Korean SEE marking guide and response

External assessment 2021

SEE 1: Extended response (35 marks)

SEE 2: Combination response (59 marks)

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.

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

· 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.

The sample response:

· demonstrates the qualities of a high-level response

· has been annotated using the marking guide.

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.

Marking guide

Section 1: Analysing Korean texts in Korean

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
The response:							
· examines relevant perspectives in 2 or more stimuli · provides a discerning interpretation of these stimuli · provides a discerning personal response, including their own perspectives, on 2 or more stimuli	5	· shows discerning inference of meaning, values or attitudes in 2 or more stimuli · provides a valid judgment on these stimuli	5	· establishes an insightful focus · provides a well-considered selection of evidence from the stimuli to explicitly support the focus · demonstrates coherent sequencing of information and ideas · provides clear conclusions	5	· identifies the text type of 2 or more stimuli · provides 2 examples of language elements used that support the conclusion · provides 2 examples of textual conventions used that support the conclusion	5
· examines relevant perspectives in 2 or more stimuli · provides an appropriate interpretation of these stimuli · provides a clear personal response including their own perspectives on 2 or more stimuli	4	· shows appropriate inference of meaning, values or attitudes in 2 or more stimuli · provides an opinion on these stimuli	4	· establishes a valid focus · provides an effective selection of evidence from the stimuli to support the focus · demonstrates mostly coherent sequencing of information and ideas · provides conclusions	4	· identifies the text type of 2 or more stimuli · provides 1 example of a language element used that support the conclusion · provides 1 example of a textual convention used that supports the conclusion	4

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
· examines relevant perspectives in 1 stimulus · provides a summary of this stimulus · includes personal opinion on 1 stimulus	3	· shows inference of meaning, values or attitudes in 1 stimulus · provides an opinion on this stimulus	3	· establishes a valid focus · includes evidence from 1 stimulus to support the focus · provides conclusions	3	· identifies the text type of 1 stimulus · provides 1 example of a language element used that supports the conclusion · provides 1 example of a textual conventions used that supports the conclusion	3
· identifies a relevant perspective in 1 stimulus · includes personal opinions	2	· provides an opinion on 1 stimulus	2	· includes some statements on 1 stimulus · uses evidence from 1 stimulus	2	· identifies the text type of 1 stimulus · provides 1 example of a language element or textual convention used that supports the conclusion	2
· identifies an idea in 1 stimulus	1	· identifies some meaning, values or attitudes in 1 stimulus	1	· includes fragmented information from 1 stimulus	1	· identifies the text type of 1 stimulus	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

Section 2: Exchanging information and ideas in Korean

Meaning	M	Responsiveness	M	Fluency	M
The response:					
· effectively conveys information, ideas, opinions and experiences to questions asked · uses a wide range of vocabulary and grammar	5	· perceptively sustains the exchange · demonstrates spontaneity using appropriate register	5	· uses the language fluently and proficiently · effectively uses pause fillers and non-verbal features	5
· clearly conveys information, ideas, opinions and experiences to questions asked · uses a range of vocabulary and grammar	4	· effectively sustains the exchange · demonstrates spontaneity	4	· uses the language clearly · appropriately uses pause fillers and non-verbal features	4
· conveys information, ideas, opinions and experiences to questions asked · uses a range of familiar vocabulary and grammar	3	· provides an exchange with lapses, though meaning is discernible · demonstrates hesitance	3	· uses language understood by a sympathetic speaker of the language · uses pause fillers and non-verbal features	3
· conveys some simple meaning to questions asked · uses familiar vocabulary and grammar	2	· provides an exchange with lapses · demonstrates hesitance	2	· uses fragmented language understood by a sympathetic speaker of language · uses pause fillers or non-verbal features	2
· conveys fragmented information · uses limited vocabulary and grammar	1	· requires significant eliciting	1	· uses language that requires clarification	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

Marking guide

Short response in English

SEE 2: Combination response (59 marks)

Q	Sample response	The response:
1	The context of the conversation is a son seeking help from his mother to suggest activities for his friend. In the conversation the son says that he needs some help to come up with ideas. He explains to his mother that his former school friend Alex is coming to Korea and has asked him to help plan his trip. His mother answers that she is happy to help with the planning on the weekend.	· states the context is a conversation between a mother and a son seeking advice **[1 mark]** · provides a piece of evidence to justify this conclusion **[1 mark]** · provides a second piece of evidence to justify this conclusion **[1 mark]** · provides a third piece of evidence to justify this conclusion **[1 mark]**
2	The son's Australian friend Alex is coming to Korea. He is making an effort because he and Alex have been friends for many years and he feels indebted to him. Alex was kind to him when he lived in Australia and helped him when he first started school in Australia. Alex encouraged him to join the soccer team and helped him improve his English, which in turn introduced him to more friends.	· states a conclusion about a reason for his effort **[1 mark]** · provides a piece of evidence to justify this conclusion **[1 mark]** · provides a second piece of evidence to justify this conclusion **[1 mark]** · provides a third piece of evidence to justify this conclusion **[1 mark]**

