



2012 Heritage Korean Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
• Summarises the main points of the meeting within the word allocation	4
• Identifies the main aspects of the meeting	3
• Attempts to make a summary of the main points	2
• Provides some relevant information	1

Question 2

Criteria	Marks
• Demonstrates a perceptive understanding of how Minsu convinces Yuna to support his point of view on 'Korean identity in the world' • Supports answer with appropriate examples from the text	7
• Demonstrates a good understanding of how Minsu convinces Yuna to support his point of view on 'Korean identity in the world' • Provides some appropriate examples from the text	5–6
• Demonstrates some understanding of how Minsu convinces Yuna to support his point of view on 'Korean identity in the world' • Identifies some examples from the text	3–4
• Provides some relevant information	1–2

**Question 3**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of both texts to write a letter to mother• Supports answer with detailed information from both texts	7
<ul style="list-style-type: none">• Demonstrates a thorough understanding of both texts to write a letter to mother• Supports answer with detailed information from both texts	5–6
<ul style="list-style-type: none">• Demonstrates a good understanding of both texts to write a letter to mother• Supports answer with some information from both texts	3–4
<ul style="list-style-type: none">• Demonstrates some understanding of both texts to write a letter to mother• Identifies some information from both texts	1–2

Question 4

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the text• Provides a thorough explanation of why this song was chosen for the 1988 Seoul Olympic Games• Supports answer with relevant references to language and content from the text	7
<ul style="list-style-type: none">• Demonstrates a good understanding of the text• Provides a good explanation of why this song was chosen for the 1988 Seoul Olympic Games• Supports answer with some references to language and content from the text	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the text• Provides some explanation of why this song was chosen for the 1988 Seoul Olympic Games• 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• Attempts to provides some relevant information	1–2

**Question 5**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the text by responding to the values, beliefs, practices and ideas expressed in the text• Provides a thorough analysis of how Korean cultural values are expressed through the language in the text• Communicates relevant information in comprehensible English	9–10
<ul style="list-style-type: none">• Demonstrates a good understanding of the text by responding to the values, beliefs, practices and ideas expressed in the text• Provides a good analysis of how Korean cultural values are expressed through the language in the text• 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• Provides some analysis of how Korean cultural values are expressed through the language in the text• Communicates 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 analyse how Korean cultural values are expressed through the language in the text• Communicates in comprehensible English	3–4
<ul style="list-style-type: none">• Shows a limited understanding of the text• Identifies some examples from the text• Communicates in comprehensible English	1–2

**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 text• Writes effectively for the context, purpose and audience• Demonstrates an extensive knowledge and understanding of Korean language structures and vocabulary	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 text• Relates information to context, purpose and audience• Demonstrates a good knowledge and understanding of Korean language structures and vocabulary	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 text• Demonstrates an awareness of context, purpose and audience• Writes using a range of Korean language structures and vocabulary	7–9
<ul style="list-style-type: none">• Responds to some of the values, beliefs, practices and ideas in the text• 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 some understanding of the texts• Shows some evidence of the ability to organise information in Korean	1–3



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 Korean 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 Korean 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 in Korean, 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 Korean language structures and vocabulary to express ideas	6–10
<ul style="list-style-type: none">• Communicates a limited range of ideas in Korean with little attempt to organise and sequence information	1–5

Heritage Korean

2012 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	The changing nature of work Community — conversation	H3.1
2	7	Korean identity in the international context International — conversation	H3.3
3	7	Young people and their relationships Personal — conversation and school assignment	H3.2
4	7	The individual as a global citizen International — song	H3.3, H3.4
5	10	Tradition and values in contemporary society Personal — poem	H3.4, H3.5
6	15	The changing nature of work International — blog and blog	H2.2, H2.3, H3.2, H3.3, H3.4, H3.6

Written Examination

Section 2: Creating texts in Korean

Question	Marks	Content	Syllabus outcomes
7	25	Young people and their relationships Community — article	H2.1, H2.2, H2.3, H2.4, H2.5
8	25	Korean identity in the international context International — speech	H2.1, H2.2, H2.3, H2.4, H2.5