

2023 HSC Korean and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a sound understanding of the conversation	1

Sample answer:

The two speakers are discussing the dining trend of eating alone in Korea.

Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a sound understanding of how Korean dining culture has changed	3
<ul style="list-style-type: none">Demonstrates some understanding of how Korean dining culture has changed	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Traditionally, individual meals were served in Korean culture. However, this custom changed as eating with others helped to save resources and labour during the Korean War. Now with the increasing number of single households, the dining culture of eating alone has re-emerged.

Question 1 (c)

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

Sample answer:

The two speakers' attitudes towards the issue of Korean eating culture differ significantly.

Minsu embraces eating alone by emphasising historical facts and logically explaining the cause of dining culture changes. He uses the Korean proverb '일석이조' to strengthen his opinion and encourages Yumi to try eating alone by using persuasive language such as '너도 용기내서 한번 해봐'.

On the other hand, Yumi does not support the idea of eating alone. She uses rhetorical questions to express her surprise at Minsu's behaviour. She challenges Minsu's explanation by using a common saying, '언제 밥 한번 같이 먹자' as it is common practice in Korea. Yumi further argues with the use of statistics that eating alone can cause depression and obesity.

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:

Students to express their own opinion on the Internet of Things by discussing both pros and cons.

Pros of the Internet of Things:

- increased mobility and agility
- ease of access
- automation and control
- better time management.

Cons of the Internet of Things:

- invasion of privacy
- personal information leakage
- crime such as falsifying other people’s information
- errors due to software or hardware failures.

Section II — Reading and Responding Part A

Question 3 (a)

Criteria	Marks
• Demonstrates a sound understanding of the symbolism of ‘봄’ as used in the text	2
• Provides some relevant information	1

Sample answer:

‘Spring’ symbolises the liveliness of youth or the hope and joyfulness that comes with youth.

Question 3 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the author’s intention in using the quotation, ‘어느 시인의 말’	4
• Demonstrates a sound understanding of the author’s intention in using the quotation, ‘어느 시인의 말’	3
• Demonstrates some understanding of the author’s intention in using the quotation, ‘어느 시인의 말’	2
• Provides some relevant information	1

Sample answer:

The author uses this quote to emphasise her opinion that the beauty of youth is found in the coexistence of hope and fear for the future. She disagrees that youth would be better at the end of life when people would have the wisdom to enjoy their lives while at the peak of their physical health. The author argues that youth is beautiful because it is the precious time in which people search for purpose and certainty for their futures.

Question 3 (c)

Criteria	Marks
• Demonstrates a thorough understanding of the meaning of 소중한 경험	4
• Demonstrates a sound understanding of the meaning of 소중한 경험	3
• Demonstrates some understanding of the meaning of 소중한 경험	2
• Provides some relevant information	1

Sample answer:

‘The precious experience’ in the text refers to the anguish, sadness or frustration of unrequited love. When a person has a crush on someone, they fall into a terrible sense of self-torment and they can’t appreciate the experience. However, the author treats it as a privilege which only youth can experience, as it becomes a heart-wrenching longing for middle-aged people.

Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how the author conveys her main message to the audience • Provides detailed reference to both the content and use of language in this extract and the text as a whole 	7
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the author conveys her main message to the audience • Provides reference to both the content and use of language in this extract and the text as a whole 	5–6
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the author conveys her main message to the audience • Provides some reference to the content and/or use of language in this extract and/or the text as a whole 	3–4
<ul style="list-style-type: none"> • Demonstrates some understanding of how the author conveys her main message to the audience 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Answers could include:

The narrative account, *Having a painful crush on someone*, encourages young people to embrace their daily lives with the utmost effort and passion.

Content

- The author argues that while having a painful crush may cause frustration, it is a privilege only given to young people which enables them to mature
- Having a crush on someone means an active participation in life, a shortcut to maturity and the best way to practise love
- Youth is the beautiful period of life when one can explore with endless questions about life.

Language

- The author uses a four-step structure for organising a Korean composition – introduction, development, turn and conclusion. This logical structure helps readers to understand the author’s message clearly
- The author uses quotes from a famous poet and novelist to make her message more convincing – eg ‘I’d rather be ash than dust’, ‘When you reach 60, your life is more cherishable’
- The author uses various emotional descriptive words, such as ‘vibrant’, ‘happiness’, ‘envious’, ‘sad’, ‘painful’, ‘suffering’, ‘jealousy’, ‘defilement’ and ‘passionate’ to increase the emotional attachment to youth
- The author uses irony to highlight that this agonising experience gives young people the chance to learn more about themselves.

