

Korean SEE marking guide

External assessment 2025

SEE 1: Extended response (35 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.

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.

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.

Marking guide

Section 1: Analysing Korean texts in Korean

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
The response:							
<ul style="list-style-type: none"> examines relevant understanding of purpose, audience, context and tone in two or more stimulus texts provides a discerning interpretation of these stimulus texts provides a discerning personal response, including their own perspectives, on two or more stimulus texts 	5	<ul style="list-style-type: none"> shows discerning inference of meaning, values or attitudes in two or more stimulus texts provides a valid judgment on these stimulus texts 	5	<ul style="list-style-type: none"> establishes an insightful focus provides a well-considered selection of evidence from the stimulus texts to explicitly support the focus demonstrates coherent sequencing of information and ideas provides valid conclusions 	5	<ul style="list-style-type: none"> identifies the text type of two or more stimulus texts provides two examples of language elements with a high level of accuracy provides two examples of textual conventions across the response 	5
<ul style="list-style-type: none"> examines relevant understanding of three of purpose, audience, context and tone in two or more stimulus texts provides an appropriate interpretation of these stimulus texts provides an effective personal response, including their own perspectives, on two or more stimulus texts 	4	<ul style="list-style-type: none"> shows appropriate inference of meaning, values or attitudes in two or more stimulus texts provides an opinion on these stimulus texts 	4	<ul style="list-style-type: none"> establishes a valid focus provides an effective selection of evidence from the stimulus texts to support the focus demonstrates mostly coherent sequencing of information and ideas provides clear conclusions 	4	<ul style="list-style-type: none"> identifies the text type of two or more stimulus texts provides one example of a language element with accuracy provides one example of a textual convention across the response 	4

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
<ul style="list-style-type: none"> examines relevant understanding of two of purpose, audience, context and tone in one stimulus provides a summary of this stimulus provides a personal response, including some personal perspectives on one stimulus 	3	<ul style="list-style-type: none"> shows inference of meaning, values or attitudes in one stimulus provides an opinion on this stimulus 	3	<ul style="list-style-type: none"> establishes a valid focus includes evidence from one stimulus to support the focus provides conclusions 	3	<ul style="list-style-type: none"> identifies the text type of one stimulus provides one example of a language element with a few errors provides one example of a textual convention across the response 	3
<ul style="list-style-type: none"> identifies a relevant purpose, audience, context or tone in one stimulus includes fragmented perspectives 	2	<ul style="list-style-type: none"> provides an opinion on one stimulus 	2	<ul style="list-style-type: none"> includes some statements on one stimulus uses evidence from one stimulus 	2	<ul style="list-style-type: none"> identifies the text type of one stimulus provides one example of a language element or textual convention across the response 	2
<ul style="list-style-type: none"> identifies an idea in one stimulus 	1	<ul style="list-style-type: none"> identifies some meaning, values or attitudes in one stimulus 	1	<ul style="list-style-type: none"> includes fragmented information from one stimulus 	1	<ul style="list-style-type: none"> identifies the text type of one stimulus 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Section 2: Exchanging information and ideas in Korean

Meaning	M	Communication	M	Fluency	M
The response:					
<ul style="list-style-type: none"> purposefully conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked uses a wide range of vocabulary and grammar with a high level of accuracy 	5	<ul style="list-style-type: none"> comprehends thoroughly to sustain the exchange communicates skilfully with contextually appropriate register 	5	<ul style="list-style-type: none"> manipulates language elements and structures fluently and proficiently uses pause fillers and self-correction strategies purposefully 	5
<ul style="list-style-type: none"> effectively conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked uses a range of vocabulary and grammar with accuracy 	4	<ul style="list-style-type: none"> comprehends effectively to sustain the exchange communicates effectively with contextually appropriate register 	4	<ul style="list-style-type: none"> manipulates language elements and structures effectively uses pause fillers and self-correction strategies effectively 	4
<ul style="list-style-type: none"> conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked uses a range of familiar vocabulary and grammar with some accuracy 	3	<ul style="list-style-type: none"> provides an exchange with lapses, though some comprehension is discernible demonstrates some hesitance 	3	<ul style="list-style-type: none"> uses language elements and structures appropriately uses pause fillers and some self-correction strategies 	3
<ul style="list-style-type: none"> conveys some simple meaning related to their multimodal presentation and questions asked uses familiar vocabulary and grammar 	2	<ul style="list-style-type: none"> provides an exchange with lapses demonstrates hesitance 	2	<ul style="list-style-type: none"> uses fragmented language elements uses pause fillers 	2
<ul style="list-style-type: none"> conveys fragmented information uses limited vocabulary and grammar 	1	<ul style="list-style-type: none"> requires significant prompting 	1	<ul style="list-style-type: none"> uses disjointed language 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

SEE 2: Combination response (61 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, 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.

