

# Korean

## Listening, Reading and Writing

### Question and response book

Tuesday 15 October 2019  
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 centre)

#### Equipment allowed

- Dictionary
- QCAA-approved equipment

#### Directions

Do not write during reading time.

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

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Number of books used

#### Supervisor use only

Supervisor's initials

#### QCAA use only

Marker number

## 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 in the Listening section. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.

## Task 1

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

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### Question 1

What does the female speaker want to do? Justify your response using relevant information from the text.

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### Question 2

What is the male speaker's attitude toward her plan? Justify your response using relevant information from the text.

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**End of Task 1**

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## Planning space

## Task 2

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

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### Question 1

Identify the purpose of this radio program. Justify your response using relevant information from the text.

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### Question 2

To what extent does this interview help the audience of the program? 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 news report. Respond to Task 3 questions in **Korean** in the spaces provided. All responses must be based on the spoken text.

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#### Question 1

이 기사가 제시한 이슈는 무엇인가요? 본문에서 주어진 정보를 바탕으로 설명하세요.

What is the main issue discussed in the text? Justify your response using relevant information from the text.

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#### Question 2

한국 사회의 다양한 계층의 사람들은 이 이슈를 어떻게 생각할까요? 본문에서 주어진 정보를 바탕으로 설명하세요.

How might the issue be viewed by different groups of people in Korean society? Justify your response using relevant information from the text.

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**End of Task 3**  
**End of Listening section**

## Reading section

There are **two** tasks in this section. Attempt **both** tasks.

Suggested time allocation: **40 minutes**.

### Task 1

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

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보고 싶은 에밀리에게

호주는 많이 덥겠지? 한국에는 어제 눈이 많이 와서, 온 세상이 하얗게 변했어. 네가 봤으면 정말 좋아했을 거야.

너와 함께 보낸 2주는 정말 즐거웠어. 처음 만났지만, 우리는 좋아하는 가수도 같고, 좋아하는 음식도 같고, 게다가 우리는 둘 다 배드민턴 좋아하는 것까지 똑같았잖아.

아, 동대문 시장에서 쇼핑한 날은 정말 최고로 즐거운 날이었어. 우리 부모님은 내가 밤에 외출하는 것을 절대 허락하시지 않는데, 너와 함께 간다고 하니깐, 잘 다녀오라고 용돈도 주셨잖아. 그날 산 청바지는 오늘도 입고 있어. 그리고, 저녁으로 먹은 치킨은 내가 먹어 본 치킨 중에 제일 맛있었던 거 같아.

호주와 한국은 정말 달라서 네가 힘들어할 줄 알았는데, 아무리 새로운 경험이라도 두려워하지 않고 일단 시도해 보는 널 보면서 많이 배웠어. 특히, 이렇게 추운 곳에는 처음 와 봤을 텐데, 한 번도 불평하지 않았잖아. 그리고, 우리 가족들과 지내면서 늘 집안일을 도와주고, 너 스스로 일을 찾아서 가족에게 도움이 되려고 하는 것을 보고 우리 오빠와 나는 많이 반성했어.

내년에 내가 너희 학교에 교환학생으로 가는 게 너무 기대되고 설레어. 호주에서는 얼마나 재밌는 일이 있을까? 그때까지 열심히 영어공부해서 네 친구들과하고도 친해질 수 있도록 노력할게.

수연이가



**Question 1**

Identify the relationship between Emily and Sooyeon. Justify your response using relevant information from the text.

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**Question 2**

To what extent did Sooyeon enjoy her experience? 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 **Korean** in the spaces provided.  
All responses must be based on the text.

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### 사라지는 직업

오늘은 학생들과 미래에 관한 이야기를 나누었다. 여행하고 싶은 곳들, 먹어보고 싶은 음식, 그리고 갖고 싶은 직업... 고등학교 1학년인 우리 반 학생들은 신나게 자신들의 꿈에 대해 이야기를 했다. 내 직업이 선생님이라 그런지 아이들이 하고 싶어 하는 공부나 직업에 특히 관심을 갖고 들었다.