Q	Sample response	The response:
3	A likely audience is job seekers looking for a job in accountancy in Queensland. This job advertisement specifically targets accountants bilingual in Korean and English as audience because the firm has an expatriate Korean client base and will require bilingual skills.	· states a likely audience **[1 mark]** · provides a piece of evidence to justify this conclusion **[1 mark]** · provides a second piece of evidence to justify this conclusion **[1 mark]**
4	The purpose of the text is for an accounting firm to advertise jobs for accountants. The title of the job advertisement states they are looking for a Korean Speaking Accountant in Cairns, Burketown and Townsville. It details the necessary skills that you need for the job, like an accounting degree, the application process, which is to apply online the closing date for applications.	· states a valid purpose **[1 mark]** · provides a piece of evidence to justify this conclusion **[1 mark]** · provides a second piece of evidence to justify this conclusion **[1 mark]** · provides a third piece of evidence to justify this conclusion **[1 mark]**

Q	Sample response	The response:
5	Stimulus 2 uses a number of language elements, structures and textual conventions to effectively convey the intended message. In order to target the right candidates, they clearly identify the target audience in the title, 'Korean speaking accountants required'. They repeatedly refer to the need for Korean language skills, e.g. 'strong bilingual skills in Korean and English', in order to emphasise the importance of the skill. The advertisement uses adjectives such as 'world-class', and lists benefits of the role to make their work environment attractive. Finally, they provide the information about the application process, so job seekers know how to apply for the role.	· states a conclusion about how effectively the language elements, structures and textual conventions convey the intended message **[1 mark]** · provides a piece of evidence to justify this conclusion **[1 mark]** · provides a second piece of evidence to justify this conclusion **[1 mark]** · provides a third piece of evidence to justify this conclusion **[1 mark]** · provides a fourth piece of evidence to justify this conclusion **[1 mark]**

Short response in Korean

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
6	· · · · ·	· states an appropriate feeling **[1 mark]**	· conveys meaning relevant to the question with few errors	4
		· provides a piece of evidence to justify this conclusion **[1 mark]**	· conveys meaning relevant to the question with some errors	3
		· states a second appropriate feeling **[1 mark]**	· conveys meaning relevant to the question using some words and isolated phrases	2
		· provides a piece of evidence to justify this conclusion **[1 mark]**	· conveys fragmented meaning	1
		· states a third appropriate feeling **[1 mark]**		
		· provides a piece of evidence to justify this conclusion **[1 mark]**	· does not satisfy any of the descriptors above.	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
7		· states a conclusion about how significant the day was to Julie **[1 mark]** · provides a piece of evidence to justify this conclusion **[1 mark]** · provides a second piece of evidence to justify this conclusion **[1 mark]** · provides a third piece of evidence to justify this conclusion **[1 mark]**	· conveys meaning relevant to the question with few errors	4
			· conveys meaning relevant to the question with some errors	3
			· conveys meaning relevant to the question using some words and isolated phrases	2
			· conveys fragmented meaning	1
			· does not satisfy any of the descriptors above.	0

Extended response in Korean — Question 8

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
· addresses and elaborates on all of the following – how high school has prepared me for my future – what has had the most influence on my future decision-making – what new responsibilities I will face in the next 5 years	6	· conveys meaning relevant to the task · proficiently communicates through – selection of ideas – logical sequencing of ideas – synthesis of ideas	5	· uses a wide range of vocabulary and characters purposefully · uses a wide range of grammar purposefully · uses a wide range of tenses purposefully · uses consistent register for context	8	· uses all of the following – title/introduction – statement of conclusion	2
· addresses all of the following – how high school has prepared me for my future – what has had the most influence on my future decision-making – what new responsibilities I will face in the next 5 years · elaborates on 2 of these	5	· conveys meaning relevant to the task · communicates through – selection of ideas – sequencing of ideas – synthesis of ideas	4	· uses a wide range of vocabulary and characters accurately · uses a wide range of grammar accurately · uses a wide range of tenses accurately · uses consistent register for context	7	· uses 1 of the following – title/introduction – statement of conclusion	1
· addresses and elaborates on 2 of the following – how high school has prepared me for my future – what has had the most influence on my future decision-making – what new responsibilities I will face in the next 5 years	4	· conveys meaning relevant to the task · communicates through – selection of ideas – sequencing of ideas	3	· uses a wide range of vocabulary with few errors · uses a wide range of grammar with few errors · uses a wide range of tenses with few errors · 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 – how high school has prepared me for my future – what has had the most influence on my future decision-making – what new responsibilities I will face in the next 5 years · elaborates on 1 of these	3	· conveys some meaning relevant to the task through – selection of ideas – sequencing of ideas	2	· uses a range of vocabulary with few errors · uses a range of grammar with few errors · attempts to use a range of tenses · mostly uses consistent register for context	5		
· addresses and elaborates on 1 of the following – how high school has prepared me for my future – what has had the most influence on my future decision-making – what new responsibilities I will face in the next 5 years	2	· attempts to convey meaning	1	· uses a range of vocabulary, grammar and characters with some errors	4		
· mentions characters 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, grammar and characters with some errors	3		
· does not satisfy any of the descriptors above **OR** · is in English.	0			· uses repetitive vocabulary, grammar and characters with frequent errors	2		
				· uses isolated characters	1		
				· does not satisfy any of the descriptors above **OR** · is in English.	0		