

Criteria	Marks
• Identifies what is being referred to in the second and third lines	1

Sample answer:

It is a camp for high school students, which is internet-free and smart-phone-free.

Question 10 (b)

Criteria	Marks
• Provides a good explanation for Sangwoo's feelings about the camp	3
• Demonstrates some explanation for Sangwoo's feelings about the camp	2
• Provides some relevant information	1

Sample answer:

Sangwoo felt very upset as he was not allowed to use his smart-phone although he asked to use it many times. He believed that he could not do anything without his smart-phone, so he felt as though he was in a prison.

Question 10 (c)

Criteria	Marks
• Demonstrates a good understanding of what Michael reveals about himself	3
• Demonstrates some understanding of what Michael reveals about himself	2
• Provides some relevant information	1

Sample answer:

Michael seems to be open-minded/well balanced. He understands both Sangwoo's feeling and Jenny's. He shows he is also active and energetic as he describes being involved in all the activities and enjoyed new things at the camp. He also seems enthusiastic and a caring person as he volunteered to teach the kids how to swim in his free time.

Question 10 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of how the blog motivates readers to participate in the discussion	6
• Demonstrates a good understanding of how the blog motivates readers to participate in the discussion	4–5
• Demonstrates some understanding of how the blog motivates readers to participate in the discussion	2–3
• Provides some relevant information	1

Sample answer:

The opening and closing sections of the blog invite readers to join the discussion. The writer uses a friendly informal tone, eg using 'yo'-form, and asks questions such as 'what do you think about it?' The students use emotive language such as (embedded in the posting) 재미있다, 즐거웠다, 좋았다, 화가 났다, 지루했다, 괜찮았다. This adds interest and so encourages readers.

The content of the contributions from four different students would prompt readers to think about the students as well as the topic of the discussion. The students present different views on the use of smart-phones and there is a balance between the positives and the negatives. For positives, Jenny and Michael describe some interesting real life activities, which may interest readers. Jenny's last statement, that no one could hate this camp might make some readers recall their own experiences, negative or positive, and share them on the blog. On the other hand, Sangwoo, who did not enjoy the camp at all, ends his contribution with a very bleak description that he felt like he was in a prison. His narrow and exaggerated view might prompt readers to respond to him because he appears to be narrow minded and is like a spoilt child. Nari complained that she couldn't use the phone to take photos and that this prevented her from communicating immediately with her family and friends. Again this exaggerated blog entry would make some readers respond.

Section II — Reading and Responding

Part B

Question 11

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an excellent understanding of the whole text • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13–15
<ul style="list-style-type: none"> • Demonstrates a good understanding of the text • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10–12
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas 	7–9
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text 	4–6
<ul style="list-style-type: none"> • Responds to isolated elements in the text • Uses single words or set formulae to express information 	1–3

Section III — Writing in Korean

Question 12

Criteria	Marks
<ul style="list-style-type: none"> • Writes effectively and appropriately in relation to the audience, purpose and context of the task • Manipulates vocabulary, language structures and features authentically and creatively relevant to the task 	5
<ul style="list-style-type: none"> • Writes with a good understanding of the audience, purpose and context of the task • Demonstrates a good understanding of vocabulary, language structures and features relevant to the task 	4
<ul style="list-style-type: none"> • Writes with some awareness of the audience, purpose and context of the task • Demonstrates some understanding of vocabulary, language structures and features relevant to the task 	2–3
<ul style="list-style-type: none"> • Produces some comprehensible language relevant to the task 	1

Section III (continued)**Question 13**

Criteria	Marks
<ul style="list-style-type: none"> • Writes effectively and appropriately for the audience, purpose and context of the task • Manipulates language structures authentically and creatively relevant to the task • Sequences and structures ideas and information coherently and effectively 	10
<ul style="list-style-type: none"> • Writes with a good understanding of the audience, purpose and context of the task • Demonstrates an excellent understanding of language structures relevant to the task • Sequences and structures ideas and information effectively 	8–9
<ul style="list-style-type: none"> • Writes with an understanding of the audience, purpose and context of the task • Demonstrates a good understanding of language structures relevant to the task • Organises some information and ideas 	6–7
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a rudimentary understanding of vocabulary and sentence structures • Attempts to organise information and ideas 	4–5
<ul style="list-style-type: none"> • Attempts to address the requirements of the task • Uses single words, set formulae and unrelated sentences to express information 	2–3
<ul style="list-style-type: none"> • Produces some comprehensible language relevant to the task 	1

Korean Continuers

2014 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4

Written Examination

Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	2	Everyday life and activities — conversation	H3.1
2	3	The world of work — telephone message	H3.1
3	1	Everyday life and activities — conversation	H3.4
4	3	Korea as a tourist destination — conversation	H3.5
5	3	Everyday life and activities — conversation	H3.6
6	4	Education — speech	H3.2
7	4	The self and family — conversation	H3.4
8	5	The world of work — interview	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Special celebration — journal entry	H3.1
9 (b)	2	Special celebration — journal entry	H3.1
9 (c)	4	Special celebration — journal entry	H3.1
9 (d)	4	Special celebration — journal entry	H3.4
10 (a)	1	Everyday life and activities — blog posting	H3.1
10 (b)	3	Everyday life and activities — blog posting	H3.4
10 (c)	3	Everyday life and activities — blog posting	H3.5
10 (d)	6	Everyday life and activities — blog posting	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	The self and family — email	H1.2, H2.2, H3.1

Section III — Writing in Korean

Question	Marks	Content	Syllabus outcomes
12	5	The self and family — email	H2.1, H2.2, H2.3
13 (a)	10	Education — speech	H2.1, H2.2, H2.3
13 (b)	10	Education — speech	H2.1, H2.2, H2.3