불과 3~4년 전까지만 해도 교사, 대기업 사원, 공무원, 의사, 변호사, 회계사, 비행기 조종사 등의 직업이 늘 인기가 많았다. 그런데, 최근 몇 년 사이에 유튜버, 프로그래머, 코드 크리에이터, 파워블로거 등 새로운 직업이 인기가 많아지더니, 오늘은 한 학생이 '디지털 장의사'가 되고 싶다고 했다.

'디지털 장의사? 그게 대체 뭐 하는 직업이니?' 내가 묻자, 누군가 사망하면 온라인상에 있는 그 사람의 개인 정보를 삭제해 주는 직업이란다.

'선생님이나 의사가 되고 싶은 사람은 없니?' 하고 묻자, 그 대답은 정말 충격적이었다. 반 아이들 중 아무도 없다고 한다. 한 학생이 말하길 저출산이 점점 심각해질 것이기 때문에 미래에는 병원에 손님이 거의 없을 것이고, 아이들이 많이 없어서 선생님도 없어질 거라고 한다.

'그럼, 아이들 교육은 어떻게 할까?' 하고 묻는 나에게 아이들은 그것도 모르냐는 듯 큰 소리로 외친다.

'인터넷 강의요!'

내 직업이 언젠가는 사라질 거라는 생각을 하니 좀 슬펐다. 그래도 난 지금 선생님이고, 나에게서 사랑하는 학생들이 있다. 그래서, 학생들의 미래 설계를 돕기 위해 검색창에 '디지털 장의사'를 적어본다.

**Question 1**

이 글에서 제시한 이슈를 설명하세요. 본문에서 주어진 정보를 바탕으로 설명하세요.

Explain the main issue discussed in the text. Use relevant information from the text to support your response.

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**Question 2**

글쓴이에게 이 이슈는 얼마나 큰 의미가 있을까요? 본문에서 주어진 정보를 바탕으로 설명하세요.

How is the issue significant to the writer? Justify your response using relevant information from the text.

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**End of Task 2**  
**End of Reading 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**.

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### Task 1

당신은 한국어를 공부하는 학생입니다. 다음 주에 있을 한국어 말하기 시험의 주제는 '내가 존경하는 사람'입니다. 본인이 존경하는 사람을 소개하는 말하기 시험 대본을 쓰세요.

You are a student preparing for a Korean oral presentation. Write a speech introducing 'the person I respect the most'.

*or*

### Task 2

당신은 고등학교 졸업 후에 대학교에 바로 진학하지 않고, 1년을 쉬면서 진로를 결정하고 싶습니다. 그러나, 당신의 부모님은 당신의 의견에 동의하지 않고, 내년에 무조건 대학교에 진학해야 한다고 하십니다. 부모님을 설득하는 이메일을 쓰세요.

You would like to take a gap year after you graduate from high school. However, your parents do not agree and tell you that you must go to university next year. Write an email persuading your parents.

*or*

### Task 3

당신은 중앙고등학교 매거진의 학생기자입니다. 얼마 전 학교에서 학생들에게 교내에서 핸드폰을 쓰지 못하게 하는 규칙을 소개하고 다음 학기부터 시행하기로 했습니다. 새 규칙에 대한 장, 단점을 토론하고 평가하는 기사를 쓰세요.

You are a student journalist at Joongang High School. Recently, your school has decided to ban mobile phones in school and the new rule will apply to students from next semester. Write an article that discusses the advantages and disadvantages of the new rule.

*or*

#### **Task 4**

당신은 3일 동안 학교 캠프에 다녀왔습니다. 캠프에서 있었던 드라마틱 한 사건에 대한 일기를 쓰세요.

You have just come back from school camp. Write a diary recalling a dramatic event that happened during the three-day camp.

*or*

#### **Task 5**

당신이 좋아하는 책이나 본 영화를 추천하는 글을 블로그 형식으로 쓰세요.

In a personal blog post, recommend a book or a movie you enjoyed.

**End of Writing tasks**

## Planning space

**Task**

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**End of Writing section**  
**End of Question and response book**

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

### Listening skill

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

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

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

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

### Writing skill

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



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