



2014 Heritage Korean Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
• Summarises all the main points of the speech	4
• Provides the main points but not in summary form	3
• Provides some of the main points	2
• Identifies some relevant information	1

Sample answer:

- 교육의 위치가 청소년들이 스트레스를 받는 주된 요인입니다.
- 이 스트레스로 부모님과 자녀간의 관계가 악화될 수 있습니다.
- 교육과 성공에 대해서 좀 더 넓게 생각해 봐야 합니다.

Sample answer (in English):

- The place of education is a major cause of stress.
- This stress can lead to deterioration in the parent/child relationship.
- A broader definition of education and success should be considered.

**Question 2**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how the Year 12 Advisor expresses his opinions through the content and language techniques• Supports answer with appropriate examples from the text	6
<ul style="list-style-type: none">• Demonstrates a good understanding of how the Year 12 Advisor expresses his opinions through the content and language techniques• Provides some appropriate examples from the text	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of how the Year 12 Advisor expresses his opinions through the content and language techniques• Identifies some examples from the text	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

I think the advisor is very effective in presenting his opinions. He believes that in order to become a global citizen students need four attributes.

Firstly they need to have language skills. To get this point across he uses high modality language and emphasises his point by repetition.

Secondly he feels they need to develop cultural understanding. He uses a personal approach by using second person pronouns eg ‘along with your language study you need to develop’.

Thirdly he suggests they need to develop leadership skills. He builds this point with a series of rhetorical questions.

Finally he thinks that students must be technologically literate. He finishes with a simile to indicate that students will be out of place in the world of the future if they do not follow this advice.

**Question 3**

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of both texts to write an email • Writes effectively for context, purpose and audience • Writes a logical and cohesive text • Demonstrates an extensive knowledge of Korean language structures and features 	7
<ul style="list-style-type: none"> • Demonstrates a good understanding of both texts to write an email • Relates information to context, purpose and audience • Writes a logical text with some coherence • Demonstrates a good knowledge of Korean language structures and features 	5–6
<ul style="list-style-type: none"> • Demonstrates some understanding of both texts to write an email • Demonstrates awareness of context, purpose and audience • Shows some ability to organise information • Demonstrates some knowledge of Korean language structures and features 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the texts • Shows some evidence of the ability to organise information 	1–2

Sample answer:

Hi ㅋㅋㅋ,

Although many Koreans living in Australia would like to continue to celebrate Korean festivals it is not always possible to do so.

Some lend themselves more easily to it than others. Seollal for example being on New Year's Day is always a public holiday in Australia as New Year's Day is also celebrated in the Australian way. It is easy to get together with family and friends whether they are Korean or Australian. We can play traditional games and cook our traditional food such as *Tteokguk* (*rice cake soup*) if we can obtain the correct ingredients at the shop.

Other festivals such as Jeongwoldaeborum and Chuseok may be more difficult depending on which day of the week they fall as most people are at work and there is no public holiday. Again we can cook the traditional food if we have time and ingredients. Some things such as visiting ancestral graves are not possible but we can substitute some form of ancestor worship ritual.

If we want to celebrate Sambok we would have to celebrate it at a totally different time of year as summer occurs in December/January although it could still be celebrated then.

Cheers
○○○

**Question 4**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the text by responding to the information and ideas in the text• Writes effectively for context, purpose and audience• Demonstrates an extensive knowledge and understanding of Korean language structures and vocabulary• Supports answer with relevant references to language and content from the text	7–8
<ul style="list-style-type: none">• Demonstrates a good understanding of the text by responding to most of the information and ideas in the text• Relates information to context, purpose and audience• Demonstrates a good knowledge and understanding of Korean language structures and vocabulary• Supports answer with some references to language and content from the text	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of information and ideas in the text• Demonstrates awareness of context, purpose and audience• Writes using a range of Korean language structures and vocabulary• Identifies some details related to the content of the text	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text• Shows some evidence of the ability to organise information in Korean	1–2

Sample answer (in English):

I would like to host a Korean student at my place since my family is still practising Korean customs, eating Korean food (most of the time) and using Korean as a major home language. This could be comfortable to a Korean student who is not familiar with an Australian way of living.

