

2024 HSC Korean and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Jeongwu becomes upset at the beginning of the conversation	2
• Provides some relevant information	1

Sample answer:

He becomes upset because, like his mother and everyone else, Bora suggests he should study medicine or law just because his HSC marks are exceptional. However, he isn't enthusiastic about pursuing either field.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of what Bora thinks about taking a gap year	3
• Demonstrates some understanding of what Bora thinks about taking a gap year	2
• Provides some relevant information	1

Sample answer:

Bora considers gap years to be a waste of time, as she believes it is more important to graduate from university and get a job quickly. She thinks people who take gap years will have difficulty returning to studies, and that activities like part-time work and travelling can easily be done while still attending university.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how Jeongwu effectively conveys his thoughts to Bora, with detailed reference to both content and language techniques 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how Jeongwu effectively conveys his thoughts to Bora, with reference to both content and language techniques 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how Jeongwu effectively conveys his thoughts to Bora, with some reference to both content and language techniques 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how Jeongwu effectively conveys his thoughts to Bora, with some reference to content and/or language techniques 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Jeongwu effectively conveys that he should take a gap year to broaden his perspectives and figure out what he wants to study in university. He uses the proverb ‘frog in the well’ to describe his situation of having lived an insulated life to elicit empathy from Bora. He uses a four-character idiom ‘killing two birds with one stone’ and rhetorical question ‘wouldn’t it also help me to establish my identity as a Korean–Australian?’ to emphasise the multiple benefits of working in Korea during his gap year. He uses statistics of higher academic achievements and lower university drop-out rates, as well as the fact that he has successfully lived by himself in Korea before, to relieve Bora of her concerns.

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:

Pros of reverse migration

- Can strengthen family ties
- Remove the English language barrier for parents/carers
- Potential to work in a fairer environment, avoiding possible racial discrimination, discrimination towards immigrants and glass ceilings
- Can stay immersed in K-pop/K-culture
- Can take advantage of Korea’s efficient healthcare system.

Cons of reverse migration

- May be difficult to make new friends
- Need to re-adapt to a changed (new) environment
- Move away from the Australian working environment that values individual abilities
- Cannot escape the competitiveness of Korean society
- Australia has a cleaner environment.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Demonstrates a sound understanding of what ‘세상’ represents in the phrase	2
• Provides some relevant information	1

Sample answer:

The word ‘세상’ represents the world where you can bring your dreams and aspirations to life, emerging from one’s isolation.

Question 3 (b)

Criteria	Marks
• Demonstrates a sound understanding of what ‘날개’ symbolises in the song	3
• Demonstrates some understanding of what ‘날개’ symbolises in the song	2
• Provides some relevant information	1

Sample answer:

‘Wings’ symbolise the longing for hopes and dreams. In the lyrics, ‘wings that have been cramped for so long’ represent one who has lost hope and courage. ‘Unfold my wings and confidently soar higher’ represents the overcoming of being lost and expresses the determination to pursue one’s dreams.

Question 3 (c)

Criteria	Marks
• Provides a sound description of the connection between the title ‘비상’ and the theme of the song	3
• Provides some description of the connection between the title ‘비상’ and the theme of the song	2
• Provides some relevant information	1

Sample answer:

The title ‘비상’ means ‘to soar high’, signifying the overcoming of difficult current situations and moving towards hope. This aligns with the theme of the song, which is the desire to fly high towards new aspirations, rather than regretting past pain and scars.

Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive evaluation of how effectively the song conveys the pressures placed on adolescents, with detailed reference to both the content and musical elements of the song 	7
<ul style="list-style-type: none"> Provides a thorough evaluation of how effectively the song conveys the pressures placed on adolescents, with reference to both the content and musical elements of the song 	5–6
<ul style="list-style-type: none"> Provides a sound evaluation of how effectively the song conveys the pressures placed on adolescents, with some reference to the content and/or musical elements of the song 	3–4
<ul style="list-style-type: none"> Demonstrates some understanding of how the song conveys the pressures placed on adolescents 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Answers could include:

This song very effectively conveys the pressures placed on adolescents.

Content

- The confused and lost mind of adolescence is portrayed as a natural process of growth that everyone experiences ‘at least once in their lives’.
- The lyrics ‘I couldn’t return to where I started’ reveal the self-struggle experienced by adolescents.
- ‘I confined myself, in too many thoughts and worries’ reminds adolescents that the one closing the door to their hearts, preventing them from going out into the world, is ultimately themselves.

Musical Elements

- The introduction features a quiet interplay of bass guitar and keyboard, and the song, starting with a slower and lower key (tone) has been used to describe adolescents who are experiencing social isolation and negative feelings due to the experience of failure and excessive pressures, such as friendship and relationship issues, anxiety and lack of confidence.
- The song moves on to the next part, which has a more emphasised and wider range of pitch (high tone), and with more instrumental background playing. This illustrates that it is time for those who are isolated (adolescents) to come out to the real world, where they can portray their undiscovered strengths and potentials.

