

2016 HSC Korean Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies what Minsu learns from the conversation	2
• Identifies some relevant information	1

Sample answer:

Minsu learns that the English assignment is due next Thursday and that the excursion has been cancelled.

Question 2

Criteria	Marks
• Identifies why the female speaker is so impressed with the hotel	2
• Provides some relevant information	1

Sample answer:

The speaker is impressed because the hotel was not expensive for what it offers. She is also impressed by the lights in the room which turn off and on when you clap.

Question 3

Criteria	Marks
• Identifies what led Kim Younghee to set up the library	2
• Provides some relevant information	1

Sample answer:

She had a large collection of books. She kept them/wants to be able to give others access to books.

Question 4

Criteria	Marks
• Demonstrates a good understanding of how the speakers feel about K-pop	3
• Demonstrates some understanding of how the speakers feel about K-pop	2
• Provides some relevant information	1

Sample answer:

They feel very differently. The male is passionate about everything related to K-pop (eg the music and the lyrics) and he listens to nothing else. He bought his ticket to the concert long ago/last September.

The female knows very little about K-pop, but she likes the dancing and fashion. She did not even buy her ticket to the concert.

Question 5

Criteria	Marks
• Demonstrates a good understanding of how and why Chulsu reacts to Nari's suggestions	3
• Demonstrates some understanding of how and/or why Chulsu reacts to Nari's suggestions	2
• Provides some relevant information	1

Sample answer:

He reacts by rejecting both suggestions regarding his problem of playing online games all night. He does not want to tell his parents because they think he is studying. Also, he thinks that the problem is not serious enough to see/talk about with a school counsellor.

Question 6

Criteria	Marks
• Summarises the positive and negative aspects	4
• Identifies some of the positive and/or negative aspects	2–3
• Provides some relevant information	1

Sample answer:

<i>Positive aspects</i>	<ul style="list-style-type: none"> • Delicious food to taste • Free cultural exhibits
<i>Negative aspects</i>	<ul style="list-style-type: none"> • Public transport is poor late at night • Shops close too early in the evening

Question 7

Criteria	Marks
• Demonstrates a thorough understanding of the reasons for Jinho's different emotions	4
• Demonstrates a good understanding of the reasons for Jinho's different emotions	3
• Demonstrates some understanding of Jinho's emotions	2
• Provides some relevant information	1

Sample answer:

Initially Jinho shows that he is happy when describing the new area he lives in because he likes being close to the beach, parks etc.

However, he becomes nostalgic/sad when he talks about missing his old house and old friends / he feels rejected by his old friends because they treated him like a guest when he visited them.

When he talks about his schoolwork he shows anxiety/concern. He has missed out on a few topics in Maths and has to study harder.

Question 8

Criteria	Marks
• Demonstrates a thorough understanding of how the new product is promoted, with detailed reference to language and content	5
• Demonstrates a good understanding of how the new product is promoted, with some reference to language and content	4
• Demonstrates some understanding of how the new product is promoted with limited reference to language and/or content	3
• Demonstrates limited understanding of the new product and/or how the advertisement promotes it	2
• Provides some relevant information	1

Sample answer:

The text promotes the new car as being a step into the future. It describes it as technologically advanced, eg it parks itself; as comfortable and luxurious with the use of similes, eg like floating on a cloud.

The text uses exaggeration, claiming that with these cars there will be no accidents in the future, and that it will change your life.

The text also promotes the car as a status symbol, promising that friends will be envious. It uses repetition to reinforce how important this car is in showing off your success.

Uses second person (you) to address the listener personally, and finishes with a rhetorical question to challenge the listener.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Identifies the author's profession	2
• Provides some relevant information	1

Sample answer:

The author is an agricultural expert and a successful businessman / a researcher.

Question 9 (b)

Criteria	Marks
• Demonstrates a good understanding of the physical appearance of the grandmother	3
• Demonstrates some understanding of the physical appearance of the grandmother	2
• Provides some relevant information	1

Sample answer:

The author remembers his grandmother as small but strong, with a bright smile and dark sunburnt skin. Her hands were very rough (from doing lots of work in the paddy field).

Question 9 (c)

Criteria	Marks
• Demonstrates a thorough understanding of what the author means by the statement	5
• Demonstrates a good understanding of what the author means by the statement	4
• Demonstrates some understanding of the statement and its meaning for the author	2–3
• Provides some relevant information	1

Sample answer:

He hopes that his grandmother is proud of him as an adult because he feels that she is responsible for the man he now is, and that without her influence he would not be the person he is nor would he have achieved the success he has.

He wants her and us to know how much she has influenced him through her loving nature, hard work and determination. He learnt to overcome difficulties, work hard, achieve his goals and become rich. He has learnt to be determined and patient and has developed a positive attitude towards life. He has also learned from her that the land is a great source of wealth and goodness, leading him to his successful career.

Question 10 (a)

Criteria	Marks
• Identifies what has prompted the responses to the editor	2
• Provides some relevant information	1

Sample answer:

They are responding to the editor's comments about reality TV shows.