Marking guide

Short response in English

Q	Sample response	The response:
1	<p>The context is a phone conversation between friends who are preparing for a volunteer trip to Korea. This is shown by the friends asking each other how their preparation is going for the Korean trip at a volunteer camp. They also discuss what part of the trip they are most excited about. The male speaker states that he will call the female speaker if he has any further questions while packing for the trip.</p>	<ul style="list-style-type: none">• identifies a valid context [1 mark]• provides a relevant example to justify the response [1 mark]• provides a second relevant example to justify the response [1 mark]

Q	Sample response	The response:
2	<p>It will help Jun/the male speaker to understand more about Korean culture and language, and possibly help with getting a job in Korea. He can enhance his understanding of Korean culture by visiting traditional Korean places and experiencing traditional Korean culture. He can increase his chances of getting a job in Korea after graduating from university with a degree in IT. Furthermore, he can improve his Korean communication skills by joining a Korean language school and watching Korean dramas.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about how the experience will shape the male speaker's future [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]

Q	Sample response	The response:
3	<p>The two speakers speak to each other in a casual and friendly way. This indicates the female speaker and the male speaker have a close relationship and they care about each other.</p> <p>The female speaker sounds excited that she and the male speaker are going to a volunteer camp in Korea very soon. She offers to help the male speaker because he admits he is not proficient at writing in Korean. She also suggests the male speaker attend a Korean language school at university.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about the relationship between the speakers [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]
4	<p>An intended audience is second- and third-year Korean high school students. The website says they provide the information for post-school pathways for second-year and third-year high school students. For example, the website provides the information in three categories: university, employment and training courses. For students who are planning to go to university, the university tab has relevant information such as advice to prepare for entrance exams, essays and interviews. The website also includes students who are considering employment by providing a wide range of relevant information in relation to future employment for the students.</p>	<ul style="list-style-type: none"> • identifies a valid intended audience [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark]

Q	Sample response	The response:
5	<p>The information will help Year 11 and Year 12 high school students feel ready to choose pathways by providing relevant information for university, employment and training courses.</p> <p>The website provides exam preparation tips. It shares practical information for students preparing for university.</p> <p>It also provides different internship and career opportunities, which assist students to explore various employment opportunities.</p> <p>The website offers writing courses for both university applications and resumes, helping high school students feel prepared for their future pathways.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about how the information prepares readers for life after school [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]

Short response in Korean

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
6	<p>이 글의 목적은 한국의 한 고등학교에서 재미있는 신체 활동 실시의 긍정적인 결과를 보고하기 위한 것이다.</p> <p>첫째, 학생들이 자신의 흥미와 능력에 맞는 활동을 선택할 수 있게 하여 운동에 대한 접근성을 높이고 스포츠 참여를 격려했다.</p> <p>둘째, 정기적인 수면 패턴을 형성하고 수업시간에 과제에 집중하도록 격려받아서, 긍정적인 생활습관을 형성했다.</p> <p>셋째, 학생들에게 운동을 더 자주하게 하여서 학생들의 자신감과 자존감이 증진되었고 공부량 관리에도 도움이 되었다.</p>	<ul style="list-style-type: none"> • identifies a valid purpose [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark] • provides a third relevant example to justify the response [1 mark] 	<ul style="list-style-type: none"> • conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> • conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> • conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> • conveys fragmented meaning 	1
			<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
7	<p>새로운 신체 활동 프로그램은 학생들에게 더 많은 시간을 할애하여 운동을 계속하게 함으로써 학생들의 신체 건강, 사회적 능력 및 전반적인 삶의 질을 향상시켰다.</p> <p>첫째, 학생들은 삶에 필요한 사회적 능력 (팀워크, 리더십 그리고 자기 조절)을 계발할 수 있게 되었다.</p> <p>둘째, 학생들은 장기적으로 건강한 생활 방식을 유지하게 되었다.</p>	<ul style="list-style-type: none"> draws a valid conclusion about how the program could benefit high school students [1 mark] provides a relevant example to justify the conclusion [1 mark] provides a second relevant example to justify the conclusion [1 mark] 	<ul style="list-style-type: none"> conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> conveys fragmented meaning 	1
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
8	<p>새로운 커리큘럼은 새 커리큘럼 실시의 증거와 긍정적인 결과에 비추어 성공적이었다. 특히, 그것은 학생들의 신체 활동 참여율 증가, 신체 활동에 대한 관심 및 운동 참여 시간 증가 및 또한 학생들이 긍정적인 생활 습관 형성에 중요한 역할을 했다.</p> <p>첫째, 한 학생은 일주일에 2-3 시간 정도 운동했었는데 지금은 10 시간 운동하게 되었다고 하였다.</p> <p>둘째, 한 학생은 긍정적인 수면 습관을 형성하게 되었고 공부에도 더 집중하게 되었다고 하였다.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about the extent to which the program was successful [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] 	<ul style="list-style-type: none"> • conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> • conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> • conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> • conveys fragmented meaning 	1
			<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Extended response in Korean — Question 9

