



B O A R D O F S T U D I E S
NEW SOUTH WALES

2010 HSC Korean Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Correctly identifies two places mentioned	1

Question 1 (b)

Criteria	Marks
• Identifies and clearly explains the effects of the environmental restoration in detail	3
• Identifies some effects of the environmental restoration	2
• Identifies limited effects of the environmental restoration	1

Question 1 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of the presenter's use of language • Provides a range of relevant examples to show how language is used to engage the audience	6
• Demonstrates a good understanding of the presenter's use of language • Provides some relevant examples to show how language is used to engage the audience	4–5
• Demonstrates some understanding of the presenter's use of the language • Provides examples of how language is used to engage the audience	2–3
• Describes some aspects of the language	1

Section I — Listening and Responding

Part B

Question 2

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

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Explains the difference between ‘tradition’ and ‘convention’ within the text in detail	2
• Demonstrates a limited understanding of the difference between ‘tradition’ and ‘convention’ within the text	1

Question 3 (b)

Criteria	Marks
• Demonstrates good understanding of the relationship between Park’s literature and the ‘key to national culture’	3
• Demonstrates some understanding of the relationship between Park’s literature and the ‘key to national culture’	2
• Demonstrates a limited understanding of the relationship between Park’s literature and the ‘key to national culture’	1

Question 3 (c)

Criteria	Marks
• Demonstrates a clear and perceptive understanding of the methods used by the writer • Provides detailed relevant examples from the text	5
• Demonstrates a good understanding of the methods used by the writer • Provides some relevant examples from the text	4
• Demonstrates some understanding of the methods used by the writer • Provides limited relevant examples from the text	3
• Demonstrates a limited understanding of the methods used by the writer	1–2

Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the writer's concept of filial duty in modern society• Responds with a sophisticated level of ability to the opinions, ideas and information in the text• Composes a coherent argument demonstrating a comprehensive understanding of the text• Demonstrates an excellent control of vocabulary and language structure	8–10
<ul style="list-style-type: none">• Identifies the writer's main concept of filial duty in modern society• Responds lucidly to the opinions, ideas and information in the text• Composes an effective argument with close reference to the text• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary	5–7
<ul style="list-style-type: none">• Identifies some of the writer's concept of filial duty in modern society• Responds to some opinions, ideas and information in the text• Writes coherently and with some appropriate textual reference• Writes using a range of language structures and vocabulary	3–4
<ul style="list-style-type: none">• Identifies in a limited way the writer's concept of filial duty in modern society• Demonstrates a limited ability to structure, sequence information and ideas	1–2

Section II — Reading and Responding

Part A (continued)

Question 4

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a highly developed ability to compare and analyse the marginalised life of modern people in the movie and short story• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to explore the issue• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts	17–20
<ul style="list-style-type: none">• Demonstrates the ability to compare and analyse the marginalised life of modern people in the movie and short story• Analyses the way in which language is used to explore the issue• Composes an effective argument with appropriate textual reference	13–16
<ul style="list-style-type: none">• Demonstrates the ability to identify and discuss the neglected life in movie and short story• Discusses ways in which language is used to explore the issue• Supports the discussion of the question with some appropriate textual reference	9–12
<ul style="list-style-type: none">• Identifies, with some elaboration, examples of the issue in the movie and the short story• Identifies some examples of the way in which language is used to explore the issue• Attempts to compose an argument with reference to the text	5–8
<ul style="list-style-type: none">• Identifies some ideas and information relevant to the movie and the short story• Demonstrates some ability to structure and sequence ideas	1–4

Section II — Reading and Responding

Part B

Question 5

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

Section III — Writing in Korean

Questions 6–7

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

Korean Background Speakers

2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	1	Environmental concerns — narrative account	H3.1
1 (b)	3	Environmental concerns — narrative account	H3.1, H3.2
1 (c)	6	Environmental concerns — narrative account	H2.1, H3.7
Section I — Listening and Responding			
Part B			
2	10	Pressures on young people today — radio broadcast/conversation	H2.1, H2.3, H3.1, H3.3, H3.5
Section II — Reading and Responding			
Part A			
3 (a)	2	<i>Tradition and succession of national culture — reconciling traditional and contemporary Korean culture</i>	H3.1
3 (b)	3	<i>Tradition and succession of national culture — reconciling traditional and contemporary Korean culture</i>	H3.2, H4.1
3 (c)	5	<i>Tradition and succession of national culture — reconciling traditional and contemporary Korean culture</i>	H3.4, H3.6, H3.7
3 (d)	10	<i>Tradition and succession of national culture — reconciling traditional and contemporary Korean culture</i>	H2.1, H3.1, H3.8, H4.1
4	20	<i>The Host, Hwang Man Kun Said This — the impact of a changing society on the individual</i>	H2.1, H3.1, H3.2, H3.3, H3.4, H4.1
Section II — Reading and Responding			
Part B			
5	15	North and South Korean relations — article/letter to editor	H1.2, H2.1, H3.8, H4.1
Section III — Writing in Korean			
6	25	The impact of changing society on the individual — article	H2.1, H2.2, H2.3, H2.4, H4.1
7	25	The place of education in young people's lives — article	H2.1, H2.2, H2.3, H2.4, H4.1