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 how the writers of both texts express the issue of the succession and progression of Korean culture • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to express the issue of the succession and progression of Korean culture • Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the texts 	20–23
<ul style="list-style-type: none"> • Demonstrates the ability to analyse how the writers of both texts express the issue of the succession and progression of Korean culture • Analyses the way in which language is used to express the issue of the succession and progression of Korean culture • Composes an effective argument with appropriate textual reference 	16–19
<ul style="list-style-type: none"> • Demonstrates the ability to identify and discuss how the writers of both texts express the issue of the succession and progression of Korean culture • Discusses ways in which language is used to express the issue of the succession and progression of Korean culture • 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 issue of the succession and progression of Korean culture • Identifies some examples of the way in which language is used to express the issue of the succession and progression of Korean culture • Attempts to compose an argument with reference to the text(s) 	6–10
<ul style="list-style-type: none"> • Identifies some ideas and information relevant to the issue of the succession and progression of Korean culture • Demonstrates some ability to structure and sequence ideas 	1–5

Answers could include:

Both narrative accounts, *Globalisation of Korean food*, *See the different global perspective on Korean food* and *The old man who carved wooden bats*, deal with the issue of the succession and progression of Korean culture.

Content

- *Globalisation of Korean food*, *See the different global perspective on Korean food*
 - The author believes Korean food should be globalised for maintaining and developing Korean culture. Through objective evaluation by domestic and foreign food experts, it is necessary to accept both advantages and disadvantages
 - The text refers to the localisation of Korean food, and food should be developed to suit the taste of foreigners. However, excessive Korean fusion can become an issue

- The combination of Korean food and culture is important in order to maintain an identity unique to Korean cuisine.
- *The old man who carved wooden bats*
 - When the author’s wife sees the old man’s bat, she praises and admires it, saying that it is a skill that is rare in the world these days. Seeing this, the artist realises the perfection of craftsmanship in general
 - He reflects how he was annoyed with the old man as his attitude was similar to other modern people who only seek speed
 - Ancient porridge and medicinal materials were also made with great care. The author misses the attitude of past generation.

Language

- *Globalisation of Korean food, See the different global perspective on Korean food*
 - **Quotes from experts:** quotes used from various food experts of different nations make the author’s opinion more reliable
 - **Metaphors:** used to help relate the issue to the audience – eg ‘I have a dream that makes my blood seethe’, ‘I am cooking delicious food called Korean food globalisation’
 - **Assertive tone:** used to convince readers to agree with the author’s opinion – eg ‘Now more than ever, we need wise judgment to go out into the bigger world’, ‘we need to accept bitterness as a lesson’, ‘we need to take even sober gazes meaningfully’.
- *The old man who carved wooden bats*
 - **Personal account:** as the text is written based on personal experience, it becomes less formal than an essay and therefore presents as a friendly and relatable text
 - **Rhetorical questions:** help readers to understand that the author is reflecting on his own attitude with some regret and that he is questioning himself
 - **Retrospect:** helps readers to engage with the story – eg ‘Suddenly, I remember the image of an old man mowing a bat 40 years ago, oh, he was looking at that cloud then’
 - **Crossover time composition:** used to provide a vivid experience for the readers
 - **Famous quotes:** used to enhance the philosophical nature of the text – eg ‘채국동리하 유연견남산’ from Do Yeong Myung’s poem.
 - **Dialogue:** to immerse readers in the narrative – eg ‘Can’t you make it a little cheaper?’, ‘If it’s expensive, go somewhere else’.

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

Answers could include:

Background information about the campaign:

- Plastic consumption in Korea is the third largest in the world
- Environmental concerns including enormous usage of disposable containers
- The campaign involves bringing your own container for take-away.

The positive impact of the campaign:

- The campaign spreads rapidly among Generation MZ via SNS
- Can participate in an environmental movement in a small way
- Nowadays, increasing numbers of stores participate in the movement.

Suggestions:

- Bring your own reusable containers
- Share your experiences via SNS by using the hashtag #
- Have the courage to participate in the 용기내 campaign.

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

2023 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 — conversation	H3.1
1 (b)	3	The individual and the community — conversation	H3.1
1 (c)	6	The individual and the community — conversation	H3.4, H3.7

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Global issues — conversation, news report / journal entry	H2.1, H2.3, H3.1, H3.2, H3.4, H3.5

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>Having a painful crush on someone</i> — youth culture	H3.1
3 (b)	4	<i>Having a painful crush on someone</i> — youth culture	H3.1, H3.2
3 (c)	4	<i>Having a painful crush on someone</i> — youth culture	H3.2, H3.3
3 (d)	7	<i>Having a painful crush on someone</i> — youth culture	H3.3, H3.7
4	23	<i>The old man who carved wooden bats and Globalisation of Korean food, See the different global perspective on Korean food</i> — cultural identity	H3.1, H3.2, H3.3, H3.6, H3.7, H4.1

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	Global issues — article/script of a speech	H1.2, H2.1, H2.3, H2.4, H3.2, H3.5, H3.8

Section III — Writing in Korean

Question	Marks	Content	Syllabus outcomes
6	25	Youth culture — essay	H2.1, H2.2, H2.3, H2.4, H4.2, H4.3
7	25	Cultural identity — essay	H2.1, H2.2, H2.3, H2.4, H4.2, H4.3