

2020 HSC Korean and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies what has prompted the conversation	1

Sample answer:

The mutual friend of both speakers has just started a cafe business and has a no-kids zone in the cafe.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound explanation of Sunmi's decision for her business	3
• Demonstrates some explanation of Sunmi's decision for her business	2
• Provides some relevant information	1

Sample answer:

Sunmi's decision of not having children in cafes and restaurants has been caused by courts making business owners liable for children's bad behaviours at cafes, as well as customers' desire to have a quiet and relaxing space.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive comparison of the two speakers' attitudes towards the issue discussed in the conversation, with extensive reference to both content and language used 	6
<ul style="list-style-type: none"> Provides a thorough comparison of the two speakers' attitudes towards the issue discussed in the conversation, with detailed reference to both content and language used 	5
<ul style="list-style-type: none"> Provides a sound comparison of the two speakers' attitudes towards the issue discussed in the conversation, with reference to content and language used 	4
<ul style="list-style-type: none"> Demonstrates some understanding of the two speakers' attitudes towards the issue discussed in the conversation, with some reference to content and/or language used 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Hyeri's and Jinsu's attitudes towards the issue of kids free cafes differ significantly. Hyeri supports the notion while Jinsu opposes it. Jinsu is more emotionally engaged in this issue. He uses emotive expressions, eg 'socially disadvantaged, not right to discriminate' to show his belief that a kids free zone is a form of discrimination. It is not right that children and mothers are considered as the object of disdain. This would result in lower birth rates in Korea and a sad country where only elderly people live eventually, ie an ageing society.

However, Hyeri supports the idea of kids free cafe. She uses current statistics, eg the court said the restaurants are 70% responsible, and survey results, eg 93% of respondents experienced discomfort because of children's noise, to support her view. Hyeri is cool and calm and she believes that rather than criticising the kids free zone, parents should teach kids manners and etiquette.

Answers could include:

- Instead of making his statement, Jinsu constantly asks questions to seek Hyeri's agreement, eg make sense, not too much.
- Hyeri uses a four-character idiom to highlight the consequence of poor parental supervision.
- Adults should have a space to rest and socialise. Hyeri proposes a solution for kids free cafe families. Children are encouraged to spend time at the kids' cafe or playground.

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

Answers could include:

- Details about the audition: dates and place for the audition, benefits when winning the audition
- How much Hyojin herself is talented in singing and dancing, as shown in her performance in the school festivals and other events
- Asks for her father’s support to pay for the airfare to Tasmania, but she will pay for her hotel and special offer/discount available for early registration for the audition.
- Quotes her father’s saying which is ‘Challenge your life’ – Trial and error will help her in her life path. Harness all obstacles to achieve her dream.
- Her father’s dream can come true through her being an idol. Her father wanted to be a singer when he was young, but failed. So she can fulfil her father’s dream.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Identifies what the sentence indicates about Korean food	2
• Provides some relevant information	1

Sample answer:

In order for traditional Korean food to be competitive in the global market, it is important to change Korean food to develop a fusion Korean food that combines local and Korean foods to cater for foreigners' taste.

Question 3 (b)

Criteria	Marks
• Demonstrates a sound understanding of a truly creative cook	3
• Demonstrates some understanding of a truly creative cook	2
• Provides some relevant information	1

Sample answer:

A truly creative cook should establish and protect authentic Korean cooking style clearly and not make unknown food like fusion Korean food. Also, the cook should create their own dishes based on their understanding of the characteristics and identity of Korean food with a vision of promoting it internationally.

Question 3 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how valid the statement is	4
• Demonstrates a sound understanding of how valid the statement is	3
• Demonstrates some understanding of how valid the statement is	2
• Provides some relevant information	1

Sample answer:

The statement is very valid. Food and culture are closely related. If you want many people to learn about Korean food, you need to introduce Korean food with a cultural component related to the food. Food-related culture includes the local ingredients and the implements used to make the food, the Korean table setting when eating, and the manner of eating. Introducing this unique Korean food culture attracts more people to experience Korean food.

Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive analysis of how the writer uses literary techniques to explore the themes of the article, with extensive reference to the extract and the article 	6
<ul style="list-style-type: none"> Provides a thorough analysis of how the writer uses literary techniques to explore the theme of the article, with detailed reference to the extract and the article 	5
<ul style="list-style-type: none"> Provides a sound analysis of how the writer uses literary techniques to explore the themes of the article, with reference to the extract and the article 	4
<ul style="list-style-type: none"> Demonstrates some understanding of how the writer uses literary techniques to explore the theme(s), with some reference to the extract and/or the article 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The extract and the article are about how to promote Korean food to the world, and the efforts being made to bring about the globalisation of Korean food.

The writer uses different literary techniques to reveal the themes. The writer begins the text with a suggestion on what we should take from it: Both encouragement and criticism are meaningful, and Koreans must find answers from various angles.

The writer uses various experts' quotes and anecdotes to logically describe the advice and the warnings from experts from around the world, so that readers can understand what is involved in the globalisation of Korean food. Various examples and anecdotes include localisation, export of ingredients, promotion of the wellbeing of Korean food, and quantification of Korean recipes to suggest different ways of globalising Korean food.

The writer uses imagery to deliver the themes of the article, such as 'great dreams which boil our blood', and 'dream big so you go to the wider sea and the wider land'. This device is used effectively to help the reader to clearly visualise the way forward to promote Korean food.

