

2018 Senior External Examination

Korean Listening, Reading and Writing Question and response book

Tuesday 16 October 2018
9 am to 11:15 am

Time allowed

- Reading time: **15 minutes**
- Working time: **2 hours**

Examination materials provided

- Question and response book
- Listening section CD (examination time)

Equipment allowed

- Dictionary
- QCAA-approved equipment

Directions

Do not write in this book until reading time is finished.

You must:

- attempt **all** tasks
- respond in **English** or **Korean**, as required in each task.

Responses in the incorrect language will not receive any credit.

Suggested time allocation

- Listening section: 30 minutes
- Reading section: 40 minutes
- Writing section: 50 minutes

Assessment

Assessment standards are at the end of this book.

After the examination session

The supervisor will collect this book when you leave.

Candidate use

Print your candidate number here

1	8	-						-	
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Attach barcode here

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Number of books used

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Supervisor use only

Supervisor's initials

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QCAA use only

Marker number

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Planning space

Listening section

There are **three** tasks in this section. Attempt **all three** tasks.

Suggested time allocation: **30 minutes**.

There are three spoken texts on the Listening section CD. Each text will be played twice. After you listen to the text, there will be a four minute pause before the text is played again. You may make notes at any time.

Task 1

You will hear a speech. Respond to Task 1 questions in **English** in the spaces provided. All responses must be based on the spoken text.

Question 1

Describe the speaker's attitude towards the audience. Use relevant information from the text to support your response.

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Question 2

How realistic is the speaker's advice to the audience? Justify your response using relevant information from the text.

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End of Task 1

Planning space

Task 2

You will hear a news report. Respond to Task 2 questions in **English** in the spaces provided.
All responses must be based on the spoken text.

Question 1

Explain what 워라밸 is.

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Question 2

To what extent might 워라밸 impact on different groups in Korean society? Justify your response using relevant information from the text.

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End of Task 2

Planning space

Task 3

You will hear a conversation. Respond to Task 3 questions in **Korean** in the spaces provided. All responses must be based on the spoken text.

Question 1

이 대화의 청중은 누구인가요? 본문에서 주어진 정보를 바탕으로 설명하세요.

Identify the audience for this text. Justify your response using information from the text.

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Question 2

카이는 왜 이런 코스를 추천했을까요? 본문에서 주어진 정보를 바탕으로 설명하세요.

Explain why Kai recommends the particular activities. Justify your response using relevant information from the text.

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Question 3 is on the next page →

Question 3

이 대화의 목적은 얼마나 성공적으로 달성할까요? 본문에서 주어진 정보를 바탕으로 설명하세요.

How successfully does this conversation achieve its purpose? Justify your response using relevant information from the text.

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End of Task 3
End of Listening section

Turn over for Reading section


Reading section

There are **three** tasks in this section. Attempt **all three** tasks.

Suggested time allocation: **40 minutes**.

Task 1

Read the Task 1 text below. Respond to the question in **English** in the spaces provided.
All responses must be based on the text.



퀸즐랜드 야생 동물원

퀸즐랜드 야생 동물원은 호주에서 두 번째로 긴 역사를 가진 동물원입니다. 지난해 한국 TV 프로그램에 저희 동물원이 소개된 후, 한국인 관광객들이 늘어나면서, 한국인 손님들에게 더 나은 서비스를 제공하기 위해 같이 일할 가족 같은 직원을 구합니다.

필수 조건


- 영어, 한국어에 능통한 자
- 법적으로 일할 수 있는 자
- 평일, 주말에 일 가능한 자
- 동물과 함께 하는 작업이 가능한 자

가능한 일자리

- 동물원 안내요원 2명: 동물 설명, 길 안내
- 관리직 1명: 사진 관리, 예약 및 단체 손님 관리

동물을 사랑하고, 오랫동안 함께 일하실 수 있는 분들의 많은 관심 부탁드립니다.

문의: 07 3321 1234



Question 1

Identify the audience and purpose of this text. Justify your response using relevant information from the text.

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End of Task 1

Task 2

Read the Task 2 text below. Respond to the questions in **English** in the spaces provided.
All responses must be based on the text.

'절대 나가지 마세요!!!' 미세먼지가 우리 몸에 들어오면...



(사진: 미세먼지 앱 '미세미세')

이건호 기자

서울시 마포구 합정동의 한 주상 복합 아파트에 사는 윤 모씨는 매일 아침 일과를 미세먼지 정보 앱을 켜는 것으로 시작한다. '절대 나가지 마세요!!!'라는 경고를 보며, 오늘도 실내에서 아이들과 보낼 생각에 한숨을 쉰다.

