



2013 Heritage Korean Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
• Demonstrates a perceptive understanding of the text by identifying the main features of the principal's announcement	4
• Demonstrates a good understanding of the text by identifying several features of the principal's announcement	3
• Demonstrates some understanding of the text by identifying some features of the principal's announcement	2
• Identifies some relevant information	1

Sample answer:

교장 선생님은 학생들이 에코 스쿨 프로그램에 참여하도록 격려하기 위해서 말씀을 했다. 환경 문제의 심각성을 알리고 세계 시민의 한 사람으로서 실천이 중요하다고 했다. 모든 학생들이 참여하도록 이 프로그램에 대해 설명하고, 참여한 학생들을 칭찬했다. 또 이 프로그램의 신청 방법을 자세히 알려주기 위해 이 말씀을 하셨다.

Sample answer translation:

The principal made an announcement to encourage students to participate in the Eco school program. The principal believes that our environment is in danger and as a global citizen the individual student should act. He explained the Eco School program and praised students who are participating in it in order to encourage all students to be proactively involved in developing the Eco School. This announcement also gave details about how students can enrol in the program.

**Question 2**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how Inho's and Sumi's values and attitudes are emphasised by their use of language• Supports answer with relevant references to the text• Communicates relevant information in comprehensible English	7–8
<ul style="list-style-type: none">• Demonstrates a good understanding of how Inho's and Sumi's values and attitudes are emphasised by their use of language• Supports answer with some references to the text• Communicates in comprehensible English	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of how Inho's and Sumi's values and attitudes are emphasised by their use of language• Identifies some examples from the text• Communicates in comprehensible English	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of how Inho's and Sumi's values and attitudes are emphasised by their use of language• Attempts to provide some relevant information• Communicates in comprehensible English	1–2

Sample answer:

Inho and Sumi have different values and attitudes towards workplace ethics and practices. These different views are reflected in their language use and tone.

Inho values communal benefit and dedication to work above any other personal engagement. His attitude towards work authority is following the boss's order unconditionally. He also believes team spirit will be strengthened by sharing food together and sharing food is a Korean traditional value. Inho employs logical structure to express his reasons. His assertive tone is reflected in commanding verbal endings. Inho emphasises his point of view by using metaphor.

Sumi doesn't agree with Inho's view. She believes that work and personal life should be separated. She values individual freedom and the respecting of employees' rights. She believes in the importance of individual creativeness in the workplace rather than following the order of the team leader unconditionally. Her approach to work is that being courteous and doing your best is enough. Sumi's tone of voice changes as her emotions change during the conversation. Statements and repetition emphasise her beliefs. Sumi uses various language techniques such as rhetorical questions and metaphors to express her point of view.

**Question 3**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of both texts by responding to the values, beliefs and opinions in the texts• Writes effectively for the context, purpose and audience• Demonstrates an extensive knowledge and understanding of Korean language structures and vocabulary	9–10
<ul style="list-style-type: none">• Demonstrates a good understanding of both texts by responding to the values, beliefs and opinions in the texts• Relates information to context, purpose and audience• Demonstrates a good knowledge and understanding of Korean language structures and vocabulary	7–8
<ul style="list-style-type: none">• Demonstrates some understanding of both texts by responding to the values, beliefs and opinions in the texts• Demonstrates an awareness of context, purpose and audience• Writes using a range of Korean language structures and vocabulary	5–6
<ul style="list-style-type: none">• Responds to some of the values, beliefs and opinions in the texts• Attempts to write a text with some regard to context, purpose and audience• Writes using a limited range of Korean language structures and vocabulary with some ability to organise information	3–4
<ul style="list-style-type: none">• Demonstrates some understanding of the texts• Shows some evidence of the ability to organise information in Korean	1–2



Sample answer:

학부모 여러분,

저는 부모님과 자식 사이의 갈등에 대해서 말씀 드리겠습니다.

