Korean

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Descriptions of Student Achievement

Year 6/7

Second Language Learners

Writing — High

Content

All the topics required in the task have been addressed with some additional simple factual information. Some of the topics are expanded and elaborated to some degree (e.g. by listing details related to the topic, expressing preference):

저는 주말에 보통 수영 가고 교회 갑니다. 그리고 집에 오면 한국드라마를 봅니다. 저는 주말에 수영 가는 게 제[sic]일 재미있습니다.

Vocabulary

Vocabulary items are mostly limited to factual items related to familiar topics. The rather limited range of vocabulary seems to be because of the limited extent the topics have been expanded to and also the vocabulary repertoire where only a limited range of items are available to the student for producing text.

The high-frequency vocabulary items typically include some kinship terms (e.g. 가족, 부모님), words related to hobbies/sports and weekend activities (e.g. 운동, 취미, 수영, 공원, 교회), modifiers (보통, 제일), and some other common nouns and verbs used to describe personal life (e.g. 집, 좋아하다). All the numbers for age and dates are given in Arabic numerals. Although the student writes loanwords from English in Korean script (e.g. 피아노, 드라마), she also writes directly in English the name of a theme park in Australia, Gold Coast, and the name of a sport (European handball).

Scripts and Characters

The student has good control of handwritten Korean. The shapes of characters are very well balanced and consistent. The overall text is tidy, and spacing rules are observed well. The three components in a Korean character—the initial consonant, the vowel, and the final consonant—are in correct positions, which could roughly fit in a square (whose boundary is invisible). Again, this is a very good performance as an L2 learner at the Year 6 level.

Spelling is generally correct with most of the basic consonants and vowels and some diphthongs and twin consonants. The few errors do not impede comprehension and include an idiosyncratic consonant cluster (e.g. a combination of ㄱ and ㅅ instead of ㄱㅅ) and using a similar vowel or consonant to the correct spelling (e.g. 싸*습니다 instead of 싸습니다, 제*일 instead of 제일) —a common mistake among Korean monolingual children and L2 learners of Korean. There was an error that can be regarded as a slip of the pen as the same item is used correctly and consistently on other occasions (e.g. 제가 좋아하는 운동은 ...입*고 제 취미는 ...입니다. 제가 좋아하는 곳은 [name of theme park—in roman script] 공원이고...).

Forms and Structures

The student uses a range of forms and structures with very few errors. Although it is evident that this student is yet to expand her repertoire of forms and structures, this is a very good performance as a second language learner with relatively limited exposure to Korean. The basic verb-final word order is observed and a range of structures including some complex forms, are used accurately.
The student uses basic particles -은/는, -이/가, -을/를, and –에 correctly. She also uses the polite formal sentence ender (-ㅂ/습니다) accurately for both the copula and other basic common verbs. Although there is no occurrence of the informal polite sentence ender -아/어요, given her proficiency with other items for forms/structures, it is evident that she has chosen the formal form for the specific text and is able to use the informal form in other contexts (e.g. 제가 좋아 하는 곳은 [name of a theme park in Australia—in roman script]공원이고 Gold Coast에 가 보고 싶[sic]습니다; 한국 드라마를 볼니다).

The student uses ‘제’ in two different contexts correctly —as a possessive form of ‘자’ and as the first person singular subject followed by a subject case particle ‘-가’ (e.g. 제 취미는...; 제가 좋아하는 곳은...).

The student uses ‘그리고’ as a connective between nouns or as a conjunctive adverbial at the beginning of a sentence. There is no occurrence of a connective particle ‘-와/과’ (and).

제가 좋아하는 운동은 피구 그리고 European Handball[ sic]고...

... 교회 갑니다. 그리고 집에 오면...

The student writes sentences with complex structures using some conjunctive or relativiser suffixes (e.g. 저는 주말에 보통 수영 가고 교회 갑니다; 그리고 집에 오면 한국 드라마를 볼니다; 제가 좋아하는 운동은...).

The student uses verb phrases in a structure ‘noun + 가다’ as in 수영가다 and 교회가다 as seen in the above examples. This structure misses ‘하다’ and a particle ‘에’ respectively and is commonly used in spoken Korean. Her use of such structures indicates she relies on what she uses for speaking when she writes in Korean.

As shown in the above examples, the student uses some common verbs other than the copula in both a simple form and a complex structure with an accompanying auxiliary verb (e.g. 좋아 하다. 가 보고 싶다).

Discourse

The student structures the text sequence adequately to present familiar information. She is aware of the audience and the text type and uses several cohesive devices appropriately and in a sophisticated way (again, this is an exceptionally good performance as an L2 learner at Year 6 level). She connects two clauses using conjunctors and uses conjunctive adverbials. She uses ellipses appropriately and maintains the level of politeness and the degree of formality to be consistent by using appropriate sentence enders and the humble form of the first person singular pronoun ‘자’ to refer to herself (e.g. 저는 주말에 수영가고 교회 갑니다. 그리고 [ø] 집에 오면 [ø] 한국 드라마를 볼니다).

Note: Only one student responded to the writing task in the second language learners group and the description above is based on the performance of this student.
Year 6/7 Second Language Learners

Reading — High

Content
Students read short and simple texts on familiar topics such as everyday life, school, and community with the support of accompanying visual cues. They respond to tasks such as filling in gaps, matching items, making choices, etc. The content of the texts includes people, pets, body parts, classroom objects, and familiar contexts that students encounter in the community (e.g., 공원, 나무). It also includes basic sociocultural components such as greetings, polite forms (e.g., 하세요), and names of the two countries important for learners of Korean—한국 and 호주.

Knowledge of Linguistic Forms
Texts include single words, basic formulaic structures (e.g., 안녕하세요?), short sentences in simple structures, and some authentic texts with single words that second language learners may be unfamiliar with but are possibly able to infer the meaning of. Texts provided in a sentence form consist of simple nouns, the copula, basic common verbs in their polite informal forms (e.g., 타요, 공부해요, 들어요), basic particles (e.g., -이/가, -을/를, 에서), honorific forms (e.g., -께서, -세요), and a plural suffix (-들). Students performing at this level have reasonable understanding of these forms and use this knowledge with their vocabulary knowledge to process the tasks.

Task Requirements/Processing
Students use visual knowledge and identify phonetic similarities between Korean and English (e.g., 호주, 톈). However, some English personal names and loanwords written in Korean script (e.g., 조강) might impede students’ comprehension. Students draw on known vocabulary and apply it to familiar contexts (e.g., words for body parts) and identify simple vocabulary for familiar objects (e.g., 연필, 책). They read simple texts and reproduce them.

