



# 2018 Korean in Context Marking Guidelines

## Section 1: Responding to texts

### Question 1

Criteria	Marks
• Provides an effective summary of the main points in summary form	4
• Provides the main points but not in summary form	3
• Provides some of the main points	2
• Provides some relevant information	1

#### **Sample answer:**

Hello Juwon,

Our school Environment club will be holding an 'Anabada' market next Friday at the school gymnasium. 'Anabada' means 'Conserving, sharing, exchanging and reusing', which is a very special campaign to recycle unnecessary things to preserve the environment. We need to bring a minimum of two items such as clothes or books that are no longer needed.



## Question 2

Criteria	Marks
• Demonstrates a comprehensive understanding of the different values of the mother and the son with detailed reference to the text	7
• Demonstrates a substantial understanding of the different values of the mother and the son with reference to the text	5–6
• Demonstrates a sound understanding of the different values of the mother and the son with some reference to the text	3–4
• Provides some information about the values of the mother and/or the son	2
• Provides some relevant information	1

### ***Answers could include:***

The mother emphasises the value of family and the importance of family gatherings.

- She wants her son to attend the grandfather's 70th birthday party and to meet relatives from Korea instead of preparing for the English exam.
- She believes that taking a photo with extended family members is important.

The son emphasises values such as study and competition.

- He does not prioritise family events like his mother does. So he initially decides not to attend the grandfather's 70th birthday because he hates losing in competitions and wants to get into medicine.
- He has previously skipped a family trip for Maths tuition.



### Question 3

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of both texts by writing an article or the script of a speech to suggest solutions to the issues</li><li>• Writes effectively for context, purpose and audience</li><li>• Demonstrates an extensive knowledge and understanding of Korean language structures and vocabulary</li></ul>	8
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of both texts by writing an article or the script of a speech to suggest solutions to the issues</li><li>• Writes with a sound understanding of context, purpose and audience</li><li>• Demonstrates a sound knowledge and understanding of Korean language structures and vocabulary</li></ul>	6–7
<ul style="list-style-type: none"><li>• Demonstrates some understanding of both texts by writing an article or the script of a speech to suggest solutions to the issues</li><li>• Relates information to context, purpose and audience</li><li>• Demonstrates some knowledge and understanding of Korean language structures and vocabulary</li></ul>	4–5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of information and ideas in one or both text(s)</li><li>• Shows some evidence of the ability to organise information in Korean</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

**Answers could include:**

- Provide discounted domestic cleaning services to help grandparents do the chores.
- Increase home visiting medical support for child-caring grandparents at lower fees because they have aches and pains.
- Provide subsidised childcare and after-school facilities, to release the pressure on the increased number of grandparents looking after their grandchildren full time.
- Provide recreational programs such as 'Grandparents Group' and provide home visiting counselling services since a number of grandparents feel unhappy due to social isolation.



## Question 4

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the issues and content of the text</li><li>• Writes effectively for context, purpose and audience</li><li>• Demonstrates an extensive knowledge and understanding of Korean language structures and vocabulary</li></ul>	9
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of the issues and content of the text</li><li>• Relates information to context, purpose and audience</li><li>• Demonstrates a sound knowledge and understanding of Korean language structures and vocabulary</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of the issues and content of the text</li><li>• Demonstrates an awareness of context, purpose and audience</li><li>• Writes using a range of Korean language structures and vocabulary</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the issues and content of the text</li><li>• Demonstrates some awareness of context, purpose and/or audience</li></ul>	3–4
<ul style="list-style-type: none"><li>• Responds to some information</li></ul>	1–2

### **Answers could include:**

Opinions on the issues raised:

- Loss of sense of belonging
- Increase in population which causes the building of too many apartments/high-rises and traffic jams
- Loss of unique landmarks and nature
- Loss of historical assets (eg historical buildings)
- Old building utilisation for other purposes such as educational purposes for future generations
- Development of new tourist attractions (tours around sites) are profitable.



## Question 5

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the cultural values of conformity presented in each of the blog entries and expresses own opinion</li><li>• Writes effectively for context, purpose and audience</li><li>• Demonstrates an extensive knowledge and understanding of Korean language structures and vocabulary</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of the cultural values of conformity presented in each of the blog entries and expresses own opinion</li><li>• Relates information to context, purpose and audience</li><li>• Demonstrates a sound knowledge and understanding of Korean language structures and vocabulary</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of the cultural values of conformity presented in each of the blog entries and expresses own opinion</li><li>• Demonstrates an awareness of context, purpose and audience</li><li>• Writes using a range of Korean language structures and vocabulary</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the cultural values of conformity presented in some blog entries and expresses own opinion</li><li>• Attempts to write a text with some regard to context, purpose and/or audience</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of conformity</li></ul>	1–2

### **Answers could include:**

Conformity:

- Feel accepted by following trends
- Like to be part of a group
- Can learn how to get along and work with others in a group
- Feel isolated/behind if they are not part of a group
- Feel self-satisfaction/sense of security
- Tend to feel embarrassed rather than feeling special if not following trends.

**Question 6**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of how ideas about friendship are explored in the poem</li> <li>• Demonstrates a comprehensive understanding of the language techniques used in the poem</li> <li>• Provides detailed and relevant textual references</li> </ul>	11–12
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of how ideas about friendship are explored in the poem</li> <li>• Demonstrates a thorough understanding of the language techniques used in the poem</li> <li>• Provides relevant textual references</li> </ul>	8–10
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of how ideas about friendship are explored in the poem</li> <li>• Demonstrates a sound understanding of the language techniques used in the poem</li> <li>• Provides textual references</li> </ul>	5–7
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of how the poet uses content and/or language techniques to explore ideas about friendship</li> <li>• Provides some textual references</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of how the poet uses content and/or language techniques to explore ideas about friendship</li> </ul>	1–2

**Answers could include:**

The poet stresses the importance of friendship by using the content and language techniques as follows:

**Content:**

- a friend is the first person that we share our good news with
- a friend is always there to comfort me
- a friend always understands mistakes and wishes me well
- a friend doesn't ask for anything in return
- a friend makes me appreciate the true value of friendship.

**Language techniques:**

- simile – a friend is like sunshine, a friend is like a lighthouse
- repetition – uses 친구야 'dear friend' repeatedly
- sincere tone throughout the poem (네 이름만 가득히 그려놓는다 – the poet longs for their friend and constantly writes their name in an attempt to remember the friendship/ 내 안에서 언제나 – always in my heart)
- flashback – “때마다” whenever I have good news/ whenever I cry
- irony (use of the word 참견 (to interfere) which originally implies a negative connotation but is used to imply a positive connotation)
- colloquial speech (“울지마, 내가 있잖아”) – emphasises the close relationship of friends.



## Section 2: Creating texts in Korean

### Questions 7 and 8

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



# 2018 Korean in Context 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 — announcement	H3.1
2	7	Young people and their relationships — conversation	H3.3
3	8	Traditions and values in a contemporary society — conversation/newsflash	H3.2
4	9	The individual as a global citizen — letter	H3.4
5	10	Korean identity in the international context – blog	H3.5
6	12	Young people and their relationships — poem	H3.3, H3.6

## Written Examination

### Section 2: Creating texts in Korean

Question	Marks	Content	Syllabus outcomes
7	25	The changing nature of work — speech	H2.1, H2.2, H2.3, H2.4, H2.5
8	25	Traditions and values in a contemporary society — speech	H2.1, H2.2, H2.3, H2.4, H2.5