부모님이 저희에게 기대가 크신 것 알고 있습니다. 하지만, 저희가 하고 싶은 것을 하도록 해주세요. 공부, 친구관계, 진로 등 저희 나름대로 인생 계획을 하고 있어요.

그리고 요즘 청소년의 대화 방법과 문화를 이해해 주셨으면 좋겠어요. 저희와 같은 꿈을 꾸는 좋은 친구들과 진취적으로 세상을 보고 있어요. 저희를 믿고 긍정적으로 지켜봐 주세요.

부모님께서 저희를 사랑하시는 것을 알고 있으면서도 감사 드리는 마음을 잘 표현하지 못했어요. 부모님과 자식이 상대방의 입장에서 서로 마음을 열고 소통했으면 합니다.

감사합니다.

Sample answer translation:

Good afternoon, Parents.

Let me talk about the generation gap and conflict of the child and parents.

We know you have big expectations for us. But we would like you to let us do what we want, in our studies, friendships and future careers. We are planning our future in our own way.

Please understand our way of communication and youth culture. We have good friends and we prop up each other to achieve our goals. I wish our parents could be assured and be patient with us.

We know well that our parents cherish and love us. However, we don't always express our thanks to our parents well. I wish that parents and child could live in each other's shoes for a while. Let's try to be open minded and talk to each other.

Thank you.

**Question 4 (a)**

Criteria	Marks
• Provides a good explanation of why the author came to Australia	3
• Provides some explanation of why the author came to Australia	2
• Provides some relevant information	1

Sample answer:

The author migrated to Australia, to escape from a fiercely competitive society. He wanted to fulfil his dreams of speaking fluent English. He also wished to live freely and comfortably in the country with a beautiful natural environment called ‘paradise on earth’.

Question 4 (b)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the author’s migrant life by providing thorough analysis of language techniques used in the text• Supports answer with clear references to the text• Communicates relevant information in comprehensible English	9–10
<ul style="list-style-type: none">• Demonstrates a good understanding of the author’s migrant life by providing a good analysis of language techniques used in the text• Supports answer with relevant references to the text• Communicates in comprehensible English	7–8
<ul style="list-style-type: none">• Demonstrates some understanding of the author’s migrant life by providing some analysis of language techniques used in the text• Supports answer with some references to the text• Communicates in comprehensible English	5–6
<ul style="list-style-type: none">• Demonstrates a limited understanding of the author’s migrant life by attempting analysis of language techniques used in the text• Identifies some examples from the text• Communicates in comprehensible English	3–4
<ul style="list-style-type: none">• Shows a limited understanding of the text• Attempts to provide some relevant information• Communicates in comprehensible English	1–2



Answers could include:

- A reflective tone is used as we follow the author through his migrant experience. At the beginning his tone is excited and happy when he remembers first arriving in Australia – ‘paradise on earth’ but then change to sad and bitter as he faces difficulties due to language barriers.
- The metaphor ‘the monster of English tortured me’ is used to describe his feeling of fear and suffering towards his inability in using English which is not his mother tongue.
- He also uses expression of ‘half-mute’ to describe his frustration of not being able to express himself in his own language.
- List/repetition of rhetorical questions to describe inner turmoil when he was fired from his first job because of his lack of language.
- The expression of ‘my ears and mouth opened’ symbolises that he is becoming comfortable with new language and culture.
- He uses a simile ‘like a baby learning how to walk, bumping and falling down’ that effectively describes the difficulties of settling in the new country with unfamiliar culture.
- He uses humorous imagery of having a barbeque in shorts and a Santa hat to symbolise his new cultural identity as a Korean-Australian.