Students identify textual cues such as part of a vocabulary item and grammatical structures (e.g., single letter of a word such as 공원, 할머니) and familiar vocabulary (which might be different across students according to the order of the items being introduced during their courses). They draw on familiar grammatical patterns and items (e.g., 한국 사람이에요) to derive meaning and match or substitute items. Students attend to one of a number of clues provided in the text and visual cues to decipher meaning. For example, they look for vocabulary referring to attributes of place, activities, names, or items, and a particular item that matches one of the attributes in the visual cues (e.g., 전화). They combine multiple explicit cues from a text to match text to pictures. They are willing to tackle longer texts.
Year 6/7 Second Language Learners

Reading — Average

Content

Students read short and simple texts on familiar topics such as everyday life, school, and community with the support of accompanying visual cues. They respond to tasks such as filling in gaps, matching items, making choices, etc. The content of the texts includes people, pets, body parts, classroom objects, and familiar contexts that students encounter in the community (e.g. 공원, 나무). It also includes basic sociocultural components such as greetings, polite forms (e.g. 하세요), and names of the two countries important for learners of Korean—한국 and 호주.

Knowledge of Linguistic Forms

Texts include single words, basic formulaic structures (e.g. 안녕하세요?), short sentences in simple structures, and some authentic texts with single words that second language learners may be unfamiliar with but are possibly able to infer the meaning of. Texts provided in a sentence form consist of simple nouns, the copula, basic common verbs in their polite informal forms (e.g. 타요, 공부해요, 들어요), basic particles (e.g. -이/가, -을/를, 에서), honorific forms (e.g. -께서, -세요), and a plural suffix (들).

Students performing at this level have limited understanding of these forms and are able to process forms that carry a single piece of information (i.e. single nouns for familiar objects) or well-rehearsed formulaic expressions. They heavily rely on extra-linguistic clues (e.g. shape of a letter in its unanalysed form, visual cues).

Task Requirements/Processing

Students use visual knowledge and identify a single character of a word to make a choice or to match it with an item in the visual cues. Students identify simple vocabulary for familiar objects. They recognise more easily words with fewer syllables. They also identify a cue in a shorter sentence more easily.

Year 6/7 Background Language Learners

Writing — High

Content

Students write in Korean addressing all the topics required (personal details, family, friends, sports/hobbies, favourite places) and a few additional topics related to the given topics. They expand/elaborate some of the topics successfully by providing additional information/explanation about the given topic, detailed description, rationale for a statement, justification for an opinion.

내년에는 저는 High School로 올라갈니다. 저는 친절하고 남을 잘 드는 아이입니다.
제 친구들은 다 얼굴도 이[sic]쁘고 학교에서 인기가 많아요. 그리고 되게 재미있어요. 제 친구들의 이름은 ...
Vocabulary

Students use a wide range of high-frequency vocabulary items related to their personal life and topics in a familiar context. Choice of vocabulary items is accurate in general with very few errors. The range of vocabulary is particularly wide in common verbs and kinship terms, suggesting their personal/family environment where many interactions take place in Korean. Their background language environment, where most interactions take place orally and informally, is also evident in their selection of words, which have more colloquial orientations.

A wide range of kinship terms are used expanding to words for relatives (e.g. 고모). Although the students often use the polite word for parents (부모님), which is given in the task instructions, there is no occurrence of the plain equivalents of either 아빠 (dad) or 엄마 (mum), which are 어머니 and 아버지. This could also be evidence of their colloquially oriented language practices in Korean.

Other vocabulary items include those related to sports/hobbies and weekend/leisure activities; those used to describe objects/people (e.g. words for general attributes such as 여자, 아이, 이름, 어른, 키); some descriptive verbs such as 특특하다; names of colours and body parts such as 걱정 and 머리; and modifiers such as 같이, 제일, 함께, 꼭, 잘, 가장, and 되게. Although they use these words appropriately and accurately in most cases, the frequent use of ‘되게’ is also considered evidence of their colloquially oriented language practices (see Discourse for more details).

The students express numbers using the pure Korean number system correctly as they give their ages. On all other occasions where numbers are used, Arabic numerals are used as in 5 명. There is no occurrence of numbers in the Sino-Korean number system as most students fill in the gaps in the sample sentences at the beginning where they are required to give information about their ages and birth dates. Accordingly, there are only a few occurrences of classifiers.

The vocabulary described above includes some loanwords from Chinese (including ‘호주’ and the classifier ‘명’). These loanwords are mostly high-frequency items such as names of sports popular in Korea (e.g. 축구, 야구, 수영), common hobbies (e.g. 독서), and words related to everyday life or kinship terms (e.g. 고모, 친척, 공원). A few of the loanwords may be considered items with relatively low frequency, compared to the former, and have abstract meanings (e.g. 이유, 인기).

They also use names of Korea and Australia using Korean script. Although they use some loanwords from English written in either Korean or roman script (e.g. 유럽, 테니스, netball), they consistently use an English word ‘high school’ (as either a common noun or part of the name of a school). Other proper nouns such as the names of Australian states or suburbs (written in roman script) and those of Korean cities (written in Korean script) are also used.

Scripts and Characters

Students write characters with very good balance. Every component of a character—the initial consonant, the vowel, and the final consonant—is in its place and can roughly fit together in a square (whose boundary is invisible). Spacing is made clearly at the boundary of constituents. Most of the possible consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used correctly. Spelling is generally correct and there are occasional errors (e.g. 은; 좋아해야; 왜냐하면; 많으니까요; 없습니다; 취미; 교회; 재* (as in 재 취미); 재*일; 됐*을).
Inaccurate spelling is restricted to a few items where the students seem to be confused with the vowels ‘ㅏ’ and ‘ㅐ’—the most common confusion that both L1 and L2 learners of Korean experience because of their similarity in both sound and form. The spelling error in 원*을 seems to be a conflated result of grammatical and spelling errors where contraction occurs at the boundary between morphemes.

As noted above, students write a few English-originated words directly in roman script, although there are Korean words for those that are not established loans (e.g. high school) or Korean spellings for established loans (e.g. netball). It is evident that the use of English for words that originate in the Australian/English-speaking context is on the way to becoming the norm in the text produced by the students in this group.