온도와 날씨를 주로 다루던 기상예보에 어느 순간부터 미세먼지의 농도가 등장했고, 2017년 12월 마지막 주에는 서울이 $124\mu\text{m}/\text{m}^2$, 하남은 $153\mu\text{m}/\text{m}^2$ 으로 걱정스러운 상태를 보였다. 미세먼지 주의보 발령 회수도 86회로 48회였던 2016년과

54회였던 제작년에 비해 현저히 높았던 것을 알 수 있다.

미세먼지의 가장 큰 문제는 건강에 아주 해롭다는 것이다. 알레르기, 눈병, 호흡기 질환과 두통과 같은 단기적인 문제는 물론 폐암, 심장병, 뇌와 신경계 손상 등 장기적인 질병에도 영향을 미치는 것으로 알려져 있다.

미세먼지 때문에 야외활동을 제한하면 우리 몸의 운동량이 적어지고, 근력 운동이 떨어지면 호흡기의 기능 역시 떨어진다. 그러므로, 미세먼지 때문에 움츠려 있지 말고, 반드시 몸을 움직여야 한다.

외출 후 목욕과 과일, 야채를 충분히 섭취하는 것 외에 야외활동 시 황사방지용 마스크를 착용하는 것도 좋은 방법이다. 식약처에서 허가한 황사방지용 마스크는 일반 섬유보다 더 촘촘한 부직포가 여러 겹 겹쳐져 있고 특수 필터를 사용해 미세먼지를 차단한다. 사용한 마스크는 먼지나 세균에 오염될 확률이 크기 때문에 새로운 마스크로 교체하는 것이 바람직하다.

구간		좋음	보통	약간 나쁨	나쁨	매우나쁨	
농도($\mu\text{m}/\text{m}^2$)		0-30	31-80	81-120	121-200	201-300	300+
행동요령	어린이, 노약자			장시간 실외활동 자제	무리한 실외활동 자제	실외활동제한	실내생활
	일반인				장시간 무리한 실외활동자제	실외활동자제	실외활동제한

<표: 미세먼지 예보 등급표: www.airkorea.or.kr>

Question 1

Explain the main issue discussed in the text.

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Question 2

To what extent does this text help Mrs Yoon to plan her day? Justify your response using relevant information from the text.

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End of Task 2

Task 3

Read the Task 3 text below. Respond to the questions in **Korean** in the spaces provided.
All responses must be based on the text.

김장하는 날

오늘은 김장을 했다. 전화할 때마다 “은혜야, 할머니가 호주 가거들랑 김치 맛나게 해줄 테니까 조금만 기다려라잉.” 하시더니, 며칠 뒤 도착하신 할머니는 가방을 풀자마자 배추 사러 가자며 채비를 하셨다.

“아유, 엄마... 이 많은 배추를 다 어찌려고 이렇게 이고 지고 메고 끌고 사 와요. 김치 조금씩 사 먹으면 될걸...” 차에서 배추 40포기를 내리는 우리 엄마의 표정은 잔뜩 찌푸러져 있었다.

“오메... 어디 가게에서 산 김치를 내가 하는 김치하고 비교한데? 아이고, 배추가 속이 아주 짝 찼다. 은혜야, 이거 좀 들어 보라.” 하며 할머니는 신나하셨다. 할머니는 피곤하지도 않으신지 바로 배추를 절이셨고, 나와 동생은 오후 내내 할머니를 도와드렸다. 다음날, 엄마 친구 두 가족이 도와주러 오셨고, 우리는 다 같이 힘을 모아 김치를 만들었다.

“세상 어딜 가서 살아도 김치만 있으면 밥 한 그릇 똑딱 들어가.” 장갑도 끼지 않은 손으로 그 불 디붙은 양념을 배추 안에 채우며 할머니가 말씀하셨고, “아유... 그럼요, 어머니. 냉장고에 김치 없으면 불안하다니까요.” 주아네 엄마가 맞장구를 쳤다.

어느새 배추 40포기가 김치통에 차곡차곡 들어가고, 김치를 같이 만든 세 가족이 그날 저녁 모두 모여 우리 집에서 식사를 했다. 메뉴는 당연히 보쌈, 폭 삶은 돼지고기에 무채 가득한 김치 속을 척 얹어서 잘 절여진 배추에 싸 먹는 그 맛은 정말 끝내줬다. 힘든 하루를 싹 잊게 해 주는 꿀 맛이라고나 할까?

“뭐 호주까지 가서 김치를 해 먹냐”는 사람들도 있지만, 나는 안다. 김장은 꼭 김치만 하는 날이 아니라는 걸... 그 핑계로 할머니는 일 년 내내 모아둔 우리를 사랑하는 마음을 전해주시고, 우리는 “외롭지 않고 주위에 이렇게 좋은 친구들 많아요.” 하고 할머니를 안심 시켜 드리며, 또 이것 저것 옆에서 도우며 나와 내 친구들은 김치하는 법을 자연스럽게 배우는 정말 정 넘치고 한국스러운 날이라는 걸...

