



2019 Korean in Context Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
• Demonstrates a thorough understanding of how determined Jisu is in participating in the program, with extensive reference to the interview	4
• Demonstrates a sound understanding of how determined Jisu is in participating in the program, with reference to the interview	3
• Demonstrates some understanding of how determined Jisu is in participating in the program, with some reference to the interview	2
• Provides some relevant information	1

Sample answer:

지수는 교육에 참여하여 현지의 험한 환경을 보았고 여러 가지 어려운 점들을 걱정하고는 있지만 ‘짧어서 고생은 사서도 한다’는 말과 ‘이 기회를 놓치고 싶지 않다’ 같은 표현을 보면 봉지수의 결심이 얼마나 강한지 알 수 있다. 또한, 지수는 세계 빈곤 문제에 대한 책임의식을 봉 이야기하며 해외봉사의 굳은 의지를 표시했다.

Sample answer (English translation):

Jisu is determined to participate in the overseas volunteering program. Even though she is worried that there might be various problems at the destination, expressions like ‘early training means more than late learning’ and ‘I do not want to miss this opportunity’ demonstrate her determination to go. She sees that she has the responsibility to the world especially coming from a lucky country like Australia.



Question 2

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the issues discussed by both speakers• Expresses own opinion supported by detailed textual reference to both speakers	6–7
<ul style="list-style-type: none">• Demonstrates a sound understanding of the issues discussed by both speakers• Expresses own opinion supported by textual reference to both speakers	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the issue or issues discussed by both speakers• Expresses own opinion supported by some textual reference to both speakers	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Answers could include:

Opinion on Sumi's and Minsu's views:

- Sumi's view
 - Personal information should be protected.
 - There is no need to conform with others even when it is regarded as a trend.
 - Problems may arise when going on social media because the online environment is not safe.
- Minsu's view
 - Online spaces are shared by everyone, so public exposure is important to some extent.
 - Online use is a trend that offers opportunities to promote oneself and to get information.
 - Ability to gain something outweighs problems from online use.

**Question 3**

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the information in both texts by writing an article entitled 'The tradition of <i>Chuseok</i> is changing' • Writes effectively for context, purpose and audience • Demonstrates an extensive knowledge and understanding of Korean language structures and vocabulary 	7–8
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the information in both texts by writing an article entitled 'The tradition of <i>Chuseok</i> is changing' • Writes with a sound understanding of context, purpose and audience • Demonstrates a sound knowledge and understanding of Korean language structures and vocabulary 	5–6
<ul style="list-style-type: none"> • Demonstrates some understanding of the information in one or both texts by writing an article entitled 'The tradition of <i>Chuseok</i> is changing' • Relates information to context, purpose and audience • Demonstrates some knowledge and understanding of Korean language structures and vocabulary 	3–4
<ul style="list-style-type: none"> • Provides some relevant information 	1–2

Answers could include:

- 전통적인 추석은 가족과 함께 하는 것이다. 그러나 바쁜 일상 생활 때문에 추석을 맞이하는만 모습이 변하고 있다.
- 부모들은 명절 휴가 기간동안 아이들과 함께 할 수 있는 특별 여행 패키지를 선택한다. 특히만 여행 패키지가 자녀들의만 욕망정에 맞춘 체험 여행이기 때문이다.
- 그러나 명절 휴가 기간 동안 여행을 가게 되면 고향에 계시는 조부모들은 혼자 명절을만 지내게 된다는 뜻이다.
- 어떤 부모들은 고향에 계시는 조부모를 직접 찾아 뵙지 못하면 화상 통화로 대신 하겠다고만 하지만 고향의 조부모는 화상 통화하는 법을 몰라서 못 하는 경우도 있다.

Answers could include (English translation):

- Traditional *Chuseok* is about family gathering together. However, how people spend time during *Chuseok* is changing because of their busy life.
- Parents take advantage of special travel packages to take their children along for a holiday as the package is tailored to their children's education.
- However, travelling during the holiday season also means that the grandparents at the hometown may have to spend a lonely holiday.
- Some parents make a video call to the grandparents in the hometown if they cannot visit personally. However, grandparents at the hometown may lack the knowledge on how to connect video call.

**Question 4**

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the issues and each of the comments in the online discussion • Writes effectively for context, purpose and audience • Demonstrates an extensive knowledge and understanding of Korean language structures and vocabulary 	9
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the issues and each of the comments in the online discussion • Relates information to context, purpose and audience • Demonstrates a sound knowledge and understanding of Korean language structures and vocabulary 	7–8
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the issues and each of the comments in the online discussion • 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"> • Demonstrates some understanding of the comments in the online discussion • Demonstrates some awareness of context, purpose and/or audience 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the comments in the online discussion 	1–2

Answers could include:

- 재활용 쓰레기 최대 수출국의 수입 중단을 발표했다.
- 지금까지 쓰레기의 9%만이 재활용되었다.
- 쓰레기 생산량을 줄여야 한다 – 특히 일회용품의 사용을 자제해야 한다.
- 물건을 만들 때 재료의 종류를 제한하고 포장지를 최소화 하여야 한다.
- 사람들이 올바른 재활용을 실천하도록 교육이 필요하다.

