



2023 Korean In Context Marking Guidelines

Section 1 —Responding to texts

Question 1

Criteria	Marks
<ul style="list-style-type: none">Summarises the main points of how Mathis overcame his challenges	4
<ul style="list-style-type: none">Summarises most of the main points of how Mathis overcame his challenges OR <ul style="list-style-type: none">Provides the main points of how Mathis overcame his challenges without summarising	3
<ul style="list-style-type: none">Provides some of the main points of how Mathis overcame his challenges without summarising	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

매티스는 한국계 프랑스 입양아로 자신의 생모를 찾는 다큐멘터리 영화 제작을 통해 자신의 정체성에 대한 어려움을 이겨냈다. 그는 생모와의 언어 장벽을 극복하기 위해 2년 동안 온라인으로 한국어를 배우고 있다. 주프랑스 한국 문화원에서 하는 문화 수업에 참여하며 한국 사람들을 더 이해해가고 있다.

Sample answer (translation):

Mathis is a Korean–French adoptee who overcame his struggle with his identity by producing a documentary film about finding his biological mother. He overcame the language barrier with his birth mother by studying Korean online. He further addressed the challenge of understanding Korean people by attending culture classes at the Korean Cultural Centre in France.



Question 2

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of Generation MZ's changing attitudes towards work• Provides detailed reference to the text	6
<ul style="list-style-type: none">• Demonstrates a thorough understanding of Generation MZ's changing attitudes towards work• Provides reference to the text	5
<ul style="list-style-type: none">• Demonstrates a sound understanding of Generation MZ's changing attitudes towards work• Provides some reference to the text	4
<ul style="list-style-type: none">• Demonstrates some understanding of Generation MZ's changing attitudes towards work• Provides limited reference to the text	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Generation MZ are showing a rapid shift in attitude towards jobs and careers. Seojun, who is majoring in Economics at university, is an example of this shift. He wants to follow his dream of becoming a carpenter and isn't concerned with finding one company to work at for the rest of his life, which is contrary to his parents' expectations. This shows that Generation MZ value the pursuit of their interests and passions over job security and this is a significant change of attitude. They place greater importance on building their own knowledge and abilities as it leads to a greater sense of accomplishment. Generation MZ have moved away from the traditional values of prioritising the workplace and seek work-life balance where they can focus more on their family and health.

**Question 3**

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of both texts • Demonstrates a strong ability to respond to both texts personally and critically by writing an effective diary entry for context, purpose and audience • Demonstrates an excellent control of a range of Korean structures and vocabulary 	8
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of both texts • Demonstrates a sound ability to respond to both texts personally and critically by writing an appropriate diary entry for context, purpose and audience • Demonstrates control of a range of Korean structures and vocabulary 	6–7
<ul style="list-style-type: none"> • Demonstrates a sound understanding of both texts • Demonstrates some ability to respond to both texts personally and/or critically by writing a diary entry with some awareness of context, purpose and audience • Demonstrates a sound control of Korean structures and vocabulary 	4–5
<ul style="list-style-type: none"> • Demonstrates some understanding of one or both text(s) • Writes with some awareness of context and/or purpose and/or audience • Demonstrates some control of Korean structures and/or vocabulary 	2–3
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

0월 00일 날씨: 맑음

오늘 학교에서 챌린지 동영상 촬영을 금지한다는 이메일을 받았다. 다친 사람도 있다고 한다. 나도 재미있다고 생각해서 얼마 전 우유 챌린지 영상을 찍었는데 위험한 행동이었던 것을 깨달았다. 아이스버킷 챌린지처럼 긍정적인 챌린지도 있겠지만 진수가 말한 대로 청소년들에게 해로운 내용의 챌린지도 많은 것 같다. 또한 진수가 짧고 자극적인 영상을 반복적으로 시청하면 뇌가 팝콘 브레인이 될 수 있다고 경고했다. 챌린지 동영상 촬영이나 영상 시청을 줄이겠다. 친구들에게도 위험한 챌린지 동영상 촬영을 하지 말라고 해야겠다.

