

2015 HSC Korean Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Provides correct answer	1

Answer:

(D)

Question 2

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

Sample answer:

They are discussing who will pick up their grandparents from the airport and what they will prepare for dinner tomorrow.

Question 3

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

Sample answer:

- 1) feed the cat
- 2) do her mathematics study (for the test)
- 3) buy some flowers (for her aunt)

Question 4

Criteria	Marks
• Demonstrates a good understanding of why the son thinks the mother should lend him money	3
• Demonstrates some understanding of why the son thinks the mother should lend him money	2
• Provides some relevant information	1

Sample answer:

The son thinks his mother should lend him the money to buy a car because: he has always been reliable/paid back money he had borrowed from her; he is a good son (has helped her and his brother); and he will be paying her interest.

Question 5

Criteria	Marks
• Demonstrates a good understanding of how the customer's emotions changed over the course of the conversation	3
• Demonstrates some understanding of how the customer's emotions changed over the course of the conversation	2
• Provides some relevant information	1

Sample answer:

In the beginning, the customer was upset/angry because he heard his booking was not made and it was due to the restaurant's mistake. Finally he was satisfied/happy as the restaurant staff apologised and then arranged a table with a very good view for him.

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of what prevents Chansu from going on the trip with Somi	4
• Demonstrates a good understanding of what prevents Chansu from going on the trip with Somi	3
• Demonstrates some understanding of what prevents Chansu from going on the trip with Somi	2
• Provides some relevant information	1

Sample answer:

He cannot afford the money as he recently bought a house. He also does not have the time as he is working on an important project at work (and has a lot to do), and he is in the process of painting the house (in his spare time). Additionally he has recently bought a couple of puppies and he cannot leave them.

Question 7

Criteria	Marks
• Identifies the main points, demonstrating a thorough understanding of the speech	4
• Demonstrates a good understanding of the speech	3
• Demonstrates some understanding of the speech	2
• Provides some relevant information	1

Sample answer:

[The main points relate to getting a job in Korea and working in Korea.]

- Many Australians travel to Korea, learn Korean and some manage to get work there.
- What is helpful/important in getting a job in Korea is to speak more than two languages including Korean, and to have some work experience particularly with a Korean company in Australia.
- While working/living in Korea it is important to understand the Korean culture, especially respecting seniors.

Question 8

Criteria	Marks
• Demonstrates a thorough understanding of what makes this speech appropriate for the audience, with detailed reference to the text	5
• Demonstrates a good understanding of what makes this speech appropriate for the audience, with some reference to the text	4
• Demonstrates some understanding of what makes this speech appropriate for the audience, with limited reference to the text	2–3
• Provides some relevant information	1

Sample answer:

The speaker tries to connect to the students by identifying herself as a former student who recently graduated. She tries to make what she has to say relevant and convincing to Year 12 students by using her own experiences as examples. She logically and honestly talks about the useful coping mechanisms she used to get through Year 12 successfully.

She uses a friendly and encouraging tone, eg using ‘yo’ form throughout. She asks the rhetorical questions ‘Am I right?’ and ‘Are you saying that you don’t have time to help others?’ at the beginning and later to show that she understands what they are feeling and what their reaction would be. She ends with a very encouraging remark.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Identifies the decision	1

Sample answer:

Chris has made the decision to go to Korea.

Question 9 (b)

Criteria	Marks
• Demonstrates a good understanding of why Michael initially wanted to return to Australia	2
• Provides some relevant information	1

Sample answer:

He went to Korea to learn Taekwondo and to learn about Korean culture in Korea. In the beginning, he was upset and lost his confidence as he didn't adapt to the life in Korea (eg cold weather, noisy accommodation, lack of language, no friends).

Question 9 (c)

Criteria	Marks
• Provides comprehensive understanding of how Michael's view of '정' changed	3
• Provides some understanding of how Michael's view of '정' changed	2
• Provides some relevant information	1

Sample answer:

At first he felt that 정 was intrusive and he did not like it. However, he came to understand that it is a unique/special part of Korean culture as he was helped by others. People were kind and he was treated as a family member and now he really likes it.

