

## 2014 HSC Korean Background Speakers Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Explains the meaning of the four-character idiom expressed in the conversation</li> </ul>	1

*Sample answer:*

‘Cut from the same cloth’ which means in this text ‘all parents are the same’. They only emphasise study.

#### Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Summarises the issues mentioned in the conversation</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides some of the issues mentioned in the conversation or summarises some of the issues</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides an issue mentioned in the conversation</li> </ul>	1

*Sample answer:*

Parents put pressure on young people to study hard.  
Students want the latest electronic equipment but some parents can’t afford this.  
Students want to have a boyfriend/girlfriend but parents won’t allow this.

**Question 1 (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of how both speakers' emotions are reflected in the language they use</li> <li>• Provides a range of relevant examples</li> </ul>	6
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of how both speakers' emotions are reflected in the language they use</li> <li>• Provides good examples</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of how both speakers' emotions are reflected in the language they use</li> <li>• Provides some examples</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

In the beginning Kilsoo is very frustrated when talking about the stress his parents are giving him. He uses hyperbole (exaggeration) when he says 'she watches me study every day and every night'. He also uses a simile when he says 'She is like a gaol warder watching a prisoner.'

Jandi is also a little frustrated and also uses an exaggeration when she says 'My ear drums will burst'.

Kilsoo is also a little depressed as shown by his use of the sarcastic idiom 'youyousangjong'. The use of the informal slang word 여친 (girlfriend) in the conversation shows the closeness of the two speakers.

Jandi uses another simile when she says 'my mind is burning like a chimney' when she talks about the possibility of having a boyfriend in the future. They are relaxed when Kilsoo describes their imaginary future double date together. They use the cliché 'all our dreams will come true'.

Jandi shows warmth and caring towards Kilsoo when she asks if he got rid of his stress after talking to her.

## 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>• 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>• 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 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:*

**Title:**

The youth with dreams

**Introduction:**

- My dream is to become a world famous B-boy dancer.
- Many of my friends aspire to be famous singers and actors.
- However, most of these dreams are difficult to attain. Furthermore, schools and adults generally don't support us in this way.

**Body:**

- Parents are always saying that they love their children. However, most of them do not respect their children's dream and individual, unconventional interests and talents.
- Schools play a significant part in a youth's development. Adults and parents have a responsibility to support the youth's aspirations and goals.
- Due to a lack of support from education institutes and the older generation, many youth are often forced to give up their dreams.
- Even failure in pursuing dreams can be a valuable experience and lesson for young people.

**Conclusion:**

- The older generations should adopt a more open-minded perspective about youth pursuing their dreams, even if they are unconventional dreams.
- Nowadays, society is changing, as are the dreams of the youth. Perspectives must, therefore, change too. In this way, adults can better nurture the dreams of and support teens.
- If the youth are brave enough to risk failure and disappointment in pursuing their dreams, then adults should be braver in supporting them too.

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

Criteria	Marks
• Provides a good explanation of the implied meaning of the phrase ‘Dried Seomjingang’	3
• Provides some explanation of the implied meaning of the phrase ‘Dried Seomjingang’	2
• Provides some relevant information	1

**Sample answer:**

‘가문 섬진강’ implies the people who are suffering and the image of the people who have strength and resilience. It symbolises the people who live near the river. They face many hardships but continue to survive because they are strong and tough.

**Question 3 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of the way poetic language is used to evoke the mood/atmosphere of this poem</li> <li>• Provides a range of relevant examples from the text</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the way poetic language is used to evoke the mood/atmosphere of this poem</li> <li>• Provides good relevant examples from the text</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the way poetic language is used to evoke the mood/atmosphere of this poem</li> <li>• Provides some relevant examples from the text</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

The poet uses repetitive phrases and commanding tones to create the musical atmosphere in this poem. Nature-friendly and rhythmical atmosphere occur through images such as ‘Clover flower like steam rice’ and ‘milk-vetch flower like charcoal fire’. The line ‘wrapping and going around of the Giri mountain’s short waist’ creates an image using metaphor.

The poet uses the derogatory slang ‘Hurejasic’ for a tough mood in the poem and also uses the sound word ‘ggeol ggeol’ to create a rhythmical atmosphere. The line ‘Hugging around longingly with the strength of breaking bones’ creates the image of affection being shared among people.

The poet personifies nature such as ‘Moodeung Mt nodding his bright forehead’, ‘Jiri mountain washes his face in the river and gets up and laughs ggeol ggeol’. This personification creates the mood as if human beings talk to each other in this poem. The poetic word ‘Nodding’, representing rapport and assimilation, shows the harmonious atmosphere of this poem.

