Korean SEE marking guide

External assessment

SEE 1 — Extended response (35 marks)

SEE 2 — Combination response (55 marks)

SEE 1: Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend Korean to understand information, ideas, opinions and experiences related to relationships, roles in society, socialising and societal issues and ideas, and/or future plans and responsibilities

2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships, roles in society, socialising and societal issues and ideas, and/or future plans and responsibilities

3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

4. apply knowledge of Korean language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities.

6. use strategies to maintain communication and exchange meaning in Korean to discuss relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities with peers and Korean-speaking community members.

SEE 2: Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend Korean to understand information, ideas, opinions and experiences related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

4. apply knowledge of Korean language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities.

Note: Objective 6 is not assessed in this instrument.

Purpose

This document consists of an EAMG.

The EAMG:

provides a tool for calibrating external assessment markers to ensure reliability of results

indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range

informs schools and students about how marks are matched to qualities in student responses.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

SEE 1

External assessment marking guide

Part 1 Criterion 1: Analysing Korean texts in Korean (15 marks)

Analysis of perspectives	M	Evaluation	M	Analysis of structures	M
The response:					
• examines relevant perspectives in 2 or more stimulus texts • provides an authoritative interpretation of these	5	• shows clear inference of meaning, values and attitudes in 2 or more stimulus texts • provides an authoritative judgment on these	5	• examines how language elements and textual conventions shape 2 or more stimulus texts • provides an authoritative interpretation of these	5
• examines relevant perspectives in 2 or more stimulus texts • provides an interpretation of these	4	• shows inference of meaning, values and attitudes in 2 or more stimulus texts • provides a judgment on these	4	• examines how language elements and textual conventions shape 2 or more stimulus texts • provides an interpretation of these	4
• examines relevant perspectives in 2 or more stimulus texts • provides a summary of these	3	• shows inference of meaning, values and attitudes in 2 or more stimulus texts • provides a summary of these	3	• examines how language elements and textual conventions shape 2 or more stimulus texts • provides a summary of these	3
• identifies relevant perspectives in 1 stimulus text	2	• identifies meaning, attitudes or values in 1 stimulus text	2	• identifies language elements or textual conventions in 2 or more stimulus texts	2
• identifies some language in the stimulus text/s	1	• identifies some ideas in the stimulus text/s	1	• identifies language elements and textual conventions in 1 stimulus text	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Part 1 Criterion 1: Analysing Korean texts in Korean (10 marks)

Development	M	Delivery	M	Selection and synthesis	M	Cohesion	M
The response:							
• establishes an insightful focus • develops ideas fluently to support the focus • provides clear conclusions	3	• demonstrates coherent and confident sequencing of information and ideas	3	• provides a well-considered selection of evidence from the stimulus texts • uses this explicitly to support ideas	2	• uses cohesive devices to connect, develop, emphasise, and transition between ideas	2
• establishes a focus • includes clear statements to support the focus	2	• demonstrates mostly coherent sequencing of information and ideas	2	• provides evidence from the texts • uses this in connection with some ideas	1	• uses some connecting phrases or words to link ideas	1
• includes some statements on the stimulus texts	1	• includes fragmented information and ideas	1	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0				

Part 2 Criterion 2: Exchanging information and ideas in Korean (10 marks)

Meaning	M	Responsiveness	M	Communication	M	Delivery	M
The response:							
• uses grammatically accurate structures to convey meaning	3	• uses vocabulary with discrimination to develop ideas • uses register appropriate to the conversational role	3	• sustains the exchange	2	• shows proficient and flexible command of language	2
• uses grammar and sentence structures that may affect development of ideas, but meaning is still discernible	2	• uses vocabulary that may affect development of ideas, but meaning is still discernible	2	• provides an exchange with lapses that may affect fluency, but meaning is still discernible **OR** • provides fragments of an exchange	1	• shows some hesitancy, but language is clear	1
• uses grammar and sentence structures that may have lapses that impede meaning **OR** • uses structures that may be fragmented	1	• uses vocabulary that may have lapses that impede meaning **OR** • may be stilted	1	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0				

