Korean SEE marking guide

External assessment 2024

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.

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.

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

Marking guide: SEE 1

Section 1: Analysing Korean texts in Korean

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
The response:							
• 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	• shows discerning inference of meaning, values or attitudes in two or more stimulus texts • provides a valid judgment on these stimulus texts	5	• 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	• 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
• 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	• shows appropriate inference of meaning, values or attitudes in two or more stimulus texts • provides an opinion on these stimulus texts	4	• 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	• 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
• examines relevant understanding of two of purpose, audience, context and tone in one stimulus	3	• shows inference of meaning, values or attitudes in one stimulus • provides an opinion on this stimulus	3	• establishes a valid focus • includes evidence from one stimulus to support the focus	3	• identifies the text type of one stimulus • provides one example of a language element with a few errors	3

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
• provides a summary of this stimulus • provides a personal response, including some personal perspectives on one stimulus				• provides conclusions		• provides one example of a textual convention across the response	
• identifies a relevant purpose, audience, context or tone in one stimulus • includes fragmented perspectives	2	• provides an opinion on one stimulus	2	• includes some statements on one stimulus • uses evidence from one stimulus	2	• identifies the text type of one stimulus • provides one example of a language element or textual convention across the response	2
• identifies an idea in one stimulus	1	• identifies some meaning, values or attitudes in one stimulus	1	• includes fragmented information from one stimulus	1	• identifies the text type of one 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	Communication	M	Fluency	M
The response:					
• 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	• comprehends thoroughly to sustain the exchange • communicates skilfully with contextually appropriate register	5	• manipulates language elements and structures fluently and proficiently • uses pause fillers and self-correction strategies purposefully	5
• 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	• comprehends effectively to sustain the exchange • communicates effectively with contextually appropriate register	4	• manipulates language elements and structures effectively • uses pause fillers and self-correction strategies effectively	4
• 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	• provides an exchange with lapses, though some comprehension is discernible • demonstrates some hesitance	3	• uses language elements and structures appropriately • uses pause fillers and some self-correction strategies	3
• conveys some simple meaning related to their multimodal presentation and questions asked • uses familiar vocabulary and grammar	2	• provides an exchange with lapses • demonstrates hesitance	2	• uses fragmented language elements • uses pause fillers	2
• conveys fragmented information • uses limited vocabulary and grammar	1	• requires significant prompting	1	• uses disjointed language	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: SEE 2

