

## 2021 HSC Korean and Literature Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Minho is excited	2
• Provides some relevant information	1

**Sample answer:**

Minho is excited because the high-priced luxury sneakers are finally out in a department store and he is going to buy them this weekend so he can show off to his friends.

#### Question 1 (b)

Criteria	Marks
• Provides a sound explanation of the concerns that Sumi raises in the text	3
• Provides some explanation of the concerns that Sumi raises in the text	2
• Provides some relevant information	1

**Sample answer:**

Sumi is concerned about the YOLO (you only live once) phenomenon and her friend Minho's overspending. She states that today's youth have low self-efficacy, and they are often easily swayed by their surrounding culture and shop impulsively. She worries that Minho is falling into the YOLO culture. Minho will spend all the money from the part-time job and even his parents' credit card to buy the overpriced sneakers.

### Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of how Sumi tries to convince Minhø to be sensible</li> <li>• Provides substantial reference to both content and language techniques</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of how Sumi tries to convince Minhø to be sensible</li> <li>• Provides detailed reference to both content and language techniques</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of how Sumi tries to convince Minhø to be sensible</li> <li>• Provides reference to both content and language techniques</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of how Sumi tries to convince Minhø to be sensible</li> <li>• Provides some reference to content and/or language techniques</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

Sumi tries to convince Minhø to be a rational consumer (don't be YOLO) and go to the garage sale with her.

Sumi gives Minhø a reality check. She uses factual information such as a recent news article and survey results which show some serious negative aspects of the Korean youth's 'flex' consumption.

Sumi uses assertive language, such as 'You must save for your future (미래를 위해 저축해야축해)', and 'YOLO is a very serious social problem (아주 심각한 사회 문제야)' to make her statements more definite.

Sumi uses the proverb 'Little drops of water make the mighty ocean' to encourage him to do the smart saving for his future rather than spending.

At the end of the conversation Sumi uses an inviting tone and expressions eg 'How about~ (~어때쵸)' and 'Let's go~ (~같이 가자)'.

**Answers could include:**

Sumi also uses rhetorical questions to try to convince him eg '재활용 프로젝트 하고 있잖아? (You are doing a "recycling" project at school, aren't you?)', and '도가 지나친 것 아니야? (Haven't you gone too far?)'.

## 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 texts</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 texts</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 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>	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

**Answers could include:**

The topic is about the pros and cons of artificial intelligence.

Pros of artificial intelligence:

- Digital assistance helps in day-to-day chores
- Medical applications
- Automated transportation
- Caring for the elderly
- Understand potential consumers.

Cons of artificial intelligence:

- Lack of personal connections
- Invasion of privacy
- Unemployment, no human replication
- Smart but not creative
- Possible medical inequality.

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

Criteria	Marks
• Identifies why the statement is made	2
• Provides some relevant information	1

**Sample answer:**

The old man says 'I cannot make uncooked rice into cooked rice within seconds' to emphasise to the author that it is important to spend enough time and effort to make the right things by using the metaphor of cooking rice.

#### Question 3 (b)

Criteria	Marks
• Demonstrates a sound understanding of why the author feels guilty	3
• Demonstrates some understanding of why the author feels guilty	2
• Provides some relevant information	1

**Sample answer:**

The author has been impatient towards the old man. He has harassed the old man to speed up. However, when he sees the immaculate work that comes out from the old man's craftsmanship, he feels very guilty about his manner and behaviour.

#### Question 3 (c)

Criteria	Marks
• Provides a thorough comparison of the personalities of the old man and the author with examples from the extract	4
• Provides a sound comparison of the personalities of the old man and the author with examples from the extract	3
• Demonstrates some understanding of the personalities of the old man and the author with examples from the extract	2
• Provides some relevant information	1

**Sample answer:**

The old man, a woodcrafter, is relaxed and confident. When crafting his bat, he is meticulous, uncompromising, and does his best in his own work. He would say, 'I want to make things right and perfect. I don't want to miss anything while cutting the bat in a hurry.'