Question 1

이 글의 주요 사건은 무엇인가요?

What is the main event described in the text?

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Question 2

두번째 문단에서 은혜의 어머니는 왜 그런 반응을 했는지 설명하세요.

Explain the reaction of Eunhye's mother in paragraph two.

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Question 3 is on the next page →

Question 3

오늘 있었던 일이 은혜와 은혜의 할머니에게 어떻게 의미 있는 일이었는지 본문의 내용을 바탕으로 설명하세요.

How is the event significant to Eunhye and her grandmother? Use relevant information from the text to support your response.

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End of Task 3
End of Reading section

Turn over for Writing section

Writing section

There are **five** tasks in this section. Respond to **one task** in 500–650 *cha* in **Korean**. Write your response on the pages overleaf.

Suggested time allocation: **50 minutes**.

Task 1

당신은 한국어를 배우는 청소년들을 위해 2주 동안 문화체험 프로그램을 제공하는 회사에서 제공하는 인턴십에 지원하려고 합니다. 자신의 능력과 본인이 이 프로그램에 어떤 기여를 할 수 있는지를 설명하는 자기소개서를 쓰세요.

You are applying for an internship in an organisation that provides a two-week cultural program to students who study Korean. Write a personal profile giving details about yourself, your abilities and how you can contribute.

or

Task 2

당신은 '틴 매거진'의 학생 기자입니다. 스포츠 영웅이 청소년에게 미치는 긍정적, 부정적인 영향을 고려했을 때, 스포츠 영웅은 진정한 영웅인지에 대해 토론하는 기사를 쓰세요.

You are a student journalist for *Teen Magazine*. Write an article that discusses whether sport heroes are true heroes. Consider positive and negative influences that sport heroes can have on youth.

or

Task 3

당신은 최근 친구들과 3일 동안 여행을 다녀왔습니다. 이번 여행을 묘사하는 글을 본인의 블로그에 쓰세요.

You have just come back from a three-day holiday with your friends. Describe the holiday on your personal blog.

or

Task 4

얼마 전 당신은 한국 식당에서 생일 파티를 했습니다. 온라인 게시판에 올릴 이 식당에 대한 후기를 쓰세요.

You recently celebrated a birthday at a Korean restaurant. Write an online review of the restaurant.

or

Task 5

한국의 속담 '하늘이 무너져도 솟아날 구멍은 있다.'를 잘 표현하는 수필을 (short story) 쓰세요.

Write a short story that illustrates the Korean saying, '하늘이 무너져도 솟아날 구멍은 있다.'
(‘Even in despair, there is hope.’)

End of Writing tasks

Planning space

Task



A series of horizontal dotted lines spanning the width of the page, providing a guide for writing.

A series of 25 horizontal dotted lines for writing.

Dotted lines for writing

A series of horizontal dotted lines for writing, consisting of 25 lines spaced evenly down the page.

Assessment standards from the Korean Senior External Syllabus 2008 (amended 2012)

Listening skill

Candidate responses have the following characteristics:				
A	B	C	D	E
knowing and understanding:				
<ul style="list-style-type: none"> a comprehensive range of information is presented, including gist, main points and relevant details the meaning of familiar and complex language is accurately and clearly demonstrated the speaker's attitude, purpose and intentions are clearly evident subtleties are recognised 	<ul style="list-style-type: none"> a range of information is presented, including gist, main points and obvious details the meaning of familiar language is accurately demonstrated but complex language may be misinterpreted the speaker's attitude, purpose and intentions are recognised subtleties may be overlooked 	<ul style="list-style-type: none"> essential information is presented, including some main points and details which may not always be relevant the meaning of familiar language is demonstrated accurately the speaker's general intention is recognised when obvious within a familiar context 	<ul style="list-style-type: none"> information is presented, including the meaning of some familiar language a very broad outline or some specific details of the speaker's general intention is demonstrated 	<ul style="list-style-type: none"> fragmented information is presented an isolated understanding of words and phrases is demonstrated
reasoning and responding:				
<ul style="list-style-type: none"> detailed analysis and thorough evaluation are evident plausible interpretations of unfamiliar language are drawn from context well-constructed conclusions and well-substantiated decisions are made cultural meanings are integrated into responses where appropriate. 	<ul style="list-style-type: none"> detailed analysis and evaluation are evident interpretations of unfamiliar language are made from context conclusions and decisions are made, although at times justification may be incomplete cultural meanings are evident in responses but may not be fully developed. 	<ul style="list-style-type: none"> basic analysis and evaluation are evident conclusions and decisions are made but often lack justification obvious cultural meanings are identified. 	<ul style="list-style-type: none"> little evidence of basic analysis or evaluation is present conclusions and decisions may be made but lack justification obvious cultural meanings may be identified. 	<ul style="list-style-type: none"> no evidence of analysis or evaluation is presented responses are minimal.

