

2017 HSC Korean and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a thorough understanding of the issue being discussed and gives examples	3
• Demonstrates some understanding of the issue being discussed and gives examples	2
• Provides some relevant examples	1

Sample answer:

The issue being discussed is the equality of men and women in Korean society. One example discussed is the time men spend in the military versus the time women spend raising children. Other examples discussed are the different pay rates of men and women, differentiation between man and woman based on Confucianism and the amount of housework that men undertake.

Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of which speaker delivered a more effective argument • Provides appropriate and detailed examples of content and language techniques used by both speakers 	6–7
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of which speaker delivered a more effective argument • Provides appropriate examples of content and language techniques used by both speakers 	5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how both speakers try to convince each other • Provides some examples of content and/or language techniques used by both speakers 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of what the speakers said 	2–3
<ul style="list-style-type: none"> • Demonstrates basic understanding of what the speakers said 	1

Answers could include:

The female speaker, Hyeri, delivered a more effective argument because she used the following:

- Colloquialisms: 호랑이 담배피는세월 소리하네 to try to justify her argument
- Statistical figures to defend her argument
- Current issues to justify her arguments: 명절, 여성 대 남성 보수, 가사 노동서
- Sensible examples to defend all of Youngchul's argument
- Sarcastic tone of voice: 어머, 어머머머. . . to respond to Youngchul's absurd arguments.

Youngchul's argument on the other hand was much weaker. He only used the following:

- Raised his voice at the beginning of the conversation: 말도 안돼! to emphasise his argument
- Jumped to the conclusion: 사회가 남자들에게 불평 등해서 without enough explanation
- Rhetorical question: 말도 안돼, 여자도 애기르는게 당연한게 아니야? which does not provide an answer
- Old-fashioned saying: 남자는 썩어에도 들어오지 말래 indicating that he is not in touch with the way things are now
- Sloppy answers: 그런가? Not logical enough to defend his argument.

Section I — Listening and Responding

Part B

Question 2

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the ideas and opinions expressed in both texts • Composes a coherent blog post demonstrating a highly developed understanding of context, purpose and audience • Demonstrates an excellent control of Korean language structures and vocabulary 	9–10
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the ideas and opinions expressed in both texts • Composes an effective blog post demonstrating a sound understanding of context, purpose and audience • Demonstrates an appropriate knowledge of Korean language structures and vocabulary 	7–8
<ul style="list-style-type: none"> • Demonstrates some understanding of the ideas and opinions expressed in both texts • Writes a blog post demonstrating some understanding of context, purpose and audience • Demonstrates knowledge of a range of Korean language structures and vocabulary 	5–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the ideas and opinions expressed in one or both text(s) • Responds with a limited awareness of context, purpose and/or audience • Demonstrates a limited ability to structure and sequence information and ideas in Korean 	3–4
<ul style="list-style-type: none"> • Demonstrates some understanding of one or both text(s) • Shows some evidence of the ability to organise information 	1–2

Answers could include:

- 재외동포는 한국의 훌륭한 자산이다.
 - 재외 동포는 국위를 선양하고 있다. (민간 외교)
 - 역이민자들이 국내에 들어오면,
그들의 경험과 지식을 한국 발전을 위해 사용할 수 있다.
 - 따라서 쉼들을 위한 노후복지혜택은 당연하다.
 - 두뇌유출은 두려워 할 것이 아니다.
 - 세계 속의 한국인들은 어디에 살든지 한국의 훌륭한 자산이다.
그들이 외국에 살더라도 국위를 선양하는 것이다.
- 예: 김용중재, 세계은행 김용 중재의 영향으로 한국인 직원을 10 명이나 모집했다.