Section II — Reading and Responding

Part A (continued)

Question 4

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a highly-developed ability to analyse the ways in which the author attempts to convince the reader of his point of view • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convince the reader of his point of view in the poem • Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the text 	21–25
<ul style="list-style-type: none"> • Demonstrates the ability to analyse the ways in which the author attempts to convince the reader of his point of view • Analyses the way in which language is used to convince the reader of his point of view in the poem • Composes an effective argument with appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Demonstrates the ability to identify and discuss the ways in which the author attempts to convince the reader of his point of view • Discusses ways in which language is used to convince the reader of his point of view in the poem • Supports the discussion of the question with some appropriate textual reference 	11–15
<ul style="list-style-type: none"> • Identifies with some elaboration examples of the ways in which the author attempts to convince the reader of his point of view • Identifies some examples of the way in which language is used to convince the reader of his point of view in the poem • Attempts to compose an argument with reference to the text 	5–10
<ul style="list-style-type: none"> • Identifies some ideas and information relevant to the ways in which the author attempts to convince the reader of his point of view • Demonstrates some ability to structure and sequence ideas 	1–5

Answers could include:

The author of the poem *Evolving Cockroaches* explores the seriousness of environmental problems caused by modern civilisation.

Content:

- The title, *Evolving Cockroaches* reflects the backward evolution of an advanced modern society.
- The author points out that abnormal cockroaches appear because humans have long destroyed the environment. In other words, the development of modern civilisation is polluting the environment and destroying the ecosystem.
- The expression ‘soil becomes cement and becomes home again, water becomes pesticide and food again’ shows the process of environmental pollution and ecosystem destruction caused by the development of modern civilisation.

- The poem warns us that if humans continue to recklessly develop the environment for its convenience, modern civilisation will destroy the environment and the ecosystem more than it is now.
- Cockroaches are evolving. It means literally that they are progressing to be more advanced organisms over time. But the author asks the reader to think that 'evolving means devolving' and 'developing means destroying' throughout the poem.

Language features:

- Various ironic expressions: 'dark grey smog is still clear and white' and 'because the waste water is too clean' indicates the seriousness of the pollution.
- Rhyming: the repetition of the same sentence endings displayed the author's emotions for example shocked, worried and being questioned (있단 말인가, 있었을까, 몰라).
- Poetic words: 'cockroach evolved in a new form' warns that pollution will become worse in the future.
- Denouncement: The author denounces the inhumanity of human civilisation through cockroaches that survive in the 'cement and pesticide', which symbolises modern civilisation. The expression of admiration in which cockroaches live in a difficult living environment shows the serious destruction of the environment in modern society.
- Simile: They are creatures like people made of dust and water (먼지와 수분으로 된 사람 같은), Just like a robot, there may be insects that actually wrap iron plates all over the body. (로봇처럼, 정말로 철판을 온몸에 두른 벌레...).
- Metaphor: the seeds of metal that would not rot for tens of thousands of years (수만 년 썩지 않을 금속의 씨).
- Personification: in front of that highly-sensitive agility and manoeuvrability that can only be seen from the muscles of a lump of iron (쇳덩이의 근육, 고감도의 민첩성과 기동력).

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"> • Exchanges 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 context, purpose and audience • Demonstrates a comprehensive understanding of the prescribed contemporary issues • Demonstrates a highly-developed control of language structures and vocabulary • Demonstrates flair and originality in the selection, presentation and development of ideas 	21–25
<ul style="list-style-type: none"> • Writes effectively for a context, purpose and audience • Demonstrates a thorough understanding of the prescribed contemporary issues • Demonstrates a well-developed control of language structures and vocabulary • Demonstrates originality in the selection and presentation of ideas 	16–20
<ul style="list-style-type: none"> • Writes original and interesting text appropriate to context, purpose and audience • Demonstrates a sound understanding of the prescribed contemporary issues • Demonstrates a satisfactory control of language structures and vocabulary • Demonstrates the ability to organise and express some ideas 	11–15
<ul style="list-style-type: none"> • Demonstrates an awareness of context, purpose and audience using only a narrow range of information and ideas • Uses a limited range of language structures and vocabulary 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

2020 HSC Korean and Literature Mapping Grid

Section I — Listening and Responding

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	The individual and the community (the impact of a changing society on the individual and family in contemporary society) — conversation	H3.1
1 (b)	3	The individual and the community (the impact of a changing society on the individual and family in contemporary society) — conversation	H3.1
1 (c)	6	The individual and the community (the impact of a changing society on the individual and family in contemporary society) — conversation	H3.3, H3.6, H3.7

Section I — Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
2	10	Youth culture (pressures on young people today) — advertisement/conversation	H2.1, H2.3, H2.4, H3.1, H3.2, H3.4

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>Globalisation of Korean Food</i> — Cultural identity	H3.1
3 (b)	3	<i>Globalisation of Korean Food</i> — Cultural identity	H3.1, H3.3
3 (c)	4	<i>Globalisation of Korean Food</i> — Cultural identity	H3.2, H3.3, 3.7
3 (d)	6	<i>Globalisation of Korean Food</i> — Cultural identity	H3.1, H3.3, H3.6, H3.8
4	25	<i>Evolving Cockroaches</i> — Global issues	H2.1, H3.2, H3.3, H3.6, H4.1

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
5	15	Global issues (the impact of digital technologies) — forum/script of a speech	H2.1, H2.2, H2.4, H3.2, H3.3, H3.7, H3.8

Section III — Writing in Korean

Question	Marks	Content	Syllabus outcomes
6	25	The individual and the community (gender in today's society) — narrative account	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Cultural identity (Australian and Korean perspectives on lifestyle and culture) — narrative account	H2.1, H2.2, H2.3, H2.4, H4.2