

Korean SEE marking guide and response

External assessment 2022

SEE 2: Combination response (66 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.

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

Short response in English

Q	Sample response	The response:
1	<p>The two speakers are online language exchange friends. Jisoo teaches Jason Korean, and Jason teaches Jisoo English. This is evident as Jisoo checks whether Jason has been working hard on Korean. Jisoo also corrects Jason's Korean when he counts the number of movies using a wrong collective noun, i.e. 'gae' to 'pyun'. Jisoo suggests meeting with Jason online twice a week rather than once a week to help him practise his Korean more often.</p>	<ul style="list-style-type: none">• identifies a valid relationship [1 mark]• provides an example from the stimulus to justify this response [1 mark]• provides a second example from the stimulus to justify this response [1 mark]• provides a third example from the stimulus to justify this response [1 mark]
2	<p>The goal of the male speaker is to become in fluent in Korean. In order to achieve his goal, he has a regular conversation in Korean with his friend online. The male speaker said that he enrolled in a free Korean course in a university.</p>	<ul style="list-style-type: none">• states a valid goal [1 mark]• identifies one thing from the stimulus the speaker is doing to achieve his goal [1 mark]• identifies a second thing from the stimulus the speaker is doing to achieve his goal [1 mark]

Q	Sample response	The response:
3	<p>The male speaker is finding it difficult to find someone to talk to in Korean. Even though he enrolled in a free Korean course at a university, it doesn't start until March. In order to be able to use Korean, he found a part-time job at a local Korean restaurant, but his parents didn't let him work there as it finished too late at night. He doesn't know where he can meet other Korean learners.</p>	<ul style="list-style-type: none"> • identifies the challenge [1 mark] • provides an example from the stimulus to justify the response [1 mark] • provides a second example from the stimulus to justify the response [1 mark]
4	<p>The purpose is to inform readers about the dramatic increase in popularity of Korean culture across the world. The article provides examples, such as how a streaming service provider is investing 550 billion won in Korean original content. It also points out universities are offering more Korean classes to meet demand and predicts the popularity of Korean culture will continue to increase, with the help of a Korean government promotional program.</p>	<ul style="list-style-type: none"> • states a valid purpose [1 mark] • provides an example from the stimulus to support the statement [1 mark] • provides a second example from the stimulus to support the statement [1 mark] • provides a third example from the stimulus to support the statement [1 mark]

Q	Sample response	The response:
5	<p>One group benefitting from the increase in popularity of Korean culture is universities. As demand for learning Korean increases, universities are offering more Korean classes and will gain more enrolments. As an example, the online Korean class was filled up in five minutes at a university in New York. Another group that has benefited is businesses, such as online streaming service providers, as they expand their business by investing 550 billion won in Korean content.</p>	<ul style="list-style-type: none"> • identifies one group [1 mark] • provides an example from the stimulus to justify this response [1 mark] • identifies a second group [1 mark] • provides an example from the stimulus to justify this response [1 mark]
6	<p>There are different opportunities in Stimulus 2 for the male speaker in Stimulus 1 to learn and be fluent in Korean. First, there is an opportunity for the male speaker to join a K-pop community, where he can meet and chat with other people who share the same interests in Korea and Korean culture. He could research a Korean cooking class and consider joining one with his parents. Since he is keen on being fluent in Korean, he can make plans to go and study in Korea and seek employment opportunities in Korea.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about how the speaker could achieve his goals [1 mark] • provides an example from the stimulus to support this conclusion [1 mark] • provides a second example from the stimulus to support this conclusion [1 mark] • provides a third example from the stimulus to support this conclusion [1 mark]

Short response in Korean

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
7	<p>이 글의 대상은 호주 고등학교에 진학을 준비중인 학생입니다. 글쓴이는 블로그 포스트를 통해 읽는 사람들에게 직접 경험한 호주 고등학교에 대한 정보를 제공하고 있습니다. 이번 글은 고등학교에서 제공하는 직업체험이라는 프로그램이 어떤 것인지, 어떻게 준비 하는지에 대해 이야기 하며 , 이를 통해, 호주 고등학교 진학을 준비하고 있는 사람들에게 직업 체험을 하기 전에 잘 알아보고 좋은 경험을 했으면 좋겠다고 하며 글이 도움이 되길 바라고 있습니다.</p>	<ul style="list-style-type: none"> identifies a likely audience [1 mark] provides an example from the stimulus to justify the conclusion [1 mark] provides a second example from the stimulus to justify the conclusion [1 mark] provides a third example from the stimulus 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	이 글은 긍정적인 글입니다. 글쓴이는 고등학교에서의 직업체험 프로그램의 과정을 회상하며, 초등학교 교사체험을 하며 누군가를 도와줄 수 있는 것이 “즐거웠고”, 교사가 되고 싶은 꿈을 찾게 해 준 “감사한 경험” 이라고 했습니다.	<ul style="list-style-type: none"> identifies a valid tone [1 mark] provides an example from the stimulus to justify the response [1 mark] provides a second example from the stimulus 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
9	<p>이번 직업체험을 통한 경험은 글쓴이에게 굉장히 큰 의미가 있습니다. 글쓴이는 호주 고등학교에 재학중인 학생으로 직업체험이라는 프로그램을 하기 전에 미래에 대한 계획, 관심 그리고 장래희망도 없었다고 이야기 하고 있습니다.</p> <p>하지만 부모님과 학교 선생님의 권유로 하게 된 초등학교 교사 체험을 통해 많은것을 보고 배우고 느끼게 할 수 있었던 경험이라고 이야기 하고 있습니다. 떠들거나 장난치는 아이들을 가르치는 초등학교 2학년 선생님을 도우면서 선생님에 대한 존경심도 생겼습니다.</p> <p>또한 호주에 온지 얼마 되지않아 한국어가 서툰 어린 한국인 학생을 돕는 과정에서, 글쓴이는 한국어를 할 수 있는것에 대한 자랑스러움도 느끼고 또 그동안 확실치 않았던 글쓴이의 장래희망과 미래에 대한 확실한 계획도 세울 수 있었기 때문에 값진 경험이었다고 할 수 있습니다.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about the extent the experience was significant [1 mark] • provides an example from the stimulus to justify the conclusion [1 mark] • provides a second example from the stimulus to justify the conclusion [1 mark] • provides a third example from the stimulus 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 10

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"> what makes me a suitable candidate for this internship program what role Korean plays in this internship program how this experience will benefit my 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 greeting a statement of conclusion 	2
<ul style="list-style-type: none"> addresses all of the following: <ul style="list-style-type: none"> what makes me a suitable candidate for this internship program what role Korean plays in this internship program how this experience will benefit my future elaborates on 2 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 1 of the following <ul style="list-style-type: none"> a greeting a statement of conclusion 	1
<ul style="list-style-type: none"> addresses and elaborates on 2 of the following: <ul style="list-style-type: none"> what makes me a suitable candidate for this internship program what role Korean plays in this internship program how this experience will benefit my 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 OR is in English. 	0

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 2 of the following: <ul style="list-style-type: none"> what makes me a suitable candidate for this internship program what role Korean plays in this internship program how this experience will benefit my future elaborates on 1 of these 	3	<ul style="list-style-type: none"> the response 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 1 of the following: <ul style="list-style-type: none"> what makes me a suitable candidate for this internship program what role Korean plays in this internship program how this experience will benefit my 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 			
				<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		



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