**Forms and Structures**

Students have relatively good control of basic forms/structures and some complex ones in Korean. They express complex ideas (e.g. time sequences) or logical relationships between ideas or events or elaborate simple messages and add nuances to them by using appropriate structures, which are sometimes complex. Although there are minor errors in certain forms, these do not interfere with meaning. Some influence from English is evident in their sentence structures, which resemble English but are not the norm in Korean.

They use polite sentence enders in both informal and formal forms (-아/어요 and -비/슬니다 respectively), a range of particles (-은/는,-이/가,-을/를,-의,-에서,-에,-와/과,-(이)랑,-(으)로,-끼리,하고), and delimiters with occasional errors. Errors in the use of particles occur between -가/이 and -을/를, between ‘의’ and ‘에’, and between the two alternatives for a case particle -와 and -과.

They also use the first person singular pronoun in both humble form and plain form in the subject and possessive cases (저/나 and 제/내 respectively) accurately (e.g. 저는 형도 누나도 동생도 없습니다; 부모님, 언니, 동생만 저까지 5명이에요; 촉구, 수영 그리고 테니스가* 제일 좋아해요; 나는 주말의* 강아지와 놀고...).

A few more able students use appropriate structures to express the future (e.g. 가 볼 겪니다.). There is no occurrence of the past tense, possibly because of the required text type — a self-introduction. However, given their proficiency in other forms and structures and their exposure to Korean, it is evident that students could use the past tense.

Students connect clauses using clause-ender (conjunctive) suffixes such as -고, -서, -거나, -는데 and -면서, and a relativiser suffix -는 (for action verbs—present) or -ㄴ/은 (for descriptive verbs) accurately (e.g. 주말은 야구와 수영을 하면서 보내고 제가 다니는 학교는...; 친구들이랑 놀거나 가족끼리 다른 데로 놀러 다녀요; 한국으로 가서 할머니와 할아버지지 보고 싶습니다; 운동을 되게 좋아하는데 그 중에서...).

One of the students produces a structure for the hypothetical future, which is semantically and syntactically very complex: ‘제가 어른이 되[sic]을 때...’ Although the spelling is not correct, the level of sophistication in the structure and meaning in this expression is considered performance at this year level that could be possible only among background or first language learners who have had extensive exposure to the target language environment.

Students add or change subtle meanings by using delimiters (e.g. 형도 누나도 동생도 ...) or auxiliary verbs (e.g. 돌아다니다, 가고 싶다, 좋아하다, 살고 있다, 가 보다, 읽어가다, 보고 싶다, 놀려 다니다, and 쉬곤 하다). (Of these examples, the last item in this list—‘ Ipsum 하다’ in particular is considered to be a highly sophisticated one that could be done by a very able background language learner.)
Students have yet to acquire honorific expressions. They use an honorific noun suffix and words (e.g. 부모님, 저, 계시다) and, infrequently, an honorific case particle –께서. However, there is no occurrence of an inflectional suffix –시, while they are proficient with polite sentence enders –예요/이에요 and –ㅂ/습니다 in spite of occasional errors (see description under Discourse for more details).

They are able to nominalise verbs using an appropriate suffix (e.g. 만들기) and use a plural suffix for nouns appropriately (e.g. 친구들).

Students occasionally produce sentences with constituents that do not agree with each other (e.g. 제 가족에는 부모님, 언니, 동생과 저까지 5명이에요; 제 가족은 아빠, 엄마 그리고 언니가 살고 있어요; 그 이유는 제 친척들을 만나서 재미있게 놀고 싶어요).

There are a few occurrences where a copula as the predicate (the main verb phrase) is missing. The influence from English is evident in this type of structure that occurs particularly when the nouns in the predicate phrase (which should have been followed by a copula) are put into English (e.g. 내 제[sic]일 친한 친구는 [name of friend], [name of friend], 그리고 [name of friend] [그]).

**Discourse**

Students use their linguistic resources for discourse mostly appropriately and effectively to produce text on familiar topics that are relevant to them. They are aware of the audience and select appropriate grammatical and/or vocabulary items and maintain the coherence of the text as discourse relatively well in spite of occasional inconsistencies, which do not cause disruption. However, it is evident that these learners’ discourse skills in writing are less stable and still to be developed further.

Students develop and expand ideas coherently using a range of cohesive devices appropriately. They 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) throughout the text. Some students alternate both forms in the text; this is also appropriate. They also use conjunctors (e.g. -이/고, -는는데, -아/어서, -면서, -거나) and conjunctive adverbials (e.g. 그리고, 그 중에서, 왜냐하면, 하지만, 그 이유는) to keep the text cohesive.

Students emphasise/highlight ideas or add subtle nuance by using grammatical/vocabulary items such as delimiters (-은/는, -도) and adverbials (제일, 같이, 꽤, 니다) appropriately (e.g. 유럽에 꽤 가 볼겁니다; 할아버지와 할머니는 호주에 살고 있고 고모들도 호주에 살고 있어요; 주말에는 ... 놀러 다녀요).

They use the humble form of the first person singular 저 and an honorific noun suffix –님. However, some students use 저 and its plain form 나 alternately to refer to themselves. Cohesiveness of the text is reduced to some degree because of this alternation, the lack of the honorific suffix –시, the use of some colloquial terms (e.g. 되게, 아빠, 엄마), or frequent use of the overt first pronoun where ellipsis is more appropriate.

나는 [...] 보고 싶습니다. 저는 [...] 놀고 싶습니다

저는 제 부모님과 외할머니랑 같이 살아요.

내 가족에는 엄마, 아빠와 남동생 [name of brother] 있습니다.
Year 6/7 Background Language Learners

Writing — Average

Content
Students present simple basic information about themselves in Korean. Although students in this group write on most of the topics given in the instructions, information and ideas presented are isolated and mostly limited to factual information. The topics most commonly addressed by the students in this group are: family members; likes/dislikes/hobbies; friend(s); weekends; places they would like to go. There are a few attempts to expand some topics (e.g. providing a description) (e.g. 내 친구는 [name of friend—in Korean script]입니다. [name of friend]는 갈색 머리하고 돈[sic] 잇서[sic]요. 코는 납작하고 눈[sic]이 커요. 기[sic]는 152 cm입니다).