Question 10 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how Kim supports his argument	4
• Demonstrates a good understanding of how Kim supports his argument	3
• Demonstrates some understanding of Kim's argument	2
• Provides some relevant information	1

Sample answer:

Kim is in favour of reality shows. He highlights the positive aspects of such shows which allow people to develop their talents. He points out that the performers are just ordinary people and that these shows help with the wellbeing of viewers by allowing performers to share their laughter and tears. He further claims that these shows help us to forget the gloomy reality.

Question 10 (c)

Criteria	Marks
• Demonstrates a thorough understanding of what June's letter shows about his personality, with detailed reference to the text	4
• Demonstrates a good understanding of what June's letter shows about his personality, with some reference to the text	3
• Demonstrates some understanding of what June's letter shows about him, with/without limited reference to the text	2
• Provides some relevant information	1

Sample answer:

June is opposed to reality shows. He is dramatic, saying that the shows have invaded our homes etc. He is cynical about the reasons for these shows – all about making money. He is disrespectful/insulting/arrogant by asking provocative questions, eg 'who wants to watch . . .?', implying that people who watch these shows are wasting their time.

Question 10 (d)

Criteria	Marks
• Demonstrates a thorough understanding of how the two people present their views, with detailed reference to both language and content	5
• Demonstrates a good understanding of how the two people present their views, with satisfactory reference to both language and content	4
• Demonstrates some understanding of how the two people present their views, with some reference to language and/or content	3
• Demonstrates limited understanding of the views of the two people	2
• Provides some relevant information	1

Sample answer:

Thomas concedes that some reality shows are bad, but on the whole he is in favour of them. He stresses the importance of such shows for young people and that they bring/bond people together. He uses exaggeration in claiming that the ‘sky will fall’ and ‘their hearts will be empty’ to support his point.

Sally, on the other hand, does watch these shows but she questions whether these shows represent true reality ie it is not her idea of reality. She emphasises their lack of reality by saying, ‘as real as a rabbit living on the moon’. Also she speaks purely about herself and makes no reference to others (to the advantages or disadvantages).

She also uses a rhetorical question to ridicule those who take these shows seriously, eg will I spend time eating worms to prove something to others?

Section II — Reading and Responding

Part B

Question 11

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an excellent understanding of the whole text • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13–15
<ul style="list-style-type: none"> • Demonstrates a good understanding of the text • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10–12
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas 	7–9
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text 	4–6
<ul style="list-style-type: none"> • Responds to isolated elements in the text • Uses single words or set formulae to express information 	1–3

Section III — Writing in Korean

Question 12

Criteria	Marks
<ul style="list-style-type: none"> • Writes effectively and appropriately in relation to the audience, purpose and context of the task • Manipulates vocabulary, language structures and features authentically and creatively relevant to the task 	5
<ul style="list-style-type: none"> • Writes with a good understanding of the audience, purpose and context of the task • Demonstrates a good understanding of vocabulary, language structures and features relevant to the task 	4
<ul style="list-style-type: none"> • Writes with some awareness of the audience, purpose and context of the task • Demonstrates some understanding of vocabulary, language structures and features relevant to the task 	2–3
<ul style="list-style-type: none"> • Produces some comprehensible language relevant to the task 	1

Section III (continued)**Question 13**

Criteria	Marks
<ul style="list-style-type: none"> • Writes effectively and appropriately for the audience, purpose and context of the task • Manipulates language structures authentically and creatively relevant to the task • Sequences and structures ideas and information coherently and effectively 	10
<ul style="list-style-type: none"> • Writes with a good understanding of the audience, purpose and context of the task • Demonstrates an excellent understanding of language structures relevant to the task • Sequences and structures ideas and information effectively 	8–9
<ul style="list-style-type: none"> • Writes with an understanding of the audience, purpose and context of the task • Demonstrates a good understanding of language structures relevant to the task • Organises some information and ideas 	6–7
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a rudimentary understanding of vocabulary and sentence structures • Attempts to organise information and ideas 	4–5
<ul style="list-style-type: none"> • Attempts to address the requirements of the task • Uses single words, set formulae and unrelated sentences to express information 	2–3
<ul style="list-style-type: none"> • Produces some comprehensible language relevant to the task 	1

2016 HSC Korean Continuers

Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4

Written Examination

Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	2	Education — conversation	H3.1
2	2	The self and family — conversation	H3.1
3	2	Everyday life and activities — news/radio event	H3.1
4	3	Everyday life and activities — conversation	H3.4
5	3	Family life — conversation	H3.5
6	4	Korea as a tourist destination — speech	H3.2
7	4	The self and family — conversation	H3.5
8	5	The world of work — radio announcement	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Family life — article	H3.1
9 (b)	3	Family life — article	H3.1
9 (c)	5	Family life — article	H3.5
10 (a)	2	Everyday life and activities — letters	H3.1
10 (b)	4	Everyday life and activities — letters	H3.4
10 (c)	4	Everyday life and activities — letters	H3.6
10 (d)	5	Everyday life and activities — letters	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	The world of work — email/email	H1.2, H1.3, H3.1

Section III — Writing in Korean

Question	Marks	Content	Syllabus outcomes
12	5	The world of work — email	H2.1, H2.2, H2.3
13 (a)	10	The self and family — diary entry	H2.1, H2.2, H2.3
13 (b)	10	Education — diary entry	H2.1, H2.2, H2.3