

## 2017 HSC Korean Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Identifies what the speakers are planning to do this Friday	2
• Provides some relevant information	1

*Sample answer:*

They are planning to meet at 6 pm (in front of the coaching college) then have dinner at the Japanese restaurant.

#### Question 2

Criteria	Marks
• Demonstrates a good understanding of who can apply	3
• Demonstrates some understanding of who can apply	2
• Provides some relevant information	1

*Sample answer:*

Year 12 students who can speak English well (to assist visiting Australian teachers) and do not have afternoon lessons on Wednesday.

**Question 3**

Criteria	Marks
• Demonstrates a good understanding of the purpose of the phone call	3
• Demonstrates some understanding of the purpose of the phone call	2
• Provides some relevant information	1

*Sample answer:*

Minho wants to inform Tom that he hurt his leg and that a replacement needs to be found for the soccer match this Saturday. He also wants to tell Tom to bring \$5 for the Christmas party.

**Question 4**

Criteria	Marks
• Provides correct answer	1

*Sample answer:*

A

**Question 5**

Criteria	Marks
• Demonstrates a good understanding of how the change in Hyunjin’s home has affected him	3
• Demonstrates some understanding of how the change in Hyunjin’s home has affected him	2
• Provides some relevant information	1

*Sample answer:*

The speaker’s mother used to cook all meals but has started to work this year and returns home too late to cook. So the speaker has had to learn to cook because he has to make dinner once a week. Initially he wasn’t good at cooking, but he has improved and enjoys being able to cook meals he likes to eat.

**Question 6**

Criteria	Marks
• Demonstrates a thorough understanding of the extent of the speaker’s satisfaction with her experience in Korea	4
• Demonstrates a good understanding of the extent of the speaker’s satisfaction with her experience in Korea	3
• Demonstrates some understanding of the extent of the speaker’s satisfaction of the speaker’s experience in Korea	2
• Provides some relevant information	1

**Sample answer:**

Initially, the speaker’s experience wasn’t very satisfaction as it wasn’t beneficial in terms of improving her Korean. She worked as an English teacher and always spoke English at the college. She earned a lot but she didn’t have time to meet friends or go to fun places.

The only enjoyment she had was trying various Korean traditional cuisines.

However, once she joined the mountain climbing club (which she had been interested in) her stay became more satisfying. Her Korean improved and she was also able to travel to various places, and make lasting friends.

**Question 7**

Criteria	Marks
• Demonstrates a thorough understanding of to what Jihoon attributes people’s awareness of the campaign	4
• Demonstrates a good understanding of to what Jihoon attributes peoples’ awareness of the campaign	3
• Demonstrates some understanding of the campaign	2
• Provides some relevant information	1

**Sample answer:**

Jihoon believes that people are aware of the campaign ‘Don’t use plastic’ due to a number of factors. A significant factor was the introduction of the new mascot Doorri which is very popular and which people immediately identify with the campaign. Doorri has become very popular and is seen everywhere. He also attributes people’s awareness to the use of funny slogans and the additional advertising method, the newspaper, to reach out to a wider audience group such as the elderly.

**Question 8**

Criteria	Marks
• Provides a thorough comparison of how the speakers convey their views with detailed reference to content and language	5
• Provides a clear comparison of how the speakers convey their views with reference to content and language	4
• Provides good comparison of how the speakers convey their views with reference to content and/or language	3
• Provides some detail of the speakers' views	2
• Provides some relevant information	1

***Sample answer:***

They both value/love animals. However, Jenny is against keeping animals in a zoo. David disagrees and enjoys visiting zoos.

Jenny believes that it is wrong to keep animals for human entertainment. She supports her argument with facts and statistics (life span of an elephant), uses emotional language (I am really upset about this, I feel terrible for them and uses a rhetorical question (How would you like it if I kept you in a room for a long time?) to make the male speaker feel guilty.

On the other hand, David's view reflects his personal experience and assumptions. He admits that he likes taking photos of animals. He sarcastically suggests that animals being in a zoo is equivalent to him being in an expensive hotel. He also makes his final argument by saying that the pandas are protected because of the zoo. He ends with a rhetorical question to show that he believes that the protection of animals in zoos is important.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Demonstrates a good understanding of what prompted the author to start the club	2
• Provides some relevant information	1

**Sample answer:**

The author started the club because of his love of Korean drama and the desire to meet other Korean drama fans.

#### Question 9 (b)

Criteria	Marks
• Demonstrates a good understanding of the benefits of being a member of the club in the early years	3
• Demonstrates some understanding of the benefits of being a member of the club in the early years	2
• Provides some relevant information	1

**Sample answer:**

They saved money by swapping their Korean drama DVD collections, learned Korean through studying the script together, and shared a strong friendship with each other.