Vocabulary
Students use a range of vocabulary related to their personal life. Although the vocabulary used is mostly high-frequency items it ranges less widely than the ‘high’ group but shows a pattern similar to their choice/use of vocabulary items, which is generally accurate but with occasional errors. As is the case with the ‘high’ group, some colloquially oriented performance is evident in their preference for 아빠 and 엄마 to 아버지 and 어머니. Other vocabulary items include those related to sports/activities/hobbies and weekend/leisure activities, and those used to describe objects/people (e.g. words for general attributes; 이름, 키; some descriptive verbs such as 착하다; names of colours and body parts such as 갈색 and 코) and modifiers such as 같이, 제일.

Students write numbers in Arabic numerals as in 12살이에요, and hardly write in Korean in either the pure Korean system or the Sino-Korean system. Students write numbers in Arabic numerals in the gaps in the sample sentences at the beginning, where they were required to give information about their ages and birth dates.

A few students express numbers in Korean using the pure Korean system when they provide the number of certain family members (as in ‘한 명’). There are only a few occurrences of classifiers.

They use some loanwords from Chinese (including the classifier ‘명’). These are mostly high-frequency items such as names of common activities/hobbies (e.g. 축구, 미술, 음악, 운동), names of the days of the week (토요일, 일요일), and words related to everyday life or places for weekend activities (e.g. 동물원, 수영장).

Although they use 한국 frequently, the name of Australia does not occur in any type of three possible versions — as a loanword from Chinese, as a loanword from English, or as an English word written in roman script. Most of the students in this group use Korean script for loanwords from English (e.g. 피아노, 쇼핑) and English proper nouns such as names of Australian cities or suburb.

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**Scripts and Characters**

Students performing at this level have good control of writing characters in Korean. The characters show reasonable balance in their shapes in handwritten Korean. Every component of a character—the initial consonant, the vowel, and the final consonant—is in its place, and all the components roughly fit in a square (whose boundary is invisible). Spacing is relatively consistent. However, students often make wrong choices in character or components of the character required, sometimes leading to unintelligible text. Although they seem to have sound control over spelling, it is evident that students are still acquiring written forms of those learnt informally outside the formal classroom. Most basic consonants and vowels are used. Although most diphthongs and twin consonants were used, as seen in the examples in other sections, there is no occurrence of consonant clusters. Some difficulties in writing are evident (e.g. 제*가 좋아하는 것은…; 아무개*나; 잊시*요).

On some occasions words are written as they are pronounced. As happens with other groups and also with monolingual children, such errors typically occur where specific rules are required to pronounce correctly spelt words (e.g. 사라*오, 만치*만; 가치*; 갖*다 와서). Sometimes an unnecessary consonant is added at syllable boundaries (e.g. 알*빠, 좋하다*해요). Some spelling errors are used with grammatical inaccuracy (e.g. 가고 실*은데; 가고 실*니다).

**Forms and Structures**

Students have variable control of basic forms/structures. They use a variety of forms/structures and attempt to use complex ones to express complex ideas or events. However, some errors are evident and the inaccurate selection of forms or structures sometimes leads to various degrees of ambiguity in meaning. It is evident that students are still acquiring forms and structures and a number of forms and structures already acquired orally in an informal context have not yet been stabilised.

Students use a good range of particles such as -은/는,-이/가, -을/를, -의, -에, -와/과, -(이)랑, -하고 and –도 and both polite formal and polite informal sentence enders for a range of verbs including the copula. But frequent errors are evident (e.g. 실실***다*; 긴 머리 잇세요*). The plain sentence ender is also used. It is evident students are aware of the notion of case, given that their errors typically occur in selecting an alternative to the given case which is correctly chosen (e.g. between –을 and –를 for an accusative case) (e.g. 제 가족* 엄마, 아빠, 언니 그리고 나에* 요; 부모님* 할아버지와 할머니와…; 축구를* 해요). They also typically choose –에 as a genitive (possessive) case instead of –의 — a common error among Korean schoolchildren (e.g. 저에* 생일은 11월 3일 이고요…). Students sometimes omit case particles on obligatory occasions and occasionally also use an innovative form of a particle (see below) (e.g. 저의 가족은 언니와 오빠와 동생* 있고; Sea World의를* 나고…; 저는 엄마와 누나와* 살아요). Although the basic verb-final word order is observed, the influence from English is evident in the word order at the lower level of constituents, for example, in the expression of the number of objects or people on a few occasions and a few sentences without a main predicate, which could be ‘있어요/계세요’—the equivalent of English ‘(l) have’ or existential ‘be’ (e.g. 저는 동생이 한 명, 엄마, 아빠, 2 할아버지*, 2 할머니* [요]*).

Students relate events in time using past tense suffix. They also attempt to express logical/temporal relationships/sequences of events or ideas using conjunctive suffixes and relativiser suffixes (e.g. 을사조약에 관한 드라마를 봤다; 교회 것*다 와서 친구집에 갔다).
Most students in this group maintain the level of politeness and the degree of formality by using somewhat limited resource in grammatical/vocabulary items they commonly use.

Students use a limited range of auxiliary verbs. They typically use two items — 좋다 and 싫다 — which have been given in the task instructions. They are also able to nominalise verbs using a suffix - 고, although this is often used on a very few occasions. (e.g. 음악 듣기, 컴퓨터 하기, 음악들리기*). They use the first person singular pronoun in both humble and plain forms in the subject and possessive cases (저/나 and 제/네 respectively) with a few spelling errors (see Scripts and Characters above). The plural plain form 우리 is used on a very few occasions.

Errors at multiple levels in a sentence occasionally lead to a mismatch between constituents and/or incomprehensibility and are sometimes confused with errors in spelling or vocabulary (e.g. 저의 가족은 여러분 오피와 동생 있고, 부모님과 [sic] 할아버지와 할머니와 같이 살아요*; 제[sic]가 좋아하는 것은 음악 듣기, 컴퓨터하하기하고 운동하는 게 좋습니다*; 나는 네티즌이 좋아* ...);

As seen in the above examples, students are able to use the honorific suffix ‘-님’ for nouns and polite words ‘저’ and ‘제’. However, there is no occurrence of either a honorific suffix for a verb -시-, honorific verbs, or an honorific particle such as -께서.

**Discourse**

Students write with some degree of coherence. They use the basic cohesive devices—consistency in the level of politeness and formality with sentence enders. However, the degree of coherence varies among students and they occasionally lapse into some degree of incoherence perhaps because of their somewhat limited resource in grammatical/vocabulary items they can use to maintain coherence of the text.

Most students in this group maintain the level of politeness and the degree of formality by using the polite formal form of the sentence ender (-ㅂ/습니다) or the polite informal form (-아/어요) throughout the text. Although most students keep to one of the types of sentence ender, a few others use the plain form (-다) together with the polite forms, which is not appropriate.