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> – how this person has influenced you – the most memorable experience you shared – the positive impact the person has had on your future 	6	<ul style="list-style-type: none"> develops an astute response relevant to the task proficiently communicates through <ul style="list-style-type: none"> – selection of ideas – logical sequencing of ideas – synthesis of ideas 	5	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> – a title and an introduction – concluding remarks 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> – how this person has influenced you – the most memorable experience you shared – the positive impact the person has had on your future elaborates on two of these 	5	<ul style="list-style-type: none"> develops an effective response relevant to the task communicates through <ul style="list-style-type: none"> – selection of ideas – sequencing of ideas – synthesis of ideas 	4	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully with few errors uses a wide range of grammar purposefully with few errors uses a wide range of tenses purposefully with few errors uses consistent register for context 	7	<ul style="list-style-type: none"> uses one of the following <ul style="list-style-type: none"> – a title and an introduction – concluding remarks 	1
<ul style="list-style-type: none"> addresses and elaborates on two of the following <ul style="list-style-type: none"> – how this person has influenced you – the most memorable experience you shared – the positive impact the person has had on your future 	4	<ul style="list-style-type: none"> develops some parts of the response relevant to the task communicates through <ul style="list-style-type: none"> – selection of ideas – sequencing of ideas 	3	<ul style="list-style-type: none"> uses a wide range of vocabulary with some errors uses a wide range of grammar with some errors uses a wide range of tenses with some errors uses consistent register for context 	6	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0
<ul style="list-style-type: none"> addresses two of the following <ul style="list-style-type: none"> – how this person has influenced you – the most memorable experience you shared – the positive impact the person has had on your future elaborates on one of these 	3	<ul style="list-style-type: none"> demonstrates some relevance to the task through <ul style="list-style-type: none"> – selection of ideas – sequencing of ideas 	2	<ul style="list-style-type: none"> uses a range of vocabulary with some errors uses a range of grammar with some errors attempts to use a range of tenses mostly uses consistent register for context 	5		

<ul style="list-style-type: none"> addresses one of the following <ul style="list-style-type: none"> how this person has influenced you the most memorable experience you shared the positive impact the person has had on your future 	2	<ul style="list-style-type: none"> attempts to convey relevance to the task 	1	<ul style="list-style-type: none"> uses a range of vocabulary and grammar with errors 	4	
<ul style="list-style-type: none"> uses characters relevant to the task 	1	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0	<ul style="list-style-type: none"> uses cohesive, simple sentences with frequent errors 	3	
<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0			<ul style="list-style-type: none"> uses fragmented sentences with frequent errors 	2	
				<ul style="list-style-type: none"> uses isolated words and phrases with accuracy 	1	
				<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0	

Sample response: Creating Korean texts

<p>Textual conventions uses all of the following:</p> <ul style="list-style-type: none"> • a title and an introduction • concluding remarks <p>Information addresses and elaborates on all of the following:</p> <ul style="list-style-type: none"> • how this person has influenced you • the most memorable experience you shared • the positive impact the person has had on your future 	<p>Question 9</p> <p>내 인생에 가장 큰 영향을 미친 분</p> <p>저는 학창 시절에 저에게 가장 큰 영향을 미치신 분. 그 분과 나누었던 가장 기억에 남는 일, 그리고 그 분이 저의 미래에 미친 긍정적인 영향에 대해 쓰고자 합니다.</p> <p>우선 저에게 가장 큰 영향을 주신 분은 제 고등학교 때 영어 선생님이셨던 존 선생님입니다. 존 선생님께서는 수업 중이나 방과 후에 어려운 개념을 간단한 단어로 설명해 주시고 추가 지원도 해 주시면서 제가 자신감을 가질 수 있도록 도와주셨던 분이십니다. 존 선생님의 수업은 참여하고 싶고 재미있어서 매일 학교에 가는 게 기대가 되었습니다.</p> <p>가장 기억에 남는 일은 고등학교 2학년 때 크로스 컨트리에 참여했을 때의 일입니다. 존 선생님은 저에게 행운을 빌어 주며, 처음부터 끝까지 저에게 응원해 주셨습니다. 그 선생님 덕분에 저는 크로스 컨트리에서 3등을 할 수 있었습니다. 저는 아직도 제가 완주했다는 것을 믿을 수 없습니다. 선생님의 격려와 확신은 고등학교 시절 내내 큰 도움이 되었습니다.</p> <p>저는 학생들을 향한 존 선생님의 헌신과 노력을 보면서 더 나은 제 자신이 되고 싶어졌습니다. 그리고 이를 계기로 졸업 후 국제 학생들을 위한 튜터 프로그램에서 자원 봉사를 해서, 그들이 새 삶과 다른 문화에 적응을 돕도록 동기 부여를 받았습니다. 또한 대학교에서 교육학을 전공하기로 결정하였습니다. 저는 존 선생님을 본받아 다른 사람들을 도울 수 있고 제 학생들을 위한 교사가 되기를 바랍니다.</p>	<p>Language elements uses a wide range of vocabulary purposefully and with a high level of accuracy</p> <p>uses a wide range of grammar purposefully and with a high level of accuracy</p> <p>uses a wide range of tenses purposefully and with a high level of accuracy</p> <p>uses consistent register for context</p> <p>Meaning develops an astute response relevant to the task</p> <p>proficiently communicates through</p> <ul style="list-style-type: none"> • selection of ideas • logical sequencing of ideas • synthesis of ideas
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