On the other hand, the author, the customer of the bat, is careless and anxious. He would describe the old man as blunt and not knowing commercial morality. However, he is willing to correct his wrongdoings. When he realises that he has been rude to the old man, he would commend the bat as 'how beautiful things can be born in this world' to appease the old man.

### Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a perceptive understanding of how the author communicates the themes of this narrative account, with extensive reference to both the content and language of this extract and the narrative account as a whole</li> </ul>	6
<ul style="list-style-type: none"> <li>Demonstrates a comprehensive understanding of how the author communicates the themes of this narrative account, with substantial reference to both the content and language of this extract and the narrative account as a whole</li> </ul>	5
<ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of how the author communicates the themes of this narrative account, with reference to both the content and language of this extract and the narrative account as a whole</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Demonstrates some understanding of how the author communicates the themes of this narrative account, with some reference to the content and/or language of this extract and/or the narrative account as a whole</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Answers could include:**

- The narrative account is a tribute to traditional craftsmanship and regret about the disappearing traditions and craftsmanship nowadays.
- People living in modern society pursue things that are ‘quick and fast’. The craftsmanship that was exerted even when making small things is hard to find these days. The author expresses regret for the disappearing traditions and craftsmanship through the text.
- The author uses different language techniques.
- The psychology of the author is revealed explicitly. The use of rhetorical questions in the narrative helps the reader to understand that the author is reflecting on his attitude with some regret. He is questioning himself.
- He expresses the change of events narratively.

## 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 analyse how the two texts have explored the importance of familial bonds</li> <li>• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to explore the importance of familial bonds</li> <li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the text</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates the ability to analyse how the two texts have explored the importance of familial bonds</li> <li>• Analyses the way in which language is used to explore the importance of familial bonds</li> <li>• Composes an effective argument with appropriate textual reference</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates the ability to identify and discuss how the two texts have explored the importance of familial bonds</li> <li>• Discusses ways in which language is used to explore the importance of familial bonds</li> <li>• Supports the discussion of the question with some appropriate textual reference</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Identifies with some elaboration examples of the exploration of the importance of familial bonds</li> <li>• Identifies some examples of the way in which language is used to explore the importance of familial bonds</li> <li>• Attempts to compose an argument with reference to the text</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies some ideas and information relevant to the exploration of the importance of familial bonds</li> <li>• Demonstrates some ability to structure and sequence ideas</li> </ul>	1–5

#### **Answers could include:**

The song *Family* and the film *Salut d'Amour* both demonstrate the importance of familial bonds.

The song shows a familial bond between parents and children. The film also delivers a message of the importance of familial bonds but with more details emphasising the connectedness and communication between family members over three generations.

#### Content analysis

##### *Family*

- Realisation of how precious my family is.
- Definition of the family as “the most shining jewel in my life” and “the reason why I live”.
- We hurt our family members who are really close to us, but we shouldn't.
- Pledge to be filial and thankful for the parents' unconditional love.

### *Salut d'Amour*

- The message of the importance of bonding of family members across generations. Unconditional and unchanged love between the old couple, Seongchil and Geumnim, who have terminal diseases, and their children's love and support for them to get through the difficulties and hardships.
- Seongchil who sees himself as a burden to the family, tries to commit suicide when his family argues over whether to send him to a nursing home. Seongchil loses his memories about his family after the suicide attempt. To support Seongchil to live a normal life, each family member shares a role by living in Seongchil's neighbourhood, eg Geumnim is a neighbour who secretly prepares his meals, his son takes the role as Seongchil's boss at a supermarket and Seongchil's grandchildren as the friendly young neighbours helping him everywhere.

The familial bond is a very important value for the happiness of every family member especially in modern society where nuclear families and family break-ups are common.