Although only a few conjunctors (e.g. -고, -서, and -지만) are used as cohesive devices, these items are generally used appropriately in spite of some spelling mistakes (e.g. 친구들이 만치만 [name of friend — in Korean script]가 나의 제일 친한 친구입니다.). There is no occurrence of conjunctive adverbials. The subject pronoun 저/나 is often used where ellipses are more appropriate (e.g. 저는 모든 운동을 좋습니다*; 저는 공원을 가고 싶어요*).

Students use a polite word 저 and honorific noun suffix -님. However, some students alternate 저 and 나 to refer to themselves, reducing cohesiveness to some degree. There is also some inconsistency between the sentence ender in its plain form and the polite first person pronoun저.
Descriptions of Student Achievement


저는 음사조역에 관한 드라마를 봤다.

Sometimes students use grammatical/vocabulary items such as delimiters (e.g. -도, -는) and qualifying words (e.g. 재일, 같이) to emphasise/highlight ideas or to add nuance to them (e.g. 주말에는 한글학교를 다니고 교회도 다녀요; 재[sic]가 재[sic]일 가고 싶[sic]은데는...).

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 비를 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 좋아해요.

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), 갈다, 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 ‘들’ 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, 실어합니다; 게십니다; 학원, 취미; 빨간; 썼고).

**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, -이의, -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 (-ㅂ/십시오). Minor errors occur occasionally in the selection of an alternative for a copula between -예요 and -이어요 (as in 베스트 프렌드리예요). They also connect clauses with logical relationships using a range of various clause-ender suffixes such as -고, -서, -거나, -러와 -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 scrip]는 영어와 한국말 둘 다 잘 하고요, 강아지를 너무 좋아하는 저희 베스트 프렌드리에요 [sic].

Students use the first person singular pronoun in its humble form in the subject and possessive cases (i.e. 저 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/네). 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 올리고...), past tense suffix (완경을 썼고...), and irregular conjugations (e.g. 썼고; 들습니다). 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.

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/ㅂ니다) 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, -(and) -지만), a conjunctive 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 ‘제시다’ and ‘있다’, and the absence of the honorific suffix –시 and the honorific case particles –께 and –께서 (e.g. 할머니와 할아버지의 한국에 계십시오; 할머니 할아버지도 있어요*).

Students emphasise/highlight ideas or add subtle nuances by using grammatical/vocabulary items such as delimiters (-은/는, -도, -나) and adverbials (가장, 돌다, 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...)

**Year 6/7 First Language Learners**

**Writing — Average**

**Content**

Students write in Korean addressing most of the topics required in the task description (personal details, family, friends, sports/hobbies, favourite places) and typically expand/elaborate a few of them. In a few exceptional cases their elaboration seems to be quite sophisticated. Although they typically do not write on topics other than those provided in the instructions and tend to write only factual information on each topic, a few topics are elaborated by contrasting, comparing, and providing detailed descriptions.

저의 가족은 엄마, 아빠, 형하고 저예[sic]요. 저의 할아버지지는 돌아가셨지만 할머니는 한국에서 살고 계[sic]십니다.
내친구는 [name of friend-in Korean script]입니다. [name of friend-in Korean script]이는
기린처럼 키가 크고 목이 길니다.

**Vocabulary**

Students use high-frequency vocabulary items related to their personal life and topics in a familiar context. Although they do not have a wide range of vocabulary, they choose vocabulary items accurately.

Students use some kinship terms only to refer to their own immediate families, extending to words for grandparents (e.g. 할아버지, 할머니). While 부모님 is used to refer to ‘parents’, students consistently use 아빠 (dad) and 엄마 (mum) to refer to their father and mother separately, as observed in all other groups. Except for this, there is no tendency to use other colloquial terms. Other vocabulary items are similar to those used by students in other groups — those related to sports/activities/hobbies and weekend/leisure activities, and those used to describe people (e.g. words for general attributes; 사람, 이름, 키; names of body parts such as 머리, 목).

The range of common verbs and modifiers is rather limited; however, they use honorific verbs correctly and appropriately (e.g. 계시다; 돌아가시다). As observed in all other groups, numbers have hardly been spelt out. However, given the occurrence of pure Korean numbers correctly used with a classifier (e.g. 둘 명; 네 명), it is evident that students are able to express numbers in pure Korean words with some appropriate classifiers.

Most loanwords from Chinese that students use are high-frequency items such as words for hobbies and sports popular in Korea (e.g. 축구, 농구, 수영) and some kinship terms (e.g. 형). Students also occasionally use a few less common words (but still with relatively high frequency) such as 응악감상 or 요리. They often use loanwords from English, which are mainly names of sports (e.g. 조깅, 배드민턴) and others commonly found in Korean texts (e.g. 드라마, 쇼핑). They also use English words that are not established loans (e.g. ice skating) and other proper nouns. They spell out both established loanwords and English words in Korean script.

**Scripts and Characters**

Students have a sound control of writing characters in Korean. Although there is some variation in the degree of balance in the shape of characters in their handwritten Korean, every component of a character — the initial consonant, the vowel, and the final consonant — is in its place. Each character can roughly fit in a square (whose boundary is invisible). Spacing is observed to an acceptable degree. However, students occasionally make wrong choices of characters or components of a character. Although there are only a few errors, which cause minor impediments in comprehension, they seem to occur regularly under similar conditions, which could suggest fossilisation is underway.

They use most basic consonants and vowels. Some diphthongs, twin consonants, and consonant clusters are used with some inaccuracy. Inaccurate spelling does not cause serious disruption to the intelligibility of the script when it occurs in context.

Errors typically occur between vowels or consonants similar in sound and shape (e.g. between 름, 릤, and 립 and between 형 and 포) and when students write as the sound is pronounced when specific pronunciation rules are applied. These types of errors seem to be universal. Occasional difficulties with consonant clusters are also evident (e.g. 저예요; 살고 계십니다; 가고 싶은 대*; 책을 읽음니다).
Forms and Structures

Students at this level have reasonable control of basic forms/structures and some complex forms/structures in Korean, although linguistic resources available to them may not be enough for flexible use. It is evident that they are able to express complex ideas (e.g. time sequences) or logical relationships between ideas or events or elaborate simple messages and add nuances to them by using appropriate structures, which are sometimes complex. However, these attempts occasionally lapse into some degree of inconsistency because of mismatches between forms and structures within or between constituents at different levels. Some influence from English is occasionally evident in their sentence structures. Those students who had more formal education in Korea tend to use more complex forms with fewer errors than other students in this group.

