**Descriptions of Student Achievement**

**Year 6/7 First Language Learners**

**Writing — High**

**Content**

Students write in Korean addressing all the topics (personal details, family, friends, sports/hobbies, favourite places) required in the task instructions, and additional topics related to the given topics. Most topics are expanded and elaborated well by providing additional information and detailed description. Ideas are sequenced logically and developed spontaneously.

가고 싶은 곳은 다른 여러 나라들이고 가끔은 배를 타고 가족들과 여행을 가고 싶기도 합니다.

친구의 이름은 [name of friend—in Korean script]이고 빨간색과 검은색이 들어간 안경을 썼고, 저와 같은 학교에 다닙니다.

저는 여자지만 축구도 좋아해야요.

**Vocabulary**

Students use a variety of vocabulary related to their personal life and topics in a familiar context. The choice of vocabulary items is accurate and appropriate. Students show preference for 아빠 and 엄마 to 아버지 and 어머니 and tendency to colloquial terms.

A variety of kinship terms are used, expanding to a number of words for relatives (e.g. 이모, 삼촌, 사촌오빠, 사촌 언니, 사촌 동생). Students consistently use 아빠 (dad) and 엄마 (mum) to refer to their father and mother — evidence of their colloquially oriented language practices in Korean. They describe objects and people using words for general attributes such as 여자, 이름, 키, 안경 and names of colours and body parts such as 빨간 색, 머리. Other vocabulary items include those related to sports/hobbies (e.g. 달리기, 그림, 요리, 노래, 축구), weekend/leisure activities (e.g. 바다, 공원, 교회), and study/school such as 숙제, 체육, 학원.

Although their repertoire of common verbs and modifiers is not very big, it is evident that they use verbs with more specific meaning such as 쓰다 (wear), 같다, 타다, 만나다, 다르다 etc.) with modifiers, which also add more specific meaning such as 잘, 가장, 함께, 다 (all/both), and 가끔, etc.

There are very few occasions where numbers have been spelt out. However, given the occurrence of a pure Korean number ‘둘’ correctly used, it can be inferred that students are able to express numbers in pure Korean words. There are no occurrences of classifiers.

Loanwords from Chinese are mostly high-frequency items such as 학원, 주말, 안경, 여행, 영어, 한국어, and some kinship terms (삼촌, 사촌, 이모). Although students use established loanwords from English such as 컴퓨터 and 슈퍼, some English words such as ‘best friend’ and ‘chatting’ are spelt out in Korean script. There is no roman script except for the acronym MP3.
Scripts and Characters

Students have very good control of writing characters in Korean with great accuracy. There is a clear boundary between constituents. The characters show good balance in their shape in the handwritten Korean. Every component of a character — the initial consonant, the vowel, and the final consonant — is in its place and each character can roughly fit in a square (whose boundary is invisible). Most basic consonants and vowels, some diphthongs, twin consonants, and consonant clusters are used correctly. Spelling is accurate and spacing is well observed. No errors have been made (e.g. 좋아하는; 싶어합니다; 계십니다; 학원; 취미; 빨간; 쓴고).

Forms and Structures

Students have very good control of basic forms/structures and some complex ones in Korean. They express some complex ideas and/or relationships between ideas using a variety of forms successfully. Although they use these forms with great accuracy, some key forms, such as those needed for honorific expressions and time expressions, rarely occur. However, given their ability to use other forms and their first language background, it is evident they are able to use these forms to some extent.

These students are proficient in using a range of particles -은/는, -이/가, -을/를, -의, -에서, -에, -와/과, -(이)랑, and -(으)로 and sentence enders including a copula in both the polite informal form (-아/어요) and the polite formal form (-ㅂ시다). Minor errors occur occasionally in the selection of an alternative for a copula between -에요 and -이예요 (as in 배스트 프렌드 이에요). They also connect clauses with logical relationships using a range of various clause-ender suffixes such as -고, -서, -거나, -라, and -지만 and a relativiser suffix -는 (for action verbs—present) or -ㄴ/은 (for descriptive verbs) accurately. They add delimiters (e.g. -도, -는) and auxiliary verbs to add or change slight nuances. Infinitive suffixes preceding auxiliary verbs are used accurately.

주말에는 ... 교회에 가고 엄마와 함께 슈퍼로 장을 보러 가거나 ...

[name of friend—in Korean script]는 영어와 한국말 둘 다 잘 하고요, 강아지를 너무 좋아하는 저의 배스트 프레드이에요[sic].

Students use the first person singular pronoun in its humble form in the subject and possessive cases (i.e. 저/자 and 제) accurately. The plain plural form of the first person pronoun is also used accurately (e.g. 우리 가족은...). There is no occurrence of the plain singular form of these pronouns (i.e. 나/내). This suggests that the students in this group are using the level of politeness very consistently (see Discourse below).

Students use the plural suffix -들 (e.g. 친구들) and nominalised forms of verbs ending in -기 (e.g. 달리기, 그림 그리기) accurately and appropriately.

Some possible sophisticated forms or structures are observed in their accurate use of a causative suffix (머리를 옮기고...), past tense suffix (안경을 썼고...), and irregular conjugations (e.g. 썼고; 됩니다). Constituents in sentences agree well with each other (see examples above).

Discourse

Students are proficient using cohesive devices available from their resources. They are aware of the audience and text type and select appropriate grammatical and/or vocabulary items. They develop and expand ideas maintaining the coherence of the text throughout.
Descriptions of Student Achievement

Students typically select and maintain the appropriate level of politeness and the degree of formality by using the polite formal form of sentence ender (-ㅂ/습니다) or the polite informal form (-아/어요) consistently throughout the text. Although there is a difference in the degree of formality and tone among individual students, each text is coherent in its own right. All the students demonstrate their awareness of the audience and consistently use ‘저/제’ to refer to himself/herself and they use ‘우리’ as in ‘우리 가족’ to refer to ‘my family’ appropriately.

They are very proficient in using cohesive devices such as maintaining the consistent level of politeness and formality of sentence enders, conjunctors (고, -서, -거나, -리) and adverbial -그리고, and ellipsis.

They use the polite word 저 consistently, maintaining coherence with the polite sentence enders. However, it is evident that they are still acquiring subject honorification from their variable use of ‘계시다’ and ‘있다’, and the absence of the honorific suffix -시 and the honorific case particles -께 and -께서 (e.g. 할머니와 할아버지지는 한국에 계십니다: 할머니 할아버지지도 있어요*).

Students emphasise/highlight ideas or add subtle nuances by using grammatical/vocabulary items such as delimiters (-은/는, -도, -나) and adverbials (가장, 둘 다, 너무, 함께) appropriately (see also examples under Forms and Structures). They use discourse devices for referencing and topicalisation effectively using ellipsis or overt expression of subject/object. The first singular pronoun ‘저/제’ is not overused to refer to the student himself/herself (e.g. 제 친구는 [name of friend in Korean script]이에요. [name of friend in Korean script]는 영어와 한국말 ... 잘 하고요. 강아지를 너무 좋아하는 ...이에요. 제가 좋아하는 건...