**Question 5**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of both texts by comparing the values, practices and working environments from the texts• Writes effectively for the context, purpose and audience• Demonstrates an extensive knowledge and understanding of Korean language structures and vocabulary	13–15
<ul style="list-style-type: none">• Demonstrates a good understanding of both texts by comparing the values, practices and working environments from the texts• Relates information to context, purpose and audience• Demonstrates a good knowledge and understanding of Korean language structures and vocabulary	10–12
<ul style="list-style-type: none">• Demonstrates some understanding of both texts by comparing the values, practices and working environments from the texts• Demonstrates an awareness of context, purpose and audience• Writes using a range of Korean language structures and vocabulary	7–9
<ul style="list-style-type: none">• Responds to some of the values, practices and working environments from the texts• Attempts to write a text with some regard to context, purpose and audience• Writes using a limited range of Korean language structures and vocabulary with some ability to organise information	4–6
<ul style="list-style-type: none">• Demonstrates some understanding of the texts• Shows some evidence of the ability to organise information in Korean	1–3



Answers could include:

- 1960년대와 오늘날의 직업 환경에 대한 비교
 - 테크놀로지의 영향으로 인한 직업 환경의 변화
예) 시간 절약, 대화 소통 방법 등
 - 일의 질과 생산성
예) 일하는 시간, 효율성 강조, 유연성 등
 - 업무 능력
 - 견습직과 슈퍼직장인 증후군 비교
 - 안정된 직장과의 의무 사항이 없는 점 비교
 - 성별과 능력별 임금 차이 비교

- 글에 제시된 예문을 바탕으로 자신의 의견을 정당화

Answers could include translation:

- Make comparisons between the working conditions of today and the 1960s
 - Impact of technology on the workplace environment,
i.e. saving time, communication methods, etc
 - Quality of work and productivity,
i.e. working hours, emphasising efficiency, flexibility, etc
 - Job performance
 - Apprenticeship vs Superman syndrome
 - Job security vs no obligation
 - Salary, gender vs ability

- Justify one's own opinion based on the examples highlighted from the text



Section 2: Creating texts in Korean

Questions 6 and 7

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in the treatment of relevant information and ideas• Writes perceptively for a specified audience, purpose and context• Structures and sequences information and ideas coherently and effectively• Demonstrates an excellent control of a range of language structures and vocabulary	21–25
<ul style="list-style-type: none">• Demonstrates some degree of breadth and depth in the treatment of relevant information and ideas• Writes effectively for a specified audience, purpose and context• Structures and sequences information and ideas effectively• Demonstrates a good command of a range of language structures and vocabulary	16–20
<ul style="list-style-type: none">• Presents relevant information and ideas• Writes appropriately for a specified audience, purpose and context• Demonstrates the ability to organise and express most ideas reasonably, but weaknesses in sequencing, linking, grammar and vocabulary	11–15
<ul style="list-style-type: none">• Demonstrates an awareness of audience, purpose and context, using a narrow range of relevant information and ideas• Attempts to link information and ideas• Uses a limited range of language structures and vocabulary to express ideas	6–10
<ul style="list-style-type: none">• Communicates a limited range of ideas with little attempt to organise and sequence information	1–5

Heritage Korean

2013 CCAFL Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	25	Personal investigation – interview	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6

Written Examination

Section 1: Responding to texts

Question	Marks	Content	Syllabus outcomes
1	4	The individual as a global citizen International – Announcement	H3.1
2	8	Traditions and values in a contemporary society Community – Conversation	H3.3
3	10	Young people and their relationships – Conversation and song	H3.2, H3.4, H3.6
4 (a)	3	Korean identity in the international context International – Narrative account	H3.1
4 (b)	10	Korean identity in the international context International – Narrative account	H3.5
5	15	The changing nature of work International – Advertisement and article	H3.2, H3.4, H3.6

Written Examination

Section 2: Creating texts in Korean

Question	Marks	Content	Syllabus outcomes
6	25	Traditions and values in a contemporary society Community – Article	H2.1, H2.2, H2.3, H2.4, H2.5
7	25	The individual as a global citizen International – Letter	H2.1, H2.2, H2.3, H2.4, H2.5