Answers could include (English translation):

- A major importer of recycling rubbish has stopped the collection.
- Only 9% of world's waste is recycled.
- Reducing the generation of rubbish – avoid throwing away after minimal use.
- Simplify product packaging.
- Education on recycling is essential for people to recycle correctly.



Question 5

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how effective the poem is in describing a student with Korean heritage• Provides extensive reference to both content and language techniques used in the poem	9–10
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how effective the poem is in describing a student with Korean heritage• Provides substantial reference to both content and language techniques used in the poem	7–8
<ul style="list-style-type: none">• Demonstrates a sound understanding of how effective the poem is in describing a student with Korean heritage• Provides sound reference to both content and language techniques used in the poem	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the poem by attempting an explanation of how the poem describes a student with Korean heritage• Provides some reference to content and/or language techniques used in the poem	3–4
<ul style="list-style-type: none">• Provides some relevant information	1–2

Answers could include:

The poem effectively describes a student with Korean heritage who has a desire to find her own identity. The poem mainly uses metaphors to express how devastating a period of uncertainty can be when there is a sense of confusion and/or insecurity about identifying herself as Korean. However, when she visualises her reflection in the mirror, she can overcome this identity crisis and take ownership of her Korean identity.

Content:

- Express an insecure and devastating feeling ‘I am a small life hanging on to you’
- Show uncertainty and confusion in the writer’s sense of Korean or Australian identity ‘erase my mother’s resemblance from me’, ‘erase the traces from school’
- Try to find her own identity ‘to tidy up myself from confusions’, ‘can you teach me my own song’
- Create her own Korean and Australian identify ‘beautifully embroidered my name’
- Ready to explore her own identity without any prejudice or restricting limits ‘can you write my name on a blue sky which has no fence’
- Show she has overcome her identity crisis ‘I’m smiling at you’
- Express regaining her forgotten dream, a metaphor for her Korean identity. ‘I’m smiling at you’ using personification to visualise herself as happy and overcoming an identity crisis and finding her own Korean identity
- Confidence in the future with a clearer perception of self-identity ‘Let’s start today together, with an increased expectation and excitement’.

Language techniques:

- Symbolism – the mirror symbolises a reflection of truth



- Repetition, anaphora – every stanza, 1 to 3 lines, to emphasise her sense of insecurity and how devastating she feels for having an identity crisis
- Personification – talking to the mirror as if it was her friend
- Rhetorical questions – would you?
- Metaphor – ‘could you erase it? I’m smiling at you’, ‘forgotten dream’
- Imagery – ‘can you write my name on a blue sky which has no fence?’ ‘beautifully embroidered my name’
- Hyperbole – ‘increased expectation and excitement’.



Question 6

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of both texts by writing a reply email reflecting on the extent to which Michael's advice was helpful• Writes effectively for the context, purpose and audience• Demonstrates an extensive knowledge and understanding of Korean language structures and vocabulary• Supports answer with detailed information from both texts	11–12
<ul style="list-style-type: none">• Demonstrates a thorough understanding of both texts by writing a reply email reflecting on the extent to which Michael's advice was helpful• Relates information to context, purpose and audience• Demonstrates a sound knowledge and understanding of Korean language structures and vocabulary• Supports answer with appropriate information from both texts	8–10
<ul style="list-style-type: none">• Demonstrates a sound understanding of both texts by writing a reply email reflecting on the extent to which Michael's advice was helpful• Demonstrates an awareness of context, purpose and audience• Writes using a range of Korean language structures and vocabulary• Supports answer with some information from both texts	5–7
<ul style="list-style-type: none">• Demonstrates some understanding of one or both texts• Attempts to write a text with some regards 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 a basic understanding of one or both texts• Shows some evidence of the ability to organise information in Korean	1–2

Answers could include:

- The extent to which Michael's advice is helpful
- Opinions on new jobs that can be done only by humans
- Lifestyle: school study vs interest in technology
- School club: read a variety of books to develop creativity/to enhance communication and social skills
- Search for what you like and what you are good at.



Section 2: Creating texts in Korean

Questions 7 and 8

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



2019 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 — interview	H3.1
2	7	Young people and their relationships — conversation	H3.3
3	8	Traditions and values in a contemporary society — blog/conversation	H3.2
4	9	The individual as a global citizen — online class discussion forum	H3.4
5	10	Korean identity in the international context – poem	H3.5
6	12	The changing nature of work — email	H3.2 H3.4

Written Examination

Section 2: Creating texts in Korean

Question	Marks	Content	Syllabus outcomes
7	25	Korean identity in the international context — essay	H2.1, H2.2, H2.3, H2.4, H2.5
8	25	Traditions and values in a contemporary society — essay	H2.1, H2.2, H2.3, H2.4, H2.5