External assessment marking guide
Short response in Korean (17 marks)

Q	The response:	M	The response:	M
1	• states a personality trait for the male speaker • provides 2 examples that support this conclusion • states a personality trait for the female speaker • provides 2 examples that support this conclusion	6	• conveys meaning relevant to the question, allowing for few errors	4
	• states a personality trait for the male speaker • provides 1 example that supports this conclusion • states a personality trait for the female speaker • provides 2 examples that support this conclusion	5	• conveys meaning relevant to the question, allowing for some errors	3
	• states a personality trait for the male speaker • provides 1 example that supports this conclusion • states a personality trait for the female speaker • provides 1 example that supports this conclusion	4	• conveys meaning relevant to the question through the use of some words and isolated phrases	2
	• states a personality trait for the male speaker • identifies a personality trait for the female speaker • provides 1 example that supports a conclusion	3	• conveys fragmented meaning	1
	• states a personality trait for the male speaker • states a personality trait for the female speaker	2	• does not satisfy any of the descriptors above **OR** • is in English.	0

	• in English
	  - states a personality trait for the male speaker
	  - provides 2 examples that support this conclusion
	  - states a personality trait for the female speaker
	  - provides 2 examples that support this conclusion
		1		

	• does not satisfy any of the descriptors above.	0		

Q	The response:	M	The response:	M
2	• states the female speaker's priorities • provides 2 examples that support this conclusion	3	• conveys meaning relevant to the question, allowing for few errors	4
	• states the female speaker's priorities • provides 1 example that supports this conclusion	2	• conveys meaning relevant to the question, allowing for some errors	3
	• states the female speaker's priorities **OR** • in Korean, states the female speaker's priorities and provides 2 examples that support this conclusion	1	• conveys meaning relevant to the question through the use of some words and isolated phrases	2
	• does not satisfy any of the descriptors above.	0	• conveys fragmented meaning	1
			• does not satisfy any of the descriptors above **OR** • is in English.	0

Short response in English (17 marks)

Q	Sample response	The response:	M
3	Jane is writing to thank Michael for the lovely time they had together on the weekend, especially for his mum's delicious curry. She invites herself for more of his mum's dishes. She also comments on the valuable opportunity she had to reflect on her own identity and her cultural connectedness. This is evident through her deeper understanding of her mum's love for Korea, her willingness to improve her Korean and her plan to go back to Korea for more cultural experience.	• identifies the purpose of the email • provides 3 examples that support this conclusion	4
		• identifies the purpose of the email • provides 2 examples that support this conclusion	3
		• identifies the purpose of the email • provides an example that supports this conclusion	2
		• identifies the purpose of the email **OR** • in Korean, identifies the purpose of the email and provides 3 examples that support this conclusion	1
		• does not satisfy any of the descriptors above.	0

Q	Sample response	The response:	M
4	Jane shows positive and supportive attitudes toward the Korean culture and her friend Michael's interest in the Korean culture. This is evident as she offers to help him learn Korean and tells him how impressed she is with his Korean collection.	• states Jane's tone • provides 3 examples that support this statement	4
		• states Jane's tone • provides 2 examples that support this statement	3
		• states Jane's tone • provides an example that supports this statement	2
		• states Jane's tone **OR** • provides a relevant example **OR** • in Korean, states Jane's tone and provides 3 examples that support this statement	1
		• does not satisfy any of the descriptors above.	0

	Q	Sample response	The response:	M
5	a)	The context for this text is a news item that examines the youth unemployment situation in Korea. This is stated in the headline of the news article.	• states the context • provides an example that supports this statement	2
			• states the context **OR** • provides a relevant example **OR** • in Korean, identifies the context and provides an example to support this statement	1
			• does not satisfy any of the descriptors above.	0
5	b)	The purpose of this text is to inform the general public of the current youth unemployment issue in Korean society. It also aims to explain how different stakeholders are affected by the issue. For example, youth jobseekers are studying more to be competitive, businesses have moved to hire a more flexible workforce and the government has announced its plan to increase the youth employment rate to 80%.	• states the purpose • provides two examples to support this statement	3
			• states the purpose • provides an example to support this statement	2
			• states the purpose **OR** • provides a relevant example **OR** • in Korean, states the purpose and provides two examples to support this statement.	1
			• does not satisfy any of the descriptors above.	0