Short response in English

Q	Sample response	The response:
1	The purpose of Stimulus 1 is to make people aware of things they need to know before travelling to Korea. The stimulus includes details about living arrangements and some customs that people need to be aware of when visiting or studying in Korea. The male speaker asks for assistance in finding a place to stay when he is in Korea. The female speaker recommends a homestay arrangement, as this is a relatively affordable option. She also says she will contact her acquaintance who runs a homestay business.	• 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]**
2	The context of Stimulus 1 is a conversation between two friends about living and studying in Korea. This is evident through the questions that the male speaker asks his friend when seeking advice. The female speaker gives advice about cultural practices in Korea, including the importance of using honorific language when interacting with an older person. An intended audience for this text would be high school students who are studying Korean and considering travelling to Korea to study or visit. For example, the male speaker asks the female speaker what information people who are considering studying in Korea need to know before travelling to the country.	• identifies a valid context **[1 mark]** • provides a relevant example to justify the response **[1 mark]** • identifies a valid intended audience **[1 mark]** • provides a relevant example to justify the response **[1 mark]**
3	The female speaker provides information about where to stay and how to behave when travelling to Korea. Firstly, she gives Steve useful information about the best accommodation option when he goes to Korea. For example, the female speaker advises him that local students usually rent a house or arrange to live in homestay accommodation rather than staying in dormitories on campus. Secondly, she shares with Steven the culturally appropriate way to greet people in Korea. Thirdly, she makes Steve aware how to use polite language for elders.	• identifies the information provided by the female speaker **[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]**
4	The context of this stimulus is a news article reporting on the emergence of a new music sensation in Korea, known as K-Classic. The text is titled 'Globalisation of K-Classic' to indicate the growing popularity of this style of music worldwide. The writer uses factual information such as survey results to report on the small numbers of students going on to study music in tertiary education but also reports on the success of two young musicians who have become social media influencers in the field of classical music.	• 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:
5	The most likely audience for this stimulus would be students who are studying classical music in high school. The text suggests alternative pathways and employment opportunities for classical musicians within the field. The article shares the success stories of young classical music students who are winning at international competitions, sharing the story of a duo who became sensational influencers for their work in classical music.	• 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]**
6	This news article first uses factual language to inform its readers in a positive way. The writer uses statistical evidence that suggests that classical music students change their pathways away from music after high school. The language used by the writer becomes more positively framed when introducing two enterprising young Korean musicians who have won awards for their music. The writer refers to the classical music duo as 'outstanding young winners' who have become music influencers through their love for classical music. The article also provides young musicians with a hopeful message about exploring different opportunities when planning future study or career pathways.	• draws a valid conclusion about how language is used to convey meaning **[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
7	이 글은 글쓴이가 참여한 서울의 오래된 지하철역 바꾸기 프로젝트의 경험을 공유하기 위한 글입니다. 글쓴이는 노후화 되어 외면당하는 지하철 역들에 대해 이야기하며 이 장소들을 새로 바꾸기 위해 서울시가 진행하고 있는 프로젝트에 대해 설명하고 있습니다. 글쓴이는 자신이 어떻게 이 프로젝트에 참여하게 되었는지 이야기합니다. 그리고 자신이 진행한 프로젝트가 어떻게 지역 주민들과 함께 만들어 졌고 좋은 결과를 가져왔는지 이야기합니다.	• 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]**	• 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
8	글쓴이는 새로운 프로젝트에 대한 정보를 독자와 공유하는 데에 열정적인 어조로 이야기하고 있습니다. 글쓴이는 이 프로젝트가 젊은 사람들과 관광객이 서울에서 새로운 장소를 발견하도록 한다고 말합니다. 글쓴이는 개인적 경험을 공유하며 이 프로젝트를 통해 독자가 지역 사회와 소통할 수 있다고 자극합니다. 블로그 포스트의 마지막에는, 독자들이 새로 바뀐 지하철역을 방문해 레스토랑에서 음식을 먹어보고 요리 교실에도 참여해 보기를 권유합니다.	• draws a valid conclusion about how tone is used to influence the intended audience **[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]**	• 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 9

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
• addresses and elaborates on all of the following – reasons you want to take a gap year – what inspires you to work in Korea – what you want to achieve while working in Korea	6	• develops an astute response relevant to the task • proficiently communicates through – selection of ideas – logical sequencing of ideas – synthesis of ideas	5	• 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	• uses all of the following – a letter convention, including salutations – an introduction and concluding remarks	2
• addresses all of the following – reasons you want to take a gap year – what inspires you to work in Korea – what you want to achieve while working in Korea • elaborates on two of these	5	• develops an effective response relevant to the task • communicates through – selection of ideas – sequencing of ideas – synthesis of ideas	4	• 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	• uses one of the following – a letter convention, including salutations – an introduction and concluding remarks	1
• addresses and elaborates on two of the following – reasons you want to take a gap year – what inspires you to work in Korea – what you want to achieve while working in Korea	4	• develops some parts of the response relevant to the task • communicates through – selection of ideas – sequencing of ideas	3	• 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	• does not satisfy any of the descriptors above **OR** • is in English.	0
• addresses two of the following – reasons you want to take a gap year – what inspires you to work in Korea – what you want to achieve while working in Korea • elaborates on one of these	3	• demonstrates some relevance to the task through • selection of ideas • sequencing of ideas	2	• 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		

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M

• addresses one of the following
    – reasons you want to take a gap year
    – what inspires you to work in Korea
    – what you want to achieve while working in Korea
	2	• attempts to convey relevance to the task	1	• uses a range of vocabulary and grammar with errors	4		

• uses characters relevant to the task	1	• does not satisfy any of the descriptors above **OR** • is in English.	0	• uses cohesive, simple sentences with frequent errors	3		
• does not satisfy any of the descriptors above **OR** • is in English.	0			• uses fragmented sentences with frequent errors	2		
				• uses isolated words and phrases with accuracy	1		
				• does not satisfy any of the descriptors above **OR** • is in English.	0		