Answers could include (English translation):

- The overseas Koreans are a great asset to Korea.
- The overseas Koreans promote national glory (non-governmental diplomacy).
- When migrants come back to Korea, their experiences and expertise are used for Korean development.
- They should receive retirement welfare benefits.
- We shouldn't be afraid of the brain drain.
- Koreans in the world are valuable assets of Korea wherever they live. Even if they live overseas they still promote national glory.
For example, the influence of Kim Young, the president of the World Bank, in the recruitment of 10 Korean officers to the World Bank.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Identifies what mood is evoked in this poem with justification from the text	2
• Provides some relevant information	1

Sample answer:

Anxiety is evoked in the poem. This is seen through ‘경계하고 또 경계할 일’.

Question 3 (b)

Criteria	Marks
• Provides a thorough explanation of the meaning of the line	3
• Provides a sound explanation of the meaning of the line	2
• Provides some relevant information	1

Sample answer:

The meaning of the line is that people are constantly connected to the internet, and as a result can do whatever they want in the internet world. For example, they can produce autumn leaves in just four days, faster than in natural time. Also, people on the internet are not interested in their wellbeing, have lost all sensitivity, and are only interested in being connected to the internet.

Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of what message the poem is trying to convey to people who live in contemporary society • Makes detailed reference to content and language techniques used • Clearly communicates information and ideas using relevant textual references in either English or Korean 	9–10
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of what message the poem is trying to convey to people who live in contemporary society • Makes sound reference to content and language techniques used • Communicates information and ideas using relevant textual references in either English or Korean 	7–8
<ul style="list-style-type: none"> • Demonstrates a sound understanding of what message the poem is trying to convey to people who live in contemporary society • Makes some reference to content and language techniques used • Uses some relevant textual references in either English or Korean 	5–6
<ul style="list-style-type: none"> • Demonstrates some understanding of the message of the poem • Makes reference to content and/or language techniques used 	3–4
<ul style="list-style-type: none"> • Demonstrates basic understanding of the poem 	1–2

Answers could include:

메세지 (message):

- This poem conveys a message to people who live in contemporary society who heavily rely on the internet and IT. They must be aware of their lives and not ignore human biorhythms.

내용 (content):

- People who are connected to the internet have lost the opportunity to be in contact with nature. They live without interchange and without emotions between humans, for example, 'The moonlight is like a nasty virus anyhow' and 'if the halo around the moon continues, we can recover the lost emotions/feelings'.
- People in contemporary society are natives who built a digital empire called @.
- People have a lifestyle damaging their health due to the internet. @ provided wellbeing news to native people as bait. This is how they control native people to gather at @ more. However in fact this would hurt native people's health.
- The digital world is changing fast. It is busy, artificial and a flood of one-way information.
- People who invented the internet and IT are quite dependent on it and have lost their humanity in the flood of information.

언어적 기법 (poetic/language techniques)

- There are no stanzas in the poem. This represents the people's lives in contemporary society ignoring day and night and human biorhythms.
- Characters such as full stops and commas have not been used. This symbolises the digital empire, for example, no beginning and ending and no difference between work and rest.
- A symbol '@' is used to represent the digital empire.
- Simile is used, for example 'Today, the moonlight really looks like a virus'.
- Repetition is used, for example 'be cautious and be cautious and again be cautious'
- Ironical expression is used, for example 'big success with digital policy' and 'big failure with recovering humans' sentimental feeling'.

Section II — Reading and Responding

Part A (continued)

Question 4

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive comparison of how the director and the author express their views by analysing the film and the story Demonstrates a comprehensive analysis of the way in which language and textual features are used to convey meaning in the text and the film Demonstrates a comprehensive understanding of both the text and the film with appropriate textual references 	21–25
<ul style="list-style-type: none"> Provides a thorough comparison of how the director and the author express their views by analysing the film and the story Demonstrates a thorough analysis of the way in which textual features are used to convey meaning in the text and the film Demonstrates a sound understanding of both the text and the film with some appropriate textual references 	16–20
<ul style="list-style-type: none"> Identifies and discusses the way the text and/or the film explore the issue of the impact of a changing society on the individual Presents a sound analysis of the way in which meaning is conveyed in the text and/or the film Provides some appropriate textual reference 	11–15
<ul style="list-style-type: none"> Identifies some ideas and information relevant to the question Identifies some examples of the way in which language is used in the text or the film Makes some reference to the text and/or the film 	6–10
<ul style="list-style-type: none"> Identifies limited ideas and information relevant to the question Demonstrates limited ability to structure and sequence ideas 	1–5