At my school, Korean is one of the languages that we can choose to study and that gives us the opportunity to learn about and provide some cultural awareness. This provides the whole school with an understanding of Korea and Korean.

I have great information technology skills that will enable me to make good connections with a Korean student. I know that Korea is very strong in technology advancements and I am equipped with the latest skills, for example searching the internet, spreadsheet skills and using word-processing skills.

Although I have been living in Australia for a long period of time, I have also attended school in Korea to have enough knowledge about how the school system works. I'm in my final year of school in Australia. My understanding of the similarities and differences between the Australian and Korean education systems would be an advantage for me in hosting a Korean student.

**Question 5**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of both texts by responding to the values, beliefs, practices and ideas expressed in the text• Writes effectively for the context, purpose and audience• Communicates relevant information in comprehensible English	9–10
<ul style="list-style-type: none">• Demonstrates a good understanding of both texts by responding to the values, beliefs, practices and ideas expressed in the text• Relates information to context, purpose and audience• Communicates in comprehensible English	7–8
<ul style="list-style-type: none">• Demonstrates some understanding of the text by responding to the values, beliefs, practices and ideas expressed in the text• Demonstrates an awareness of context, purpose and audience• Communicates some ideas in comprehensible English	5–6
<ul style="list-style-type: none">• Demonstrates limited understanding of the text in responding to the values, beliefs, practices and ideas expressed in the text• Attempts to write a text with some regards to context, purpose and audience• Communicates limited ideas in comprehensible English	3–4
<ul style="list-style-type: none">• Shows a limited understanding of the text• Identifies some examples from the text	1–2

Sample answer:

I am an Australian. I was born in Australia and have been educated here. However, I sometimes wonder who I really am.

As my parents are Korean, I am accustomed to Korean culture even though I live in Australia. I have Korean style breakfast with Kimchi instead of toast and cereal. I also don't call my sister by her name like other Australian friends. My parents put a lot of emphasis on education like other Korean parents. They always expect me to have excellent exam results, so that I am able to stay in a top percentile in my grade. In addition, my parents don't want me to have a part-time job while I am a high school student as I need to focus on studies. In the future, I would need to choose a career that my parents would like me to do. It is a bit hard sometimes, but I try hard to understand my parents. Like other Koreans, I have decided to believe that my parents are always right. However, I sometimes have conflicts with my parents because I am not allowed to do things that other Australian high school students would normally do such as sleeping over at a friend's house. I used to envy my friends who had permission to stay overnight after parties.

I believe that I need to respect my parents and elders as it is a norm in my culture. Unfortunately, my friends do not understand my Korean cultural values. I even get confused about my identity. Am I Australian or Korean?

**Question 6**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of both texts by responding to the values, beliefs, practices and ideas in the texts• Writes effectively for the context, purpose and audience• Demonstrates an extensive knowledge and understanding of Korean language structures and vocabulary• Supports answer with detailed information from both texts	13–15
<ul style="list-style-type: none">• Demonstrates a good understanding of both texts by responding to the values, beliefs, practices and ideas in the texts• Relates information to context, purpose and audience• Demonstrates a good knowledge and understanding of Korean language structures and vocabulary• Supports answer with appropriate information from both texts	10–12
<ul style="list-style-type: none">• Demonstrates some understanding of both texts by responding to the values, beliefs, practices and ideas in the texts• Demonstrates an awareness of context, purpose and audience• Writes using a range of Korean language structures and vocabulary• Supports answer with some information from both texts	7–9
<ul style="list-style-type: none">• Responds to some of the values, beliefs, practices and ideas in the texts• Attempts to write a text with some regards to context, purpose and audience• Writes using a limited range of Korean language structures and vocabulary with some ability to organise information	4–6
<ul style="list-style-type: none">• Demonstrates limited understanding of the texts• Shows some evidence of the ability to organise information in Korean	1–3



Sample answer:

미나에게다

미나야달대내고왔니?