Question 9 (d)

Criteria	Marks
• Provides comprehensive understanding of what the email reveals about Michael's personality with reference to the text	5
• Provides good understanding of what the email reveals about Michael's personality with reference to the text	4
• Provides some understanding of what the email reveals about Michael's personality with some reference to the text	2–3
• Provides some relevant information	1

Sample answer:

The email reveals that Michael is persistent (strong) as he stayed in Korea even though he was not happy at all about his life in Korea. It shows he is a people person as he seemed to settle down when he started making friends. He is helpful as he offers his help to his friend, Chris. He is confident and a risk-taker he got a part-time job at a café even when he was not good at Korean. He is also confident enough to plan to get a job in Korea.

Question 10 (a)

Criteria	Marks
• Provides a good explanation about what mainly concerns Tongtong	3
• Provides some explanation about what mainly concerns Tongtong	2
• Provides some relevant information	1

Sample answer:

She is concerned that her children are not eating the healthy food she prepares and that they are watching too much TV and being influenced by commercials to eat less healthy choices such as pizza.

Question 10 (b)

Criteria	Marks
• Provides a good explanation about the changes Chorok made	3
• Provides some explanation about the changes Chorok made	2
• Provides some relevant information	1

Sample answer:

Chorok has banned instant food and snacks at home. She took cooking classes with her son and they now cook together. She also insisted that the family eats with no interruptions from TV or computers or phones.

Question 10 (c)

Criteria	Marks
• Demonstrates a good understanding of how Ara's advice is likely to be relevant for Tongtong	3
• Demonstrates some understanding of how Ara's advice is likely to be relevant for Tongtong	2
• Provides some relevant information	1

Sample answer:

The advice to go to a two-week camp is not likely to be very relevant because Tongtong probably cannot afford either the time (works full time) or money (tight budget). However, she could possibly consider the one-week camp. Also, it may not be relevant for Tongtong because she already likes to cook.

Question 10 (d)

Criteria	Marks
• Compares both Chacha's and Chaesarang's opinions thoroughly, demonstrating a perceptive understanding	5
• Compares both Chacha's and Chaesarang's opinions in some details, demonstrating a good understanding	4
• Compares both Chacha's and Chaesarang's opinions, demonstrating some understanding	2–3
• Provides some relevant information	1

Sample answer:

Both Chacha and Chaesarang have a busy lifestyle but have different points of view. Chaesarang has been reformed after getting through his major illness. His argument is logical and engaging with his real-life story example making it convincing. In the case of Chacha, he still keeps busy, insisting on the absolute need for the instant food. His argument seems less convincing. For example, he refers to TV commercials to prove his points. He compares cooking and exercising, and then suggests abandoning cooking.

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

Answer to include:

- Holiday news
- School starting
- Hip-hop → answers
- Photo club, paper folding club → times and equipment
- Part-time work

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

2015 HSC Korean Continuers

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

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	1	Daily life in Korea — email	H3.1
9 (b)	2	Daily life in Korea — email	H3.1
9 (c)	3	Daily life in Korea — email	H3.5
9 (d)	5	Daily life in Korea — email	H3.4
10 (a)	3	The self and family — blog posting	H3.1
10 (b)	3	The self and family — blog posting	H3.1
10 (c)	3	The self and family — blog posting	H3.4
10 (d)	5	The self and family — blog posting	H3.5

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Education — email and advertisement attached	H1.2, H1.3, H3.1

Section III — Writing in Korean

Question	Marks	Content	Syllabus outcomes
12	5	Daily life in Korea — advertisement	H2.1, H2.2, H2.3
13 (a)	10	Special celebrations — article	H2.1, H2.2, H2.3
13 (b)	10	Special celebrations — article	H2.1, H2.2, H2.3