#### Question 9 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how the author now feels about the club	4
• Demonstrates a good understanding of how the author now feels about the club	3
• Demonstrates some understanding of how the author now feels about the club	2
• Provides some relevant information	1

**Sample answer:**

The author feels proud about the club’s significant membership growth and actor/fan meetings they are now able to have. He is happy to frequently travel to host events as the president of the club.

However, at the same time the author does feel nostalgic about the intimacy it once had in its earlier days, as he feels a loss of personal connection with its members.

**Question 10 (a)**

Criteria	Marks
• Provides the reason that prompted Yoonah to write the email	2
• Provides some relevant information	1

*Sample answer:*

Yoonah found an old letter from school. This reminded her that she had not been in contact with Sookyoung for a long time.

**Question 10 (b)**

Criteria	Marks
• Identifies the functions of the name tags	2
• Provides some relevant information	1

*Sample answer:*

The name tags allow students to travel free on buses as well as allowing them entry into the school.

**Question 10 (c)**

Criteria	Marks
• Demonstrates a good understanding of what the writer means by the statement	3
• Demonstrates some understanding of what the writer means by the statement	2
• Provides some relevant information	1

*Sample answer:*

Yoonah’s comment ‘my mistake on that day was my luck in disguise/hindsight’ refers to their first meeting through a mistake which started their friendship.

Although Yoonah’s reaction to Sookyoung taking ‘her’ seat was horrible, it was the beginning of a wonderful relationship between the two, which she could not have seen then (in disguise). The writer obviously values the friendship.

**Question 10 (d)**

Criteria	Marks
• Demonstrates a thorough understanding of the similarities and differences in how Sookyoung and Yoonah felt about the weekly homework	4
• Demonstrates a good understanding of the similarities and differences in how Sookyoung and Yoonah felt about the weekly homework	3
• Demonstrates some understanding of how Sookyoung and Yoonah felt about the weekly homework	2
• Provides some relevant information	1

**Sample answer:**

Yoonah hated writing the diary entries while Sookyoung did not mind writing them.

Yoonah did all the diary entries the night before they were due. She resented how much time they took her and the low marks she got for them.

Sookyoung kept her real diary to herself (to protect her privacy) and submitted a false one to the teacher. However, she was embarrassed by the good marks she got.

**Question 10 (e)**

Criteria	Marks
• Demonstrates a comprehensive understanding of what the email reveals about Yoonah’s personality when she was younger with detailed reference to the text	5
• Demonstrates a sound understanding of what the email reveals about Yoonah’s personality when she was younger with appropriate reference to the text	4
• Demonstrates a good understanding of what the email reveals about Yoonah’s personality when she was younger with some reference to the text	3
• Demonstrates some understanding of Yoonah’s personality	2
• Provides some relevant information	1

**Sample answer:**

She was unfocused/forgetful/disorganised. She forgot about her teacher’s home visit and wearing her name tag to school.

She was cheeky/disrespectful/disobedient. She was able to sneak her entry into school by borrowing her sister’s nametag. She still went with her friend, to Comic Café although her mum had placed a ban on her going there.

However, she realised that she had made a mistake and had been rude, so she was humble and wrote a letter to apologise.

## Section II — Reading and Responding Part B

### Question 11

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

### Section III — Writing in Korean

#### Question 12

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

### Section III (continued)

#### Question 13

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

# 2017 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	The self and family — dialogue	H3.1
2	3	Education — announcement	H3.1
3	3	Everyday life and activities — phone message	H3.3
4	1	Family life — conversation	H3.5
5	3	Family life — conversation	H3.1
6	4	Korea as a tourist destination — speech	H3.4
7	4	The world of work — interview	H3.5
8	5	Everyday life and activities — conversation	H3.6

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	The world of work — article	H3.1
9 (b)	3	The world of work — article	H3.4
9 (c)	4	The world of work — article	H3.5
10 (a)	2	Daily life in Korea — email with an attachment	H3.1
10 (b)	2	Daily life in Korea — email with an attachment	H3.1
10 (c)	3	Daily life in Korea — email with an attachment	H3.5
10 (d)	4	Daily life in Korea — email with an attachment	H3.4
10 (e)	5	Daily life in Korea — email with an attachment	H3.6

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Daily life in Korea — email	H1.2, H1.3, H3.1

### Section III — Writing in Korean

Question	Marks	Content	Syllabus outcomes
12	5	Everyday life and activities — email	H2.1, H2.2, H2.3
13 (a)	10	Everyday life and activities — article	H2.1, H2.2, H2.3
13 (b)	10	Education — article	H2.1, H2.2, H2.3