Sample answer (translation):

00/0 Weather: fine

Today I received an email from the school saying that the filming of video challenges is prohibited at school. It says a student has been injured. I thought it was fun too, so I filmed a Milk Crate Challenge video a little while ago, but now I realise that it was dangerous. There may be positive challenges like the Ice Bucket Challenge, but as Jinsu said, there seem to be many challenges that are harmful to teenagers. In addition, he warned that my brain can become a 'Popcorn brain' if I repeatedly watch short and stimulating videos. I have decided to film and watch fewer video challenges. I should also advise my friends not to shoot dangerous video challenges.

**Question 4**

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of both texts • Demonstrates a strong ability to synthesise the information and ideas from both texts by writing an effective application letter for context, purpose and audience • Demonstrates an excellent control of a range of Korean structures and vocabulary 	9–10
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of both texts • Demonstrates a sound ability to synthesise the information and ideas from both texts by writing an appropriate application letter for context, purpose and audience • Demonstrates control of a range of Korean structures and vocabulary 	7–8
<ul style="list-style-type: none"> • Demonstrates a sound understanding of both texts • Demonstrates some ability to synthesise the information and ideas from both texts by writing an application letter with some awareness of context, purpose and audience • Demonstrates a sound control of Korean structures and vocabulary 	5–6
<ul style="list-style-type: none"> • Demonstrates some understanding of one or both text(s) • Writes with some awareness of context and/or purpose and/or audience • Demonstrates some control of Korean structures and/or vocabulary 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of one or both text(s) • Demonstrates a limited control of Korean structures and/or vocabulary 	1–2

Answers could include:

지원서에 프로그램과 관련하여 수혁의 지식, 경험, 자질을 써야 한다:

- 지원 자격 : 2023 년 12 학년 졸업
- 글로벌 시계회사 : 한국어, 영어, 스페인어로 소통 가능, 패션 트렌드에 관심 있음
- 참가자들은 회사 내 여러 분야의 관찰 보고서를 제출해야 함 : 새로운 것을 배우기 좋아함
- 소셜 미디어 홍보 자료를 기획하고 제작해야 함 : 10 학년부터 12 학년까지 학교 신문 클럽에서 편집자로 활동함, 영상 편집이 취미임
- 개인적 자질 : 예 : 적극적인 태도를 가지고 있음, 계획성이 있음, 관찰력이 뛰어남, 꼼꼼함, 글쓰기와 소통 능력이 뛰어남, 대인 관계가 좋음, 팀워크를 잘함.

Answers could include (translation):

In the application letter, students should address the criteria using the relevant skills, experiences and personal qualities outlined in the mind map:

- Eligibility – graduating Year 12 in 2023
- Global watch company – can communicate in Korean, English and Spanish, interested in fashion trends



- The program consists of observation of multidisciplinary teams in the company and submitting daily reports – likes to learn new things
- Team project developing social media promotional support material – worked as an editor at the school newspaper club from 10th grade to 12th grade, has a hobby of video editing
- Personal qualities and abilities – eg has a proactive attitude, well-organised, good observer, attention to detail, high written and verbal communication skills, high interpersonal skills and teamwork skills.

**Question 5**

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of both texts • Demonstrates a strong ability to respond to both texts personally and critically by writing an effective newsletter for context, purpose and audience • Demonstrates an excellent control of a range of Korean structures and vocabulary 	11
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of both texts • Demonstrates a sound ability to respond to both texts personally and critically by writing an appropriate newsletter for context, purpose and audience • Demonstrates control of a range of Korean structures and vocabulary 	8–10
<ul style="list-style-type: none"> • Demonstrates a sound understanding of both texts • Demonstrates some ability to respond to both texts personally and/or critically by writing a newsletter with some awareness of context, purpose and audience • Demonstrates a sound control of Korean structures and vocabulary 	5–7
<ul style="list-style-type: none"> • Demonstrates some understanding of one or both text(s) • Writes with some awareness of context and/or purpose and/or audience • Demonstrates some control of Korean structures and/or vocabulary 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of one or both text(s) • Demonstrates a limited control of Korean structures and/or vocabulary 	1–2

Answers could include:

