



2012 Heritage Korean Specimen Paper Marking Guidelines – Written Examination

Section 1: Responding to texts

Question 1

Criteria	Marks
• Demonstrates a good understanding of how the advertisement attempts to deliver its message	3
• Demonstrate some understanding of how the advertisement attempts to deliver its message	2
• Provides some relevant information	1

Sample answer:

The headline draws the reader's attention and summarises the main message. They are our children, making it everyone's responsibility to protect children. The text boxes place the issues in the child's mouth make the problem more real and individualised, personal, in contrast to the more universal message of the notice itself. The repetition of the heading/slogan also reinforces the message.



Question 2

Criteria	Marks
• Summarises the main points made by Mr Kim within the word allocation	5
• Identifies the main ideas and attempts to present this in summary form	3–4
• Attempts a summary of the information	1–2

Sample answer:

- E-Learning is a very flexible way to study language.
- You need to have access to the latest technology to be able to do the courses.
- You can preview the program now through the school's website.
- The government of Korea and the Korean Embassy in Australia are supporting the program.

**Question 3**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the text, by responding to the opinions, information and ideas in the text• Communicates in comprehensible English	7
<ul style="list-style-type: none">• Demonstrates a good understanding of the text, by responding to most of the opinions, information and ideas in the text• Communicates in comprehensible English	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the opinions, information and ideas in the text• Communicates in comprehensible English	3–4
<ul style="list-style-type: none">• Responds to isolated information and ideas in the texts in comprehensible English	1–2

Sample answer:

To whom it may concern,

We would like to seek a permission to hold a Korean Food festival. The New York Korean Society hosted a similar event with huge success. Likewise, this will be an excellent opportunity for us to spread the Korean image and introduce Korean food to many Australians.

We feel that there are certain misunderstandings about Korean culture in our community and based on the New York experience, we feel this would be a wonderful opportunity to address these misconceptions through personal interaction.

The New York council was very pleased with the event as coverage of the festival had an impact on the number of Korean visitors to that city.

If approved, we would hope to work with you to ensure that the day runs as smoothly as possible.

I look forward to hearing from you soon.

Yours sincerely,

Eun-Jeong Lee

**Question 4**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of both texts by responding to the values, beliefs, practices and ideas raised• Writes effectively for context, purpose and audience• Writes a logical and coherent text• Demonstrates an extensive knowledge of language structures and vocabulary	7–8
<ul style="list-style-type: none">• Demonstrates a good understanding of both texts by responding to the values, beliefs, practices and ideas raised• Relates information to context, purpose and audience• Writes a logical text with some coherence• Demonstrates an extensive knowledge of language structures and vocabulary	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of both texts by responding to the values, beliefs, practices and ideas raised• Demonstrates an awareness of context, purpose and audience• Shows some ability to organise information• Demonstrates an extensive knowledge of language structures and vocabulary	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



Answers could include:

- The environment problem is getting serious.
- Although the government and the people are aware of these problems the action is not put into practice quickly.
- Air pollution, the death of living creatures in nature and global warming are regarded as some of the biggest environment problems.
- Some of the main causes of environmental problems are destruction of nature by various developments and exhaust fumes discharged from vehicles.
- Examples of practical actions we can take to prevent the crisis are:
 - Turn off the main switch rather than using remote
 - Reduce the waste
 - Use public transport if possible
 - Washing in cold water

여러분, 땡

저는 오늘 우리가 환경문제에 대해 어떻게 행동해야 할지에 대해 말씀 드리겠습니다. 땡

지구 온난화로 인한 홍수와 가뭄, 공기오염, 교통문제 등 우리의 환경은 점점 심각해지고 있습니다. 땡

이런 위기를 극복하는 방법으로는 자연을 파괴하지 않고, 쓰레기 양을 줄이고, 대중 교통을 이용하는 땡
것 등이 있습니다. 땡

많은 사람들이 환경문제의 심각성을 알고는 있습니다. 하지만 중요한 것은 실천입니다. 정부, 기업, 땡
시민 모두가 작은 일이라도 실천을 한다면 환경문제는 해결 될 수 있다고 생각합니다. 땡
감사합니다. 땡