They use a range of particles (-은/는, -이/가, -을/를, -의, -에, -와/과, -(이)랑, -하고 and –처럼) and sentence enders including the copula in the polite formal form (–ㅂ/습니다) with occasional errors. They also connect clauses using clause-ender suffixes such as -고, -서, -거나, and -지만 and a relativiser suffix with occasional errors. They use these forms relatively accurately at the micro level (i.e. within a minimum constituent or in the phrasal structures). Errors occurring at this level seem to be minor and do not impede comprehension, for example, selecting an alternative between –예요 and -이어요 (e.g. 우리 가족에는* 엄마, 아빠, 언니, 그리고 나 [sic]니다*).

However, some mis-selection of grammatical forms for certain functions leads to occasional inconsistencies at the level higher than single constituents, for example, using a particle ‘-이/어’ to connect a single noun and a clause (e.g. 내가 가고 싶은 곳은 한국과* 동물원에 가고 싶음[sic]입니다; 주말에는 쇼핑이랑* 드라마를 봅니다).

Students use the first person singular pronoun in both polite and plain forms in the subject and possessive case (저/너 and 제/내 respectively). The plain form of the first person pronoun plural 우리 is also used accurately (e.g. 우리 가족은 ...). They also use the past tense suffix -았/었 and the honorific suffix –시 correctly (e.g. 우리 할아머니 할머니는 돌아가셨음[sic]입니다). Some irregular verbs are conjugated accurately as in 깔니다 (long) and 놀니다 (play).

They add delimiters (e.g. -도, -는) and some auxiliary verbs to add or change slight nuances (e.g. 주말에는 친구네 가거나 영화관에 갑니다). Infinitive suffixes preceding auxiliary verbs are used accurately (e.g. 할머니는 한국에서 살고 계십니다).

Although students observe the subject-object-verb word order well on most occasions, as shown in the examples above, they occasionally produce structures where influence from English is evident (e.g. sentences without a copula at the end; expression of the number of people).

우리 가족은 부모님과 두 형* 그리고 나 게[sic].
내 주말*에는 10시에 일어나서 ...

Discourse

Students at this level write with awareness of the audience and the required text type. They use the basic cohesive device — consistency in the level of politeness and formality with sentence enders. Although their use of ellipses is appropriate, the degree of coherence varies across the students because of their somewhat limited resource in grammatical/vocabulary items.
Students maintain the level of politeness and the degree of formality by using the polite formal form of sentence ender (-ㅂ/습니다) consistently throughout the text (e.g. 내 친구는 [name of friend] — in Korean script)입니다. [name of friend in Korean script]이/은 ... 키가 크고 목이 길니다). They use some conjunctors, for example, -고, -서, -거나 and -지만 (e.g. 할아버지지는 돌아가셨지만 할머니는...) and a few conjunctive adverbials (e.g. 또, 그리고) appropriately in order to organise ideas in sequence (e.g. 내가 좋아하는 운동은 축구와 농구입니다. 또 [가] 좋아하는 취미는...). They also use an overt pronoun저/나 and ellipses for referencing.

They use the humble form of the first person singular 저 and the honorific noun suffix –님. However, they alternate 저 and its plain equivalent 나 to refer to themselves, reducing the cohesiveness to some degree.

저의 취미는 ...입니다. 내가 가장 가고 싶[sic]은 대[sic]는 ...
내가 좋아 하는 것은 ...입니다... 제가 가지고 싶은 곳은 ...

They use some grammatical/vocabulary items such as delimiters, for example, -도, -는 (e.g. 주말에는 언니는 교회 가서[sic] 저 혼자 ... 놀니다) and some qualifying words (e.g. 제일, 가장) to emphasise/highlight ideas or add subtle nuance to them (see an example above).

**Year 6/7 Background Language Learners/First Language Learners**

**Oral — High**

**Content**

Students provide personal information individually in response to the assessor’s prompts. They give their names, the length of their residence in Australia, and information about their language use at home and their families in Korean. During the whole-class activities and small-group interactions with the assessor, they speak on familiar topics such as favourite sports/fruit/actors/food; study; daily life and study of the Korean language. Students often expand on familiar topics to likes/dislikes, Korean pop music, a famous sportsperson, or travel, prompted by the assessor in response to the picture stimuli. At other times, students expand on their topics to the broader context such as learning other languages or after-school/weekend activities without the teacher’s or assessor’s prompts/scaffolding. Topics occasionally expand to abstract opinions or very specialised phenomena. A few others succeed in expanding on topics to some extent with the teacher’s scaffolding. They elaborate their answers by contrasting (e.g. learning Korean vs. learning Chinese), comparing (e.g. with younger siblings), giving reasons or justifications for their opinions (e.g. why Friday is the favourite day), or specifying the context of their prior answer to some extent with occasional scaffolding from the teacher or the assessor.

**Vocabulary**

Students use a good range of vocabulary related to their personal, immediate context and school life. The range of high-frequency items is broad and includes kinship terms and names of food, sports, body parts, countries, the days of the week, colours, and languages (e.g. 한국어, 한국말, 중국어, 영어).

Students also use vocabulary with reference to the Korean culture when needed (e.g. 고추장, 김치, 떡국). They give the number of objects/people, time, and dates correctly using both pure Korean and Sino-Korean systems and classifiers (e.g. 개, 시, 분, 살, 시간, 달, 년).
Descriptions of Student Achievement

They also use qualifying words to add specific meaning to the event they are talking about (e.g. 재일, 한참, 늋게). They use other common words that do not fit in the above categories (e.g. 회사, 거리, 반팔).

Although students use high-frequency items for factual information or simple ideas/description, they also use very specific words or technical terms to convey meaning accurately and to present abstract ideas. These words are mostly loanwords from Chinese but include some pure Korean words (e.g. 대부분, 당연히, 노숙자, 맞춤법, 전통문화, 30대, 접영, 평영, 계속하다, 귀엽다). Some of these words are elicited by the teacher’s or the assessor’s prompts.

Most vocabulary items, including a few low-frequency terms, are chosen correctly. Occasional errors are repaired promptly by cues from the teacher or the assessor. For example, a few students in the group used the word 나비 innovatively to refer to the butterfly swimming stroke. However, as soon as the assessor gave a cue to select another word, they retrieved the correct word ‘접영’. However, most of the time students lapse into English for a word or a short phrase during their spontaneous responses (e.g. … 있었는데 three weeks 전에 RSPCA에 찌었어요.).