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 message is explored in the short story • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to explore the message in the short story • 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 how the message is explored in the short story • Analyses the way in which language is used to explore the message in the short story • Composes an effective argument with appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Demonstrates the ability to identify and discuss how the message is explored in the short story • Discusses ways in which language is used to explore the message in the short story • 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 how the message is explored in the short story • Identifies some examples of the way in which language is used to explore the message in the short story • Attempts to compose an argument with reference to the text 	6–10
<ul style="list-style-type: none"> • Identifies some ideas and information relevant to the message which is explored in the short story • Demonstrates some ability to structure and sequence ideas 	1–5

Answers could include:

The people in *That Woman’s House* live in hardship, as they cannot escape historical domination. The Japanese colonial period and national division brought tragedy and unhappiness not only to individuals, but to the entire nation.

Content

- The author focuses on the love story of Mandeuk and Gopdan, intertwining personal tragedies with national issues like the comfort women problem and division.
- In the opening, the narrator recalls the past, connecting Gopdan’s house with Kim Yong-taek’s poem ‘That Woman’s House,’ highlighting the contrast between the idyllic village and impending tragedy.
- Gopdan and Mandeuk’s once destined relationship collapses due to historical turmoil. Mandeuk is conscripted, and Gopdan marries an older man to avoid being sent to a comfort women camp, both becoming victims of the era.

- The tragedy continues after liberation, which led to the division of North and South Korea, as Gopdan becomes North Korean and Mandeuk a displaced person, preventing their reunion.
- Mandeuk's wife, Sunae, suffers from jealousy towards Gopdan, enduring a lifetime of misery and unfulfilled love, which further reveals the impact of historical turmoil on individuals.
- Elderly individuals from Haengchon-ri attend regular meetings in Seoul, as they try to connect with people from their hometown who are now located in North Korea.
- The novel's conclusion, expressed through Mandeuk's desire for justice, reflects not only the personal tragedy of Mandeuk and Gopdan but also the broader suffering endured by the nation due to Japanese colonialism and national division.

Language techniques

- Using a frame narrative structure, Mandeuk's life in Seoul serves as the external story, complemented by the internal story of Mandeuk and Gopdan in Haengchon-ri. This structure adds depth and complexity, providing varied perspectives on characters and their experiences, enriching the reader's understanding of the narrative.
- Direct portrayal (직유법) represents Gopdan's forced marriage by the Japanese during the colonial period, intended to prevent her from being taken as a comfort woman. Gopdan's expression was grim, devoid of any emotion, described as 'like that of a dead person'.
- Symbolism (상징법) is used to illustrate the image of a pair of beautiful lovers – '만득이가 개천에서 난 용이라면 곱단이는 진흙탕에 핀 연꽃이었다' (Lit: If Mandeuk was a dragon born from a stream, Gopdan was a lotus blooming in a muddy pond). The use of rhetorical question '내 마음 알겠어요?' (Lit: do you know how I feel?) and inversion '나는 느낄 수가 있어요. 곱단이의 억울하고 절망적인 심정을요' (Lit: I can sense it. Gopdan's feelings of frustration and despair) in the latter part of the novel contrasts with the symbolism, revealing how the two characters became victims of the turbulent times.
- Proverbs are used by the author to arouse the reader's interest and allow the readers to easily experience the situations – others perceive themselves as happy, but Sunae, Mandeuk's wife, vehemently asserts that she is merely a victim of the time – '빛 좋은 개살구' (Lit: A wild apricot with beautiful colour) means 'to describe something that looks good on the outside, but is lacking on the inside'.

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:

- 한옥의 재발견과 관광산업으로 성장: 한옥 내부를 현대적인 공간으로 재해석하여 카페나 레스토랑으로 재건축.
- 한옥 체험 프로그램과 전통 매력을 살린 예능 및 숙박 체험 프로그램 증가하는 반면, 주민 불편과 교통, 주차 문제로 인한 오버투어리즘의 부정적 영향도 고려해야 함.
- 한옥의 재래식 구조에 따른 불편과 비싼 유지비가 따르지만, 한옥은 자연 친화적이고 세계적으로 인정 받고 있으며 건강상의 이점도 있음.

Answers could include (translation):

- Rediscovery of *Hanok* and growth in the tourism industry: reinterpreting the interiors of *Hanok* as modern spaces and reconstructing them into cafes or restaurants.

- While *Hanok* experience programs increase entertainment and showcase accommodation with traditional charm, resident discomfort and tourism issues need to be addressed.
- Even though traditional *Hanok* structures are inconvenient and costly, they are eco-friendly and their internationally recognised *ondol* systems have health benefits.

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

2024 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	H3.2
1 (c)	5	Youth culture — conversation	H3.3, H3.7

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	The individual and the community — news report/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>Desire To Fly</i> — youth culture	H3.1
3 (b)	3	<i>Desire To Fly</i> — youth culture	H3.7
3 (c)	3	<i>Desire To Fly</i> — youth culture	H3.4
3 (d)	7	<i>Desire To Fly</i> — youth culture	H3.7, H3.8
4	25	<i>That Woman's House</i> — global issues	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	Cultural identity — online forum/article	H2.1, H2.2, H2.3, H2.4, H3.2, H3.3, H3.5, H3.8

Section III — Writing in Korean

Question	Marks	Content	Syllabus outcomes
6	25	Youth culture— script of a speech	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Global issues — script of a speech	H2.1, H2.2, H2.3, H2.4, H4.2