### Literary techniques

#### *Family*

- Metaphor: family is the most shining jewel in my life (내 인생에 가장 빛나는 보석)
- Reflective language: the repetition of ~ 요, ~죠 endings, lyrics mostly in past tense such as 'I did it carelessly (함부로 했네요)', 'I just took it for granted (받기만 했었네요)', and 'it would be awkward (어색했는지)'
- Emotive language: I was struggling (힘들어했었죠), I couldn't say a word, thank you (고맙다고 말 한마디 못 했었네요), sometimes I'm scared (때로는 두려워요), I realise I love you (사랑해요 이제 알아요)
- Positive and assertive tones: Now I'll love you first, I'll do well, I love you more every day (이제 내가 먼저 사랑할게요, 잘 할게요 매일 더 사랑하며)

#### *Salut d'Amour*

- Metaphor: Seongchil writes “나는 뉘이다” at the end of his journal entry when he is diagnosed with dementia.
- Simile: Seongchil's son recalls his father's saying, “a child is like a stone sitting heavily in the chest”.
- The interaction between different generations, such as the slang, colloquial and informal language used in ordinary people's daily life, reflects the family's values through the establishment of familial bonds.
- The main characters (Seongchil and Geumnim) ask each other's name and explain the meaning of their names. The scenes of naming and calling out family members' names show the restoration of family identity and familial bonds.
- Symbolism: Double meaning of 'redevelopment (재개발)'. For Seongchil, this word is used as a 'signal for being trashed', redevelopment requires 'preliminary clean-up work'. The broken ones should be gone. He thinks of himself as the broken one. On the other hand, for others, it means 'the way to survive in the community'. 'Redevelopment' is used to reveal 'conflict' and 'harmony' of the family members.
- Symbolism: 막핀꽃 (Reflorescence) the flower has bloomed again unexpectedly, which is noticed by Geumnim, to represent the resilience of familial bonds.

## 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

**Answers could include:**

- The spoon class theory has become a new term representing the thinking of the younger generation in Korea.
- Recent statistics show that parents' economic strength is related to their children's academic achievement and success in the future.
- A famous writer's scandal exemplifies that social conflicts and divisions are intensifying. His educational background and career experience were all fake, and he lived such a big fake life just to succeed.
- Some suggestions to overcome the spoon class theory eg learn from the poor little children.
- Children from a poor family are more active and creative, who try to build up their qualifications and abilities.
- The 'Blood, Sweat, and Tears' will be the true standard that young people should build for the future.

## Section III — Writing in Korean

### Questions 6–7

Criteria	Marks
<ul style="list-style-type: none"> <li>• Writes perceptively for a specified context, purpose and audience</li> <li>• Demonstrates a comprehensive understanding of the prescribed contemporary issues</li> <li>• Demonstrates a highly-developed control of language structures and vocabulary</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 a context, purpose and audience</li> <li>• Demonstrates a thorough understanding of the prescribed contemporary issues</li> <li>• Demonstrates a well-developed control of language structures and vocabulary</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 context, purpose and audience</li> <li>• Demonstrates a sound understanding of the prescribed contemporary issues</li> <li>• Demonstrates a satisfactory control of language structures and vocabulary</li> <li>• Demonstrates the ability to organise and express some ideas</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates an awareness of context, purpose and audience using only a narrow range of information and ideas</li> <li>• Uses a limited range of language structures and vocabulary 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

# 2021 HSC Korean and Literature Mapping Grid

## Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Youth culture — conversation	H3.1
1 (b)	3	Youth culture — conversation	H3.1
1 (c)	5	Youth culture — conversation	H3.3, H3.7

## Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Global issue — speech and 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>The old man who carved wooden bats</i> — cultural identity	H3.1
3 (b)	3	<i>The old man who carved wooden bats</i> — cultural identity	H3.1
3 (c)	4	<i>The old man who carved wooden bats</i> — cultural identity	H3.2
3 (d)	6	<i>The old man who carved wooden bats</i> — cultural identity	H3.3, H3.8
4	25	<i>Family and Salut d'Amour</i> — The individual and the community	H2.1, H3.2, H3.3, H3.6, H3.7, H4.1

## Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	Youth culture — news article/letter to the editor	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	Cultural identity — essay	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Global issues — essay	H2.1, H2.2, H2.3, H2.4, H4.2