



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## 2009 HSC Korean Background Speakers Marking Guidelines — Written Examination

### Section I — Listening and Responding Part A

#### Question 1 (a)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Provides a detailed and accurate summary of Songyi's point of view	4
• Identifies some points of Songyi's point of view	2–3
• Demonstrates a limited understanding of Songyi's point of view	1

#### Question 1 (b)

*Outcomes assessed: H3.3, H3.7*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of Youngho's use of language • Demonstrates a clear understanding of Youngho's argument	6
• Demonstrates a good understanding of Youngho's use of language • Demonstrates a good understanding of Youngho's argument	4–5
• Demonstrates some understanding of Youngho's use of language • Demonstrates some understanding of Youngho's argument	2–3
• Identifies some relevant information	1

## Section I — Listening and Responding

### Part B

#### Question 2

*Outcomes assessed: H2.1, H2.3, H3.2, H3.3, H3.4, H3.5*

#### MARKING GUIDELINES

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 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>	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 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>	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

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

*Outcomes assessed: H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates clear understanding of the significance of the word ‘Bangui’	2
• Demonstrates some understanding of the word	1

#### Question 3 (b)

*Outcomes assessed: H3.2, H3.7, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates clear understanding of what the ‘rally’ represents	3
• Demonstrates some understanding of the meaning of the ‘rally’	2
• Identifies some relevant information	1

#### Question 3 (c)

*Outcomes assessed: H3.3, H3.6, H3.7*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of the reason in relation to the context of the story • Demonstrates an insightful understanding of the significance of the role of the character in the text • Explains the reason with a clear textual reference	5
• Demonstrates some understanding of the reason in relation to the content of the story • Demonstrates some understanding of the significance of the role of the character in the text • Explains the reason with a textual reference	3–4
• Demonstrates a limited understanding of the reason in relation to the content of the story • Demonstrates a limited understanding of the role of the character in the text	1–2

**Question 3 (d)***Outcomes assessed: H3.2, H3.3, H3.7, H4.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to analyse the features of the main character through the whole story</li><li>• Demonstrates a perceptive and insightful understanding of the author's intended message in relation to the theme of the story</li><li>• Demonstrates an excellent control of vocabulary and language structures</li><li>• Composes a coherent and well-structured argument demonstrating a comprehensive understanding of the story</li></ul>	8–10
<ul style="list-style-type: none"><li>• Demonstrates the ability to analyse the features of the main character through the whole story</li><li>• Demonstrates a good understanding of the author's intended message in relation to the theme of the story</li><li>• Composes an effective argument with an appropriate textual reference</li></ul>	5–7
<ul style="list-style-type: none"><li>• Demonstrates some ability to identify and discuss the features of the main character</li><li>• Support some discussion of the question with some appropriate textual reference</li><li>• Provides some details of the story</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the story</li><li>• Demonstrates a limited ability to structure and sequence</li></ul>	1–2

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

*Outcomes assessed: H2.1, H3.1, H3.2, H3.3, H3.7, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to analyse the features of the poem</li><li>• Demonstrates a perceptive and insightful ability to analyse the way in which the theme is explored</li><li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the poem</li></ul>	17–20
<ul style="list-style-type: none"><li>• Demonstrates the ability to analyse the features of the poem</li><li>• Analyses the way in which the theme is explored</li><li>• Composes an effective argument with appropriate textual reference</li></ul>	13–16
<ul style="list-style-type: none"><li>• Demonstrates the ability to identify and discuss the features of the poem</li><li>• Discusses ways in which the theme is explored</li><li>• Supports the discussion of the question with some appropriate textual reference</li></ul>	9–12
<ul style="list-style-type: none"><li>• Identifies with some elaboration features of the poem</li><li>• Identifies some examples of the way in which the theme is explored</li><li>• Attempts to compose an argument with reference to the poem</li></ul>	5–8
<ul style="list-style-type: none"><li>• Identifies some ideas and information relevant to the poem</li><li>• Demonstrates some ability to structure and sequence ideas</li></ul>	1–4

## Section II — Reading and Responding

### Part B

#### Question 5

*Outcomes assessed: H1.2, H2.1, H2.3, H2.4, H3.8*

#### MARKING GUIDELINES

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

## Section III — Writing in Korean

### Questions 6–8

*Outcomes assessed: H2.1, H2.2, H2.3, H2.4, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Writes perceptively for a specified audience, context and purpose</li> <li>Demonstrates an excellent control of vocabulary and language structures</li> <li>Demonstrates a highly developed and sophisticated control of Korean vocabulary and syntax</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 an audience, context and purpose</li> <li>Demonstrates a well-developed command of Korean with a comprehensive range of vocabulary and syntax</li> <li>Demonstrates the ability to manipulate language</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 audience, context and purpose</li> <li>Demonstrates a satisfactory command of Korean, with a sound base of vocabulary and syntax</li> <li>Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Demonstrates an awareness of audience and context using only a narrow range of information and ideas</li> <li>Uses a limited range of predictable vocabulary and language structures 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

# Korean Background Speakers

## 2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I — Listening and Responding</b>			
<b>Part A</b>			
1 (a)	4	Gender in today's society — conversation	H3.1, H3.2
1 (b)	6	Gender in today's society — conversation	H3.3, H3.7
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
2	10	Reconciling traditional and contemporary Korean culture — interview / article	H2.1, H2.3, H3.2, H3.3, H3.4, H3.5
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
3 (a)	2	<i>Hwang Man Kun said this</i>	H3.3
3 (b)	3	<i>Hwang Man Kun said this</i>	H3.2, H3.7, H4.1
3 (c)	5	<i>Hwang Man Kun said this</i>	H3.3, H3.6, H3.7
3 (d)	10	<i>Hwang Man Kun said this</i>	H3.2, H3.3, H3.7, H4.1
4	20	<i>Christmas Celebration</i>	H2.1, H3.1, H3.2, H3.3, H3.7, H4.1
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
5	15	The impact of information and technology — article / essay	H1.2, H2.1, H2.3, H2.4, H3.8
<b>Section III — Writing in Korean</b>			
6	25	Pressures on young people today — speech	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Environmental concerns — speech	H2.1, H2.2, H2.3, H2.4, H4.2
8	25	Australian and Korean perspectives on lifestyle and culture — speech	H2.1, H2.2, H2.3, H2.4, H4.2