Forms and Structures

Students use a good range of grammatical structures and a good range of items with reasonable accuracy. They use a range of basic particles (e.g. -이/가, -은/는, -을/를, 하고, -(이)랑, -에서, -예, 보다) and some conjunctive suffixes such as -아/어서, -고, -니까, -다가, -면, and -는데.

Sentence enders are typically in the informal polite form -아/어요, while they use the formal ending when they conduct interviews between themselves as part of a classroom activity.

Students also relate events with time reference using the past tense suffix and add/change slight meanings/nuances by using some auxiliary verbs such as -고 있다, -아/어 주다, -아/어 있다, -아/어야 하다, -아/어 보다. They conjugate irregular verbs (e.g. 어려워요, 쉬워요) and use causative and passive suffixes correctly (막히다, 보이다).

Most students use some complex idiomatic structures (e.g. 써 본 적이 있어서. 입어도 되고 안 입어도 되어요. 넘어질 것 같아요. 힘들 것 같아요. … 같은 데에서) and typically use –수 있다 frequently. Some more able students use multiple complex structures in a sophisticated way in a sentence. For example, they often use auxiliary verbs in complex clauses connected by conjunctive clause enders and/or relativiser suffixes as in ‘이어폰 끼고 불 수 있어서 좋았어요’. They also use other types of complex structures such as ‘열시하고 아홉 시 사이’ ‘3년 정도 전’.

Fluency

Most students give an answer in a few sentences. Students’ initial responses to the assessor’s prompts with picture stimuli are usually spontaneous and made in one or two words, while those to the classroom teachers (which are on more abstract topics) take more time for them to answer. When attempts are made to further elaborate, most students have a number of hesitations such as pauses and self-talk (usually in English—‘what’s that?’). A few students are able to make a sustained stretch of utterances with a number of hesitations. In spite of pauses and hesitations, students maintain the flow of interaction reasonably well. Students often lapse into English during the spontaneous interaction.
Intelligibility

Although articulation was clear and spontaneous and pronunciation and intonation were accurate in most interactions, the last one or two words at the end of the utterance tend to fade way. In spite of occasional lapses in pronunciation, their utterances are comprehensible in the context.

Comprehension

Most students appear to comprehend the teacher’s and each other’s speech well. They are engaged in the interaction and there seem to be no communication breakdowns caused by comprehension problems among these students. One of the students says ‘맞어’ to another student’s comment, demonstrating her comprehension. On another occasion, students nod and/or mimic the teacher’s gestures as the signal of their comprehension.

Communication Strategies

Students maintain communication using a range of communication strategies. They pre-empt the possible answer, correct the teacher’s misinterpretation of their opinions, clarify and correct their answers when problems are identified and provide additional information, and use grammatical/vocabulary items to tone down their statement on certain information they present (e.g. 엄마 아빠한테는…아, 대부분 영어로 말하고요 [...]).

Students also act out the situation they describe to help understanding on the part of their interlocutor, mimic the teacher’s gestures to show empathy, and signal agreement to the assessor’s comments by saying short ‘네’ while the assessor speaks. Occasionally, when they have difficulties retrieving certain items (usually vocabulary), they make an explicit request for assistance.

Discourse

Students use register appropriate for the interlocutor who is the teacher or the assessor during the interaction. They use informal polite verb forms when addressing the teacher or the assessor and the plain form when addressing their classmates.

They maintain the cohesiveness of their utterances by using conjunctive suffixes such as –니까, -는데, -고, or -이/어서 to connect clauses, and conjunctive adverbials such as ‘그런데’, ‘그러니까’, etc. When the utterances become long or they need to pause after such items, they typically add particle –요 to add politeness, which is common in Korean spoken discourse.

Year 6/7 Background Language Learners/ First Language Learners

Oral — Average

Content

Students respond to the teacher’s or assessor’s questions on familiar topics related to their immediate and personal context. They give their names, the length of their residence in Australia and information about their language use at home and about their families, sometimes using English in answer to the questions explicitly asked by the assessor. Most responses are in short utterances of one or two words and are not expanded/elaborated sufficiently when attempts are made by scaffolding by the teacher or the assessor. On a few occasions their initial attempts at elaboration are made, but these are not always successful. On other occasions when the interactions are about some other factual topics, their initial attempts to elaborate/expand them are taken up by more able students.
Vocabulary

Students use a limited range of vocabulary related to their personal immediate context. They use simple high-frequency terms to provide personal information such as self, family members, daily life at school and home, likes/dislikes, and food. They use words such as names of colours, animals, some stationery, food, jobs, and sports, and give the time in response to the picture stimuli shown to them. Most of the students in this group express numbers using both pure Korean and Sino-Korean systems and classifiers (e.g. 개, 시, 분, 살, 년). Students use a limited range of common verbs to express common daily routines or to describe objects/persons in the stimuli (e.g. 하다, 가다, 자다, 있다, 주다, 덧다, 좋아하다). Although the vocabulary that these students use in the interaction consists of simple high-frequency items, most items observed are correctly chosen. Inaccurate choice of vocabulary occurs infrequently (e.g. 축구 차*고…).

Forms and Structures

Students typically tend to respond in a phrasal form or a single word with occasional attempts to produce a full sentence. Although a range of forms and structures are used, it is evident only a limited range of items is available under each category. Students use a range of case particles (-이/가, -은/는, -을/를/의, -에서) and informal polite sentence endings accurately. Although verb-final word order is observed, students use a limited number of basic common verbs. They use some auxiliary verbs (e.g. 점심 먹고 있어요) and complex idiomatic structures such as -는 것 같다 and -르/을 수 있다 (e.g. 늦게 잘 수 있고…). A few basic conjunctive suffixes (-고, -아/어서, -니까) are also used.

Fluency

Most students maintain a reasonable level of coherence during their speech, but answers to the assessor’s questions are usually short. Although most students’ responses are spontaneous, relatively long pauses occur when they attempt to elaborate their responses and sometimes the pauses are filled with private speech, typically in English such as ‘what’s that?’ It is evident that there are a few whose pauses are noticeable and who need scaffolding to give a short answer to a simple question.

Intelligibility

While most students’ utterances are reasonably intelligible, a few students who are less confident speak in such a soft voice that their speech itself is not intelligible at times. At other times their response is made entirely in English.