Section II — Reading and Responding

Part B

Question 5

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the issues raised in the text • Responds with a sophisticated level of ability to the opinions, ideas and information in the text • Composes a coherent argument demonstrating a comprehensive understanding of the text • Demonstrates a highly-developed understanding of context and audience • Demonstrates an excellent control of vocabulary and language structures 	13–15
<ul style="list-style-type: none"> • Identifies the main issues in the text • Responds lucidly to the opinions, ideas and information in the text • Composes an effective argument with close reference to the text • Writes effectively for the context and audience • Demonstrates an appropriate knowledge and understanding of language structures and vocabulary 	10–12
<ul style="list-style-type: none"> • Exchanges information in response to the opinions, ideas and information in the text • Writes coherently and with some appropriate textual reference • Relates information to context and audience • Writes using a range of language structures and vocabulary 	7–9
<ul style="list-style-type: none"> • Responds to some opinions, ideas and information in the text • Demonstrates a limited ability to structure and sequence information and ideas • Demonstrates an awareness of context and audience 	4–6
<ul style="list-style-type: none"> • Demonstrates some understanding of the text • Shows some evidence of the ability to organise information 	1–3

Section III — Writing in Korean

Questions 6–7

Criteria	Marks
<ul style="list-style-type: none"> Writes perceptively for a specified audience, context and purpose Demonstrates an excellent control of vocabulary and language structures Demonstrates a highly developed and sophisticated control of Korean vocabulary and syntax Demonstrates flair and originality in the selection, presentation and development of ideas 	21–25
<ul style="list-style-type: none"> Writes effectively for audience, context and purpose Demonstrates a well-developed command of Korean with a comprehensive range of vocabulary and syntax Demonstrates the ability to manipulate language Demonstrates originality in the selection and presentation of ideas 	16–20
<ul style="list-style-type: none"> Writes an original and interesting text appropriate to audience, context and purpose Demonstrates a satisfactory command of Korean, with a sound base of vocabulary and syntax Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar 	11–15
<ul style="list-style-type: none"> Demonstrates an awareness of audience and context using only a narrow range of information and ideas Uses a limited range of predictable vocabulary and language structures to express ideas Attempts to sequence and link ideas 	6–10
<ul style="list-style-type: none"> Communicates a limited range of ideas with little attempt to organise and sequence material 	1–5

2017 HSC Korean and Literature Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	3	The individual and the community: gender in today's society — conversation	H3.1, H3.2
1 (b)	7	The individual and the community: gender in today's society — conversation	H3.1, H3.2

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	The individual and the community: the impact of a changing society on the individual — interview and radio report	H2.1, H2.3, H2.4, H3.2, H3.5

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>Empire Hotel</i>	H3.3
3 (b)	3	<i>Empire Hotel</i>	H3.2, H3.3
3 (c)	10	<i>Empire Hotel</i>	H3.2, H3.6, H3.7
4	25	<i>Fly, Penguin and Happiness</i>	H3.1, H3.2, H3.3, H3.4, H3.7, H4.1, H4.3

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	Global issues: reconciling traditional and contemporary Korean culture — article/speech	H1.2, H2.1, H2.4, H3.8

Section III — Writing in Korean

Question	Marks	Content	Syllabus outcomes
6	25	The individual and the community: the impact of a changing society on the individual — article	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Youth culture: the place of education in young people's lives — article	H2.1, H2.2, H2.3, H2.4, H4.2