- 폐기물로 여겨졌던 물건들이 업사이클링을 통해 친환경적인 제품으로 만들어진다
- 업사이클링으로 만들어진 제품들은 디자인이 우수하고 환경에 좋은 영향을 주는 데 도움이 된다
- 개인 또는 소규모기업은 자재 공급이나 홍보에 어려움이 있다
- 폐순가락 수거함을 만들어 폐순가락 수집에 도움을 줄 수 있다
- 학교 커뮤니티는 소셜 미디어를 사용하여 업사이클링으로 만든 제품을 홍보하는 데 도움을 줄 수 있다
- 사람들은 폐타이어를 업사이클링 공장으로 직접 가져갈 수 있다
- 업사이클링으로 만들어진 제품을 구입하여 사용한다
- 업사이클링을 배울 수 있는 수업에 참여하다 예 : 커피 찌꺼기로 화분을 만들기



Answers could include (translation):

- Items considered waste are made into eco-friendly products through upcycling
- The products made from upcycling are superior in design and contribute to making a positive impact on the environment
- Individuals or small businesses have difficulties in supplying materials or promoting final projects
- The school community can assist in promoting products made from upcycling by using social media
- The school community can create used plastic spoon collection points and deliver the collected spoons to the business(es) in need
- People can take used tyres directly to the upcycling factory
- Purchase and use products made from upcycling
- Attend upcycling classes and participate in upcycling such as turning coffee grounds into flowerpots.



Question 6

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how effectively the narrative expresses the Korean concept of <i>jeong</i>• Provides extensive reference to both the content and use of language	11
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how effectively the narrative expresses the Korean concept of <i>jeong</i>• Provides detailed reference to both the content and use of language	8–10
<ul style="list-style-type: none">• Demonstrates a sound understanding of how effectively the narrative expresses the Korean concept of <i>jeong</i>• Provides some reference to both the content and use of language	5–7
<ul style="list-style-type: none">• Demonstrates some understanding of the narrative• Provides limited reference to the content and/or use of language	3–4
<ul style="list-style-type: none">• Provides some relevant information	1–2

Answers could include:

This narrative is very effective in highlighting the Korean concept of *jeong*:

- The **contrast** between the cold weather and the small cosy restaurant highlights the warmth of the restaurant where *jeong* is felt
- The narrative is written in **first-person** to reveal how the writer feels when she experiences Korean *jeong* while overseas
- **The exclamation** ‘wow’ stresses the plentiful food provided by the restaurant owner to the writer and her friends when they only ordered two meals – this scene portrays elements of *jeong*, which include being generous, kind and sympathetic
- **Word choices** such as ‘warm’, ‘friendly’, ‘welcoming’, ‘smiley’ and ‘precious’ set the tone of the narrative to depict *jeong* shared between the characters
- **The simile** ‘like my grandmother’ equates the writer’s flashback memories of her experience of *jeong* from her grandmother to the restaurant owner, that is, the natural dedication towards others without expecting something in return
- **The hyperbole** ‘You are eating so well, it’s making me full’ portrays the restaurant owner’s feeling of happiness and fulfilment while sharing *jeong*
- **High modality words** such as ‘definitely’ are used at the end to show the writer’s desire to come back to the restaurant again and that a strong sense of *jeong* has been established between the characters
- **Personification** ‘the signboard Kim’s Restaurant welcomed us’ expresses the writer’s feeling of attachment.



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



2023 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	Korean identity in the international context — podcast	H3.1
2	6	The changing nature of work — interview	H3.3
3	8	Young people and their relationships — conversation / school announcement email	H2.2, H2.3, H3.2, H3.4
4	10	The changing nature of work — recruit advertisement / mind map	H2.2, H2.3, H3.2
5	11	The individual as a global citizen — article / online forum posts	H2.2, H2.3, H3.4, H3.6
6	11	Korean identity in the international context — narrative	H3.5

Section 2: Creating texts in Korean

Question	Marks	Content	Syllabus outcomes
7	25	Young people and their relationships — script of a speech	H2.1, H2.2, H2.3, H2.4, H2.5
8	25	Traditions and values in a contemporary society — script of a speech	H2.1, H2.2, H2.3, H2.4, H2.5