



# 2022 Korean in Context Marking Guidelines

## Section 1: Responding to texts

### Question 1

| Criteria   | Marks |
|--|-------|
| • Expresses concisely the main points made in the speech | 4     |
| • Summarises some points made in the speech              | 3     |
| • Attempts to summarise the points made in the speech    | 2     |
| • Provides some relevant information                     | 1     |

#### **Sample answer:**

청소년의 스마트폰 사용 시간이 매년 늘어나고 있다. 과도한 스마트폰 사용은 학업에 부정적인 영향을 미칠 수 있다. 또한 거북목 증후군을 겪는 10대 청소년들의 수가 다른 연령층에 비해 빠르게 증가하고 있다. 청소년들 스스로 스마트폰의 올바른 사용을 위한 규칙들을 정하고 실천해 나가는 노력이 필요하다.

#### **Sample answer (translation):**

The amount of time young people use smartphones is increasing. Excessive smartphone use can negatively affect academic performance. In addition, the number of adolescents suffering from turtle-neck syndrome is increasing rapidly compared to other age groups. It is necessary for adolescents to set up some rules to use smartphones wisely and put them into practices.



## Question 2

| Criteria  | Marks |
|---|-------|
| • Demonstrates a comprehensive understanding of the advantages and disadvantages of the product | 6     |
| • Demonstrates a sound understanding of the advantages and disadvantages of the product         | 4–5   |
| • Demonstrates some understanding of the advantages and disadvantages of the product            | 2–3   |
| • Provides some relevant information  | 1     |

### **Sample answer:**

The advantages of electric cars are that they are eco-friendly. They do not emit exhaust gases and are very quiet. By using a smartphone app, you can control the locking system and start the engine without a car key. Checking the location of the car and the battery charge status are also possible through the app.

The disadvantages of electric cars are that they have a long battery charging time and short travel range and this may not be convenient for drivers who require driving long distances. Also, electric cars have battery overheating issues when charged at home instead of at a charging station and this can cause dangerous car accidents.



### Question 3

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of both texts by writing a message persuading Somin to go to the place advertised</li><li>• Manipulates Korean authentically and effectively for context, purpose and audience</li></ul> | 7–8   |
| <ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of both texts by writing a message persuading Somin to go to the place advertised</li><li>• Manipulates Korean effectively for context, purpose and audience</li></ul>                        | 5–6   |
| <ul style="list-style-type: none"><li>• Demonstrates some understanding of one or both texts by writing a message persuading Somin to go to the place advertised</li><li>• Writes Korean with an awareness of context, purpose and audience</li></ul>                       | 3–4   |
| <ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>  | 1–2   |

***Answers could include:***

- At the Moonlight guesthouse, the family can experience Korean traditional hanok with modern interior for convenience.
- Somin can stay in a room with a bed.
- The guesthouse is not far from downtown Gyeongju.
- There are many activities families can enjoy at the guesthouse, eg kimchi making, handkerchief natural dyeing, folk games and having a meal at the traditional Korean restaurant.
- Free admission to Shilla Pottery Museum.



## Question 4

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the text by writing a reply email giving advice on the issues raised in 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> | 9–10  |
| <ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of the text by writing a reply email giving advice on the issues raised in 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 text by writing a reply email giving advice on the issues raised in 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:**

#### *Issues*

- Mother feels that she is being ignored as her child uses informal language
- The daughter feels that her mother is overly interfering
- Mother compares her daughters
- The mother and daughter do not communicate well.

#### *Possible advice for the issues*

- Have a conversation about the use of formal and casual language
- Do not make comparisons
- Use more positive expressions
- Listen more carefully to your daughter's thoughts and opinions
- Accept your daughter for who she is.