**Question 3 (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of this poem in terms of the time and place in which it is set</li> <li>• Provides a range of relevant examples from the text referring to the contents of the poem</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of this poem in terms of the time and place in which it is set</li> <li>• Provides good relevant examples from the text referring to the contents of the poem</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of this poem in terms of the time and place in which it is set</li> <li>• Provides some relevant examples from the text referring to the contents of the poem</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

This poem describes the disappearing beautiful things in the developing era with lyrical poetic words. ‘When the sun sets by the darkening riverbank’, ‘it draws the darkness and kills it’, ‘the darkening Seomjin river’, ‘Sunset Moodeung Mt’ imply the time of development of the Seomjingang area in modern times. The words ‘sunset’, ‘darkening and ‘darkness’ imply a downward movement, which is Seomjingang declining due to development.

The poet shows that the naïve and tough people in Namdo area who live in Seomjingang have their concentrated han and sorrow which can be compared to the nature around Seomjingang.

The whole poem develops through the scenery along the Seomjingang. Line 2 to line 11 shows small wild flowers and grass in harmony along the Seomjin river from which emerge creeks like Jeonrado’s fine blood vessels. This implies that powerless individuals can make a powerful society if they gather together. This is the hidden power of the Seomjin river and people’s power which can sometimes look very small. It admires the ordinary people who live without losing hope.

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a highly-developed ability to compare the ways both texts present aspects of Korean and Australian culture</li> <li>• Demonstrates a perceptive and insightful ability to analyse the ways in which language is used to explore the issue</li> <li>• Composes a coherent and sophisticated text demonstrating a comprehensive understanding of both texts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates the ability to compare the ways both texts present aspects of Korean and Australian culture</li> <li>• Analyses the ways in which language is used to explore the issue</li> <li>• Composes an effective text with appropriate textual reference</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates the ability to compare the ways both texts present aspects of Korean and Australian culture</li> <li>• Discusses ways in which language is used to explore the issue</li> <li>• Supports the discussion of the question with some appropriate textual reference</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Identifies with some elaboration examples to compare the ways both texts present aspects of Korean and Australian culture</li> <li>• Identifies some examples of the ways in which language is used to explore the issue</li> <li>• Attempts to make textual references</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies limited ideas and information relevant to the Korean and Australian cultural aspects of the two texts</li> <li>• Demonstrates some ability to structure and sequence ideas</li> </ul>	1–5



***Answers could include:***

- Australian culture has more emphasis on ability while Koreans are conscious of age first.
- Koreans tend to respect old people's age and experience more than Western people.
- Koreans ask people's age when they first meet while it is not important to Australians.
- Koreans have a strong authoritarian and vertical society compared to Western countries, which have a more egalitarian and horizontal society.
- Australians don't judge people by appearance while Koreans do.
- Australians don't mind using second hand goods while more Koreans tend to be obsessed with designer products.

Language features:

*서열 따지 데에 밝은 한국인들;*

- Text type; article
- It has subtitles in it
- Uses episodes and examples to support his opinion
- Compares Korean and foreign examples
- Quotes from the famous person
- Uses simple, strong and clear sentences
- Uses Korean idioms
- Shows the author's argument strongly

*나에겐 중고가 명품이 ;*

- Text type; narrative account
- Uses examples from author's experience
- Writes in gentle retrospective style
- Well structured even though it is a narrative account

## 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:***

- Taking plugs out of powerpoints while equipment not in use will save electricity and help create a clean environment.
- Catching trains and using public transport will help to reduce emission from cars which pollute the atmosphere.
- Riding pushbikes contributes to a smoke-free environment as we don't need to burn the fuel to run cars.
- Putting another layer of clothes on at home will save energy and the earth as it will consume less electricity and fuel to warm the house.
- Planting trees and laying lawn will make the earth greener.
- Participating in energy saving campaigns will contribute to using less coal to produce electricity.
- All of these things are small steps for individuals but result in big gains for the planet.

## 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

## 2014 HSC Examination Mapping Grid

### Section I — Listening and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	Youth culture (pressure on young people today) — conversation	H3.1
1 (b)	3	Youth culture (pressure on young people today) — conversation	H3.2
1 (c)	6	Youth culture (pressure on young people today) — conversation/letter/article	H3.3 H4.2, H3.7

### Section I — Listening and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
2	10	Youth culture (The place of education in young people's lives) — letter/article	H2.1, H2.3, H3.1, H3.4

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	3	<i>Seomjingang 1</i>	H3.7
3 (b)	5	<i>Seomjingang 1</i>	H3.1, H3.3, H3.7
3 (c)	7	<i>Seomjingang 1</i>	H3.1, H3.3, H3.6, H3.7
4	25	서열 따지는데 밝은 한국인들 and 나에겐 중고가 명품이다	H3.1, H3.2, H3.4, H3.8, H4.2, H4.3

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
5	15	Global issues (environmental concerns – energy saving) — article/speech	H1.1, H1.2, H2.1, H2.4, H3.8

### Section III — Writing in Korean

Question	Marks	Content	Syllabus outcomes
6	25	Global issues (the impact of information and technology) — article	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Global issues (The global impact of mass media) — article	H2.1, H2.2, H2.3, H2.4, H4.2