**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• Provides a thorough explanation of how the poem conveys its message• Provides a thorough analysis of how culture and identity are expressed in the text• Communicates relevant information in comprehensible English	10–12
<ul style="list-style-type: none">• Demonstrates a good understanding of the text by responding to most of the values, beliefs, practices and ideas expressed in the text• Provides a good explanation of how the poem conveys its message• Provides a good analysis of how culture and identity are expressed in the text• Communicates relevant information in comprehensible English	7–9
<ul style="list-style-type: none">• Demonstrates some understanding of the text by responding to some of the values, beliefs, practices and ideas expressed in the text• Provides some explanation of how the poem conveys its message• Provides some analysis of how culture and identity are expressed in the text• Communicates relevant information in comprehensible English	4–6
<ul style="list-style-type: none">• Identifies some values, beliefs, practices and ideas in the text• Attempts to explain how the poem convey its message• Includes some references to culture and identity expressed in the text• Communicates relevant information in comprehensible English	1–3

An effective response could include:

- a personal response to the poem that includes:
 - an analysis of the poem’s effectiveness in delivering its message. This could include:
 - an exploration of the title of the poem
 - the meaning and impact of metaphorical language
 - the use of contrast and parallelism
- Students may even question the implications evident in the last two stanzas and/or relate the ideas in the poem to its cultural context.

**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 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 texts• Relates information to context, purpose and audience• Demonstrates a good knowledge and understanding of 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 texts• Demonstrates an awareness of context, purpose and audience• Writes using a range of language structures and vocabulary	7–9
<ul style="list-style-type: none">• Responds to some of the values, beliefs, practices and ideas in the both texts• Attempts to write a text with some regard to context , purpose and audience• Writes using a limited range of 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	1–3



Sample answer:

- There will be a cultural shock wherever you go. It is normal so accept it.
- A lot of the problems you face now will be resolved when you attempt to communicate. Talk to the home stay lady about your concern.
- Regard the home stay family as your own.
- Try to find the good things. You have mentioned about people not apologising after stepping on your foot but also consider the fact that the subway is really quick and the fare is really cheap. It is more convenient.
- It takes time to get used to the new culture so don't worry too much.

마이클, 니

니

안녕, 너의 메일을 받고 정말 반가웠어. 니

니

그런데, 너의 한국 생활이 힘들다고 하니 정말 안타까워. 식사 시간에 항상 밥을 먹어야 하는 것은 니 나도 싫어. 나는 한국 사람이지만, 밥은 저녁에만 먹는데...

니

내 생각에는 너의 그런 어려움을 홈스테이 아주머니에게 가족처럼 생각하고 직접 얘기해보면 좋을 것 같아, 그러면 홈스테이 아주머니가 너를 식구처럼 생각하고 잘 도와주실거야.

니

한국은 사람은 많고, 땅은 좁아서 사람들끼리 서로 부딪치는 일이 아주 많아. 그래서 미안하다는 말을 니 하지 않아. 그러니까 지하철에서 사람들때문에 네가 힘들더라도 지하철의 다른 좋은 점을 생각해봐. 니 호주보다 지하철 표를 싸게 살 수 있고, 기차를 오래 기다리지 않아도 차가 빨리빨리 오는 것은 아주 니 편리하지 않니?

니

마이클, 나는 누구나 문화가 다른 나라에 가면 처음에는 많이 힘들 가라고 생각해. 그리고 새로운 니 문화에 익숙해지기 위해서는 시간이 걸릴 것이고. 그러니까 지금은 너무 걱정하지 말고 기다려봐. 니 나는 네가 한국 문화를 많이 즐기고 이곳으로 돌아오길 바란다.

또 연락하자. 니

잘 지내. 니

니

호주에서 진우가니



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