## Question 5

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of how the poet portrays his yearning for home in Korea</li><li>• Provides extensive reference to both content and language features used in the poem</li></ul> | 9–10  |
| <ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of how the poet portrays his yearning for home in Korea</li><li>• Provides substantial reference to both content and language features used in the poem</li></ul>    | 7–8   |
| <ul style="list-style-type: none"><li>• Demonstrates a sound understanding of how the poet portrays his yearning for home in Korea</li><li>• Provides sound reference to both content and/or language features used in the poem</li></ul>          | 5–6   |
| <ul style="list-style-type: none"><li>• Demonstrates some understanding of how the poet portrays his yearning for home in Korea</li><li>• Provides some reference to both content and/or language features used in the poem</li></ul>              | 3–4   |
| <ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>   | 1–2   |

### **Answers could include:**

- The poet expresses his yearning for his hometown in Korea by retelling his childhood memories.
- The poet repeatedly uses metaphors such as 'stained memories' and 'soaking my heart with longing' to express his longing for his young and 'innocent' childhood in Korea.
- Images of the scenes from the poet's memories of his family and friends in Korea are portrayed with expressions such as 'sleeping in his mother's lullaby', 'sharing grilled sparrow caught out in the field', 'singing under the gutter (eaves) of the Korean traditional house'.
- Onomatopoeia, the sound of kids laughing 'ggarr', shows the happiness he shared with his friends.
- Simile, 'like a baby sleeping in a peaceful breathing', in the second stanza contrasts with 'Stealing the lonely tears of immigrants' life' in the last stanza and highlights his sentimental yearning for return to some happy past periods he had in Korea.
- Verb endings such as 'dreaming' and 'drawing/painting' make the poem's tone hopeful and comforting.



## Question 6

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of both texts by writing a blog post expressing a view on the issues</li><li>• Writes effectively for the context, purpose and audience</li><li>• Demonstrates extensive knowledge and understanding of Korean language structures and vocabulary</li></ul>                             | 11–12 |
| <ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of both texts by writing a blog post expressing a view on the issues</li><li>• Relates information to context, purpose and audience</li><li>• Demonstrates sound knowledge and understanding of Korean language structures and vocabulary</li></ul>  | 8–10  |
| <ul style="list-style-type: none"><li>• Demonstrates a sound understanding of both texts by writing a blog post expressing a view on the issues</li><li>• Demonstrates an awareness of context, purpose and audience</li><li>• Writes using a range of Korean language structures and vocabulary</li></ul>   | 5–7   |
| <ul style="list-style-type: none"><li>• Demonstrates some understanding of both texts by writing a blog post expressing a view on the issues</li><li>• Attempts to write a text with some regards to context, purpose and audience</li><li>• Writes using a limited range of Korean language structures and vocabulary with some ability to organise information</li></ul> | 3–4   |
| <ul style="list-style-type: none"><li>• Demonstrates a basic understanding of one or both texts</li><li>• Shows some evidence of the ability to organise information in Korean</li></ul>   | 1–2   |

### **Answers could include:**

- The FIRE people want financial independence and early retirement.
- The FIRE people save most of their income and build their wealth through investments and other extra income.
- Retiring early gives them the freedom to use their time and frees them from the stress of work.
- They retire early and pursue their passion.
- Investment in shares could be risky.
- Reduced consumption could have a negative affect on the economy.
- There is no need to retire early if they enjoy what they are doing.
- Early retirement could make people fall into lethargy.
- Focusing only on saving can cause difficulties in relationships with people around you.



## 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   |



# 2022 Korean in Context Mapping Grid

## Oral Examination

| Question | Marks | Content                            | Syllabus outcomes                     |
|----------|-------|------------------------------------|---------------------------------------|
|          | 25    | Personal investigation – interview | H1.1, H1.2, H1.3,<br>H1.4, H1.5, H1.6 |

## Written Examination

### Section 1: Responding to texts

| Question | Marks | Content  | Syllabus outcomes |
|----------|-------|--|-------------------|
| 1        | 4     | Young people and their relationships — speech                                | H3.1              |
| 2        | 6     | The individual as a global citizen — conversation                            | H3.3              |
| 3        | 8     | Traditions and values in a contemporary society — conversation/advertisement | H3.2              |
| 4        | 10    | Young people and their relationship — email                                  | H3.4              |
| 5        | 10    | Korean identity in the international context — poem                          | H3.5              |
| 6        | 12    | The changing nature of work — article/online forum post                      | H3.6              |

## Written Examination

### Section 2: Creating texts in Korean

| Question | Marks | Content   | Syllabus outcomes               |
|----------|-------|---|---------------------------------|
| 7        | 25    | Traditions and values in a contemporary society — article | H2.1, H2.2, H2.3,<br>H2.4, H2.5 |
| 8        | 25    | The individual as a global citizen — article              | H2.1, H2.2, H2.3,<br>H2.4, H2.5 |