Q	Sample response	The response:	M
6	The writer shows a great concern about the upward trend in youth unemployment in Korea. They discuss the seriousness of the issue by comparing the youth unemployment rate between now and 10 years ago, highlighting the significant increase of 100 000 unemployed youth. The information on the national and international economic downturn adds an alarming tone to the text. The writer also worries about the future for youth jobseekers, as businesses are looking to employ workers with a more flexible commitment, rather than a long-term, stable commitment. They believe the government's intervention is required to deal with this issue more effectively.	• states the writer's perspective • provides 3 examples from the stimulus that support this statement	4
		• states the writer's perspective • provides 2 examples from the stimulus that support this statement	3
		• states the writer's perspective • provides 1 example from the stimulus that supports this statement	2
		• states the writer's perspective **OR** • in Korean, states the writer's perspective and provides 3 examples that support this statement	1
		• does not satisfy any of the descriptors above.	0

Extended response in Korean — Question 7 (21 marks)

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							

• addresses and elaborates on all of the following
  - who they talk to about future decisions
  - how technology has been beneficial in informing their future
  - how their lifestyle will change next year
	6	• addresses all requirements of the task
		• conveys meaning relevant to the task, allowing for few errors
		• proficiently communicates through
		  - selection of ideas
		  - logical sequencing of ideas
		  - synthesis of ideas
			5	• uses a wide range of vocabulary purposefully
				• uses a wide range of grammar accurately
				• uses a wide range of tenses accurately
				• uses consistent register for context
					8	• uses all of the following
						  - date, weather, title
						  - concluding remark
							2

• addresses all of the following
  - who they talk to about future decisions
  - how technology has been beneficial in informing their future
  - how their lifestyle will change next year
• elaborates on 2 of these
	5	• conveys meaning relevant to the task, allowing for few errors
		• proficiently communicates through
		  - selection of ideas
		  - logical sequencing of ideas
		  - synthesis of ideas
			4	• uses a wide range of vocabulary accurately
				• uses a range of grammar
				• uses a range of tenses, allowing for infrequent errors
				• uses consistent register for context
					7	• uses 1 of the following
						  - date, weather, title
						  - concluding remark
							1

• addresses and elaborates on 2 of the following
  - who they talk to about future decisions
  - how technology has been beneficial in informing their future
  - how their lifestyle will change next year
	4	• conveys meaning relevant to the task, allowing for some errors
		• clearly communicates through
		  - selection of ideas
		  - sequencing of ideas
		  - structuring
			3	• uses a wide range of vocabulary, allowing for infrequent errors
				• uses a range of grammar, allowing for infrequent errors
				• uses a range of tenses
				• uses consistent register for context
					6	• does not satisfy any of the descriptors above
						OR
						• is in English.
							0

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							

• addresses 2 of the following
  - who they talk to about future decisions
  - how technology has been beneficial in informing their future
  - how their lifestyle will change next year
• elaborates on 1 of these
	3	• conveys some meaning relevant to the task through
		  - selection of ideas
		  - sequencing
		  - structuring
			2	• uses a range of vocabulary, allowing for some errors
				• uses a range of grammar, allowing for some errors
				• attempts to use a range of tenses
				• mostly uses consistent register
					5		

• addresses and elaborates on 1 of the following
  - who they talk to about future decisions
  - how technology has been beneficial in informing their future
  - how their lifestyle will change next year
	2	• attempts to convey meaning although errors may impede	1	• uses a range of vocabulary and grammar, allowing for errors	4		

• mentions words and/or phrases that could be used in a relevant response	1	• does not satisfy any of the descriptors above **OR** • is in English.	0	• uses repetitive vocabulary and grammar	3		
• does not satisfy any of the descriptors above **OR** • is in English.	0			• uses repetitive vocabulary and grammar, allowing for frequent errors	2		
				• uses isolated words and phrases	1		