Reading skill

Candidate responses have the following characteristics:				
A	B	C	D	E
knowing and understanding:				
<ul style="list-style-type: none"> a comprehensive range of information is presented, including gist, main points and relevant details the meaning of familiar and complex language is accurately and clearly demonstrated the purpose of the text and the writer's perspective and intention are clearly evident subtleties are recognised 	<ul style="list-style-type: none"> a range of information is presented, including gist, main points and obvious details the meaning of familiar language is accurately demonstrated but complex language may be misinterpreted the purpose of the text and the writer's perspective and intention are recognised subtleties may be overlooked 	<ul style="list-style-type: none"> essential information is presented, including some main points and details which may not always be relevant the meaning of familiar language is demonstrated accurately the writer's general intention is recognised when obvious within a familiar context 	<ul style="list-style-type: none"> information is presented, including the meaning of some familiar language a very broad outline or some specific details of the writer's general intention is demonstrated 	<ul style="list-style-type: none"> fragmented information is presented an isolated understanding of words and phrases is demonstrated
reasoning and responding:				
<ul style="list-style-type: none"> detailed analysis and thorough evaluation are evident plausible interpretations of unfamiliar language are drawn from context well-constructed conclusions and well-substantiated decisions are made cultural meanings are integrated into responses where appropriate. 	<ul style="list-style-type: none"> detailed analysis and evaluation are evident interpretations of unfamiliar language are made from context conclusions and decisions are made, although at times justification may be incomplete cultural meanings are evident in responses but may not be fully developed. 	<ul style="list-style-type: none"> basic analysis and evaluation are evident conclusions and decisions are made but often lack justification obvious cultural meanings are identified. 	<ul style="list-style-type: none"> little evidence of basic analysis or evaluation is present conclusions and decisions may be made but lack justification obvious cultural meanings may be identified. 	<ul style="list-style-type: none"> no evidence of analysis or evaluation is presented responses are minimal.

Writing skill

Candidate responses have the following characteristics:				
A	B	C	D	E
knowing and using language features:				
<ul style="list-style-type: none"> • a wide range of vocabulary and grammar is used effectively • where complex language is used, errors do not detract from the overall meaning • a range of cohesive devices is used to link aspects of the text • register is appropriate to the situation • spelling, punctuation and word order display a high degree of accuracy • <i>Han-gül</i> is formed accurately with correct spelling and spacing 	<ul style="list-style-type: none"> • a range of vocabulary and grammar is used effectively, although with some errors • selected cohesive devices are used to link aspects of the text • register is usually appropriate to the situation • spelling, punctuation and word order display a reasonable degree of accuracy • formation of <i>Han-gül</i> is accurate, but may contain some errors in spelling and/or spacing 	<ul style="list-style-type: none"> • a range of familiar vocabulary and grammar is used, although errors are evident • basic cohesive devices are used to connect simple ideas • the register used is generally consistent • spelling, punctuation and word order contain inaccuracies • may contain errors in the formation of <i>Han-gül</i> and/or spelling and spacing 	<ul style="list-style-type: none"> • some familiar vocabulary and grammar is used, although frequent errors are made • some simple linking words are used, but the meaning as a whole is fragmented • errors in spelling, punctuation and word order hinder meaning • often contains errors in the formation of <i>Han-gül</i> and/or spelling and spacing 	<ul style="list-style-type: none"> • responses may be basic sentences using well-rehearsed words and phrases • frequent errors are evident
creating and responding:				
<ul style="list-style-type: none"> • written communication adheres consistently to the conventions of the text type • the writer's ideas and purposes are conveyed effectively with flexibility and originality • written text is well-organised and displays a high level of coherence • an understanding and response to cultural contexts is clearly evident in the writing. 	<ul style="list-style-type: none"> • the writer's ideas, information and meaning are usually communicated clearly, although errors may occur in complex language • written text is organised and is generally coherent • an understanding and response to cultural contexts may be evident in the writing. 	<ul style="list-style-type: none"> • written communication may feature some aspects of the text type • simple ideas are conveyed effectively • organisation of the written text is basic and displays some coherence • the writing shows some recognition of cultural contexts. 	<ul style="list-style-type: none"> • written communication may not always be appropriate to the text type • some simple ideas are conveyed • written text lacks coherence • the writing shows little recognition of cultural contexts. 	<ul style="list-style-type: none"> • some simple meanings are conveyed.

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