



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

## **2011 HSC Korean Background Speakers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding Part A**

#### **Question 1 (a)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a personal opinion with detailed examples</li><li>• Demonstrates a clear understanding of the text</li></ul>	4
<ul style="list-style-type: none"><li>• Provides some point of personal opinion with examples</li><li>• Demonstrates some understanding of the text</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides a limited personal opinion</li><li>• Demonstrates a limited understanding of the text</li></ul>	1

#### **Question 1 (b)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a range of relevant examples to show how language is used to reflect Kyoungsoo's values and attitudes</li><li>• Demonstrates a perceptive understanding of Kyoungsoo's values and attitudes</li></ul>	6
<ul style="list-style-type: none"><li>• Provides good examples to show how language is used to reflect Kyoungsoo's values and attitudes</li><li>• Demonstrates a good understanding of Kyoungsoo's values and attitudes</li></ul>	4–5
<ul style="list-style-type: none"><li>• Provides some relevant examples to show how language is used to reflect Kyoungsoo's values and attitudes</li><li>• Demonstrates some understanding of Kyoungsoo's values and attitudes</li></ul>	2–3
<ul style="list-style-type: none"><li>• Identifies some relevant information</li></ul>	1

## 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>• 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>	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>• 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>	7–8
<ul style="list-style-type: none"><li>• Coherently compares and contrasts information in the texts</li><li>• Writes coherently 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

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a clear understanding of the meaning of ‘금강산도 식후경’</li> </ul>	1

#### Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a good understanding of the use of visual and auditory images in the song</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the use of visual and auditory images in the song</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

#### Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a perceptive understanding of lifestyle and culture through the lyrics in detail</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates a good understanding of lifestyle and culture through the lyrics in detail</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of lifestyle and culture through the lyrics in detail</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant details</li> </ul>	1

#### Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a perceptive understanding of the use of musical elements and the intention of the composer</li> </ul>	5
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of the use of musical elements and the intention of the composer</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the use of musical elements and the intention of the composer</li> </ul>	1–2

**Question 3 (e)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the meaning of the statement as it relates to the song	7
• Demonstrates a comprehensive understanding of the meaning of the statement as it relates to the song	5–6
• Demonstrates a good understanding of the meaning of the statement as it relates to the song	3–4
• Demonstrates some understanding of the meaning of the statement as it relates to the song	1–2

## 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 express the messages regarding today's diverse social phenomena in the articles</li><li>• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to explore the issue</li><li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts</li></ul>	17–20
<ul style="list-style-type: none"><li>• Demonstrates an ability to express the messages regarding today's diverse social phenomena in the articles</li><li>• Analyses the way in which language is used to explore the issue</li><li>• Composes an effective argument with appropriate textual reference</li></ul>	13–16
<ul style="list-style-type: none"><li>• Demonstrates an ability to identify the messages in the articles</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>	9–12
<ul style="list-style-type: none"><li>• Identifies with some elaboration examples of the issues in the articles</li><li>• Identifies some examples of the way in which language is used to explore the issue</li><li>• Attempts to compose an argument with reference to the text</li></ul>	5–8
<ul style="list-style-type: none"><li>• Identifies some ideas and information relevant to the articles</li><li>• Demonstrates some ability to structure and sequence ideas</li></ul>	1–4

## 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

## 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 an 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

## 2011 HSC Examination Mapping Grid

### Section I — Listening and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	4	Australian and Korean perspectives on lifestyle and culture – conversation	H3.2
1 (b)	6	Australian and Korean perspectives on lifestyle and culture – conversation	H3.3

#### Part B

Question	Marks	Content	Syllabus outcomes
2	10	The place of education in a young person's world – radio advertisement/interview	H2.1, H2.3, H3.2, H3.4, H3.5

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	1	<i>It's a trip</i>	H3.3
3 (b)	3	<i>It's a trip</i>	H3.1, H3.3
3 (c)	4	<i>It's a trip</i>	H3.2, H3.3
3 (d)	5	<i>It's a trip</i>	H3.3, H3.6
3 (e)	7	<i>It's a trip</i>	H3.2, H3.3, H3.6, H3.7, H3.8
4	20	<i>Things we've sent to heaven</i> and <i>The internet challenges your personal identity</i>	H2.1, H3.1, H3.2, H3.4, H3.7, H3.8, H4.1

#### Part B

Question	Marks	Content	Syllabus outcomes
5	15	The family in contemporary society – essay	H1.2, H2.1, H2.4, H3.8

### Section III — Writing in Korean

Question	Marks	Content	Syllabus outcomes
6	25	North and South Korean relations – speech	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Gender issue – speech	H2.1, H2.2, H2.3, H2.4, H4.2