혹시학교다곳에달어있는환경지킴이당고를왔니? 지금환경지킴이때임에서담게달할다 학생들을때집하고왔어. 환경지킴이는다업이달난다 교실의때풍기를때고다장실에다셔때고다 있는때면때대를때그고, 점심시간에때무테나때려진때레기를때는때을때.

예전에때가때어줬던때문대사를때억하니? 한국때안때다에때름이때출되어때다는때말게다 변하고때괴되었지. 대안때민들이때은때해를때왔고, 사람이때환경을때게때가뜨릴때했지만다 망가진때경을 다시때치는때는때청난때력이때른 다는때을때웠지. 그래도때은다 자원봉사자들이때었기에때안때다가때리때모습을때찾을때했었어.

그래서때은때생들이때환경지킴이가때는때요해. 관심만때으면때우리가때게때할 수때는때들이다 많이때어. 많은때생들이때교에서때과때기의때비를때이고때회용품때용을때제한다면다 우리는때때은때환경을때들때을꺼야. 대안의때적처럼 우리때교의때적을때와때함께때들어다 갔으면때 좋겠다.

답장때다릴께.

000 가다

Sample answer (in English):

Hi Mina,

How are you?

Have you seen the ‘The Environment Keepers’ advertisements around school? We are now recruiting students who want to work together for the club. The Environment Keepers are doing duties like turning off fans in the classrooms after lessons, collecting rubbish during lunch time and turning off taps in the toilets when they are left running.

Do you remember the newspaper article that I showed you before? The Dae-an Sea was destroyed and turned black, and many Dae-an residents suffered heavily due to the oil spill accident. We learnt humans can easily destroy the environment but it takes a tremendous effort to fix it. Nevertheless, the Dae-an Sea regained its original appearance quickly as there were many volunteers to help.

That’s why it is important for students to become ‘The Environment Keepers’. If you are concerned about the school environment, there are many things we can do. We can make a better environment if we reduce our waste and prevent the waste of water and electricity. I want to make a miracle at school with you like the ‘Miracle of Dae-an’.

Looking forward to your reply.

From 000



Section 2: Creating texts in Korean

Questions 7 and 8

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in the treatment of relevant information and ideas• Writes perceptively for a specified audience, purpose and context• Structures and sequences information and ideas coherently and effectively• Demonstrates an excellent control of a range of language structures and vocabulary	21–25
<ul style="list-style-type: none">• Demonstrates some degree of breadth and depth in the treatment of relevant information and ideas• Writes effectively for a specified audience, purpose and context• Structures and sequences information and ideas effectively• Demonstrates a good command of a range of language structures and vocabulary	16–20
<ul style="list-style-type: none">• Presents relevant information and ideas• Writes appropriately for a specified audience, purpose and context• Demonstrates the ability to organise and express most ideas reasonably, but weaknesses in sequencing, linking, grammar and vocabulary	11–15
<ul style="list-style-type: none">• Demonstrates an awareness of audience, purpose and context, using a narrow range of relevant information and ideas• Attempts to link information and ideas• Uses a limited range of language structures and vocabulary to express ideas	6–10
<ul style="list-style-type: none">• Communicates a limited range of ideas with little attempt to organise and sequence information	1–5



Heritage Korean

2014 CCAFL Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	25	Personal investigation — interview	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6

Written Examination

Section 1: Responding to texts

Question	Marks	Content	Syllabus outcomes
1	4	Young people and their relationships — speech	H3.1
2	6	The individual as a global citizen — interview	H3.3, H3.6
3	7	Traditions and values in a contemporary society — conversation and table	H3.1, H3.2, H3.6
4	8	Korean identity in the international context — advertisement	H2.4, H2.5, H3.4
5	10	Korean identity in the international context — diary and mind map	H3.2, H3.3
6	15	The individual as a global citizen — narrative account and school advertisement	H3.2, H3.4, H3.6

Written Examination

Section 2: Creating texts in Korean

Question	Marks	Content	Syllabus outcomes
7	25	The changing nature of work — blog article/opinion	H2.1, H2.2, H2.3, H2.4, H2.5
8	25	The traditions and values in a contemporary society — blog article/opinion	H2.1, H2.2, H2.3, H2.4, H2.5