Comprehension

Most students appear to comprehend the speech of the assessor, the teacher, and other classmates well. They nod or smile to signal their comprehension of the teacher’s questions or comments. However, a few do not actively engage in interaction and these students answer only when they are nominated and asked a direct question. Given that these students are often able to answer after scaffolding, it is evident that they do not fully understand all the utterances that the teacher or the assessor make.

Communication Strategies

Students request for assistance explicitly when they have difficulties in retrieving certain vocabulary items. They sometimes use paralinguistic strategies such as gestures or pointing at body parts to get the name of them. Although a few students seem to try to keep to Korean, others lapse into English spontaneously and requests for assistance are often made in English. Sometimes they respond to the assessor’s questions entirely in English.

Assessor: 왜 좋아하는데?
Student: more attractive
Assessor: more attractive

**Discourse**

This criterion is not applicable to the performance of this group who are not able to sustain the utterance to a reasonable length.

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**Year 6/7 Background Language Learners/ First Language Learners**

**Reading — High**

**Content**

Students read short and simple texts on familiar topics such as everyday life, school, and community with the support of accompanying visual cues. They respond to tasks such as filling in gaps, matching items, making choices, etc. The content of the texts includes people, pets, body parts, classroom objects, and familiar contexts students encounter in the community (e.g. 공원, 나무). It also includes basic sociocultural components such as greetings, polite forms (e.g. 하세요), and names of the two countries important for learners of Korean—한국 and 호주.

**Knowledge of Linguistic Forms**

Texts include single words, basic formulaic structures (e.g. 안녕하세요?), short sentences in simple structures, and some authentic texts with single words. Texts provided in a sentence form consist of simple nouns, the copula, basic common verbs in their polite informal forms (e.g. 타요, 공부해요, 들어요), basic particles (e.g. -이/가, -을/를, 에서), honorific forms (e.g. -께서, -세요), and a plural suffix (-들). Students performing at this level have a good understanding of these forms and process this knowledge and their vocabulary skills at multiple levels without relying on visual or extralinguistic clues.

**Task Requirements/Processing**

Students use specific vocabulary knowledge and well-developed ability to read Korean script without the aid of visual cues. They understand texts without having to use clues to guess meaning and process texts holistically. They read less familiar vocabulary and texts in a less familiar shape (i.e. in a design font) and make inferences from the text. They use grammatical knowledge to fill a gap in a longer sentence. They understand texts containing simple honorific forms.

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**Year 6/7 Background Language Learners/ First Language Learners**

**Reading — Average**

**Content**

Students read short and simple texts on familiar topics such as everyday life, school, and community with the support of accompanying visual cues. They respond to tasks such as filling in gaps, matching items, making choices, etc.
Descriptions of Student Achievement

The content of the texts includes people, pets, body parts, classroom objects, and familiar contexts students encounter in the community (e.g. 공원, 나무). It also includes basic sociocultural components such as greetings, polite forms (e.g. 하세요), and names of the two countries important for learners of Korean—한국 and 호주.

Knowledge of Linguistic Forms

Texts include single words, basic formulaic structures (e.g. 안녕하세요?), short sentences in simple structures, and some authentic texts with single words. Texts provided in a sentence form consist of simple nouns, the copula, basic common verbs in their polite informal forms (e.g. 타요, 공부해요, 들어요), basic particles (e.g. -이/가, -을/를,에서), honorific forms (e.g. -께서, -세요), and a plural suffix (-들). Students performing at this level have reasonable understanding of these forms and use this knowledge with their vocabulary knowledge to process the tasks.

Task Requirements/Processing

Students use visual knowledge and identify phonetic similarities between Korean and English (e.g. 호주, 톞). However, loanwords written in Korean script (e.g. 조깅) might impede students’ comprehension. Students draw on known vocabulary and apply it to a familiar context (e.g. words for body parts) and identify simple vocabulary for familiar objects (e.g. 연필, 책). They read simple texts and reproduce them.

Students use vocabulary knowledge and their ability to read Korean script with little aid from visual cues. They identify textual cues such as vocabulary and grammatical structures. They draw on familiar grammatical patterns and items (e.g. 한국 사람이에요) to derive meaning and match or substitute items. Sentences are processed holistically with multiple explicit cues from a text to match the text to pictures. The length of a word or simple sentence does not affect their processing significantly. They read texts in a less familiar shape (i.e. in a design font) and make some inferences from the text. They use grammatical knowledge to fill a gap in a longer sentence. They understand texts containing simple honorific forms.
Year 10

Second Language Learners

Writing — High

Content

Students write in Korean addressing most of the topics as required and add some additional information related to them. Topics are elaborated to some degree. The common topics for Task 1 — self-introduction — are name, family, school, hobbies, and likes/dislikes.

In the task for a blog response, they write about the topics as specified in the task instructions — the weather, subjects taught in Year 10 in Australian high schools, the time Australian schools start and finish, and weekend activities. In addition to these topics, students typically provide some personal information about themselves. Their awareness of and very positive attitudes to the Korean language and culture are also evident in their text. Expansion of topics is typically limited to the simple addition of factual information.

Most students describe some family members in some detail in their self-introduction and/or contrast simple ideas.

A few students attempt to expand a few topics by providing statements that could be regarded as an explanation of their preceding statement(s), in spite of their limited resources for linguistic devices for such purposes (e.g. complex syntactic structures, conjunctive adverbials).

Vocabulary

Students use high-frequency vocabulary items related to familiar topics that are mostly factual items. They use some kinship terms (e.g. 아버지, 어머니, 언니, 여동생, 남동생) and words related to their personal and school life such as the names of school subjects (e.g. 영어, 체육, 수학, 지리, 역사, 음악, 한국어, 상업) and sports/activities (e.g. 농구, 수영, 낚시, 사진찍기, 음악감상).
They use numbers in the pure Korean system to give their age and the ages of their family members (e.g. 엽 다섯, 엽 여섯, 마흔 두 (살) 마흔 여덟, 엽 두 (살), 여섯) and in the Sino-Korean system to give their school year or their birthday (e.g. 십 ). These numbers are usually accompanied by appropriate classifiers (e.g. 명, 년, 월, 일, 학년) but sometimes not. To describe their weekend activities, they use words such as 주말 and some names of the days of the week (e.g. 토요일, 일요일).

They also use words such as 이름, 가족, 생일, 선생님, 학교 and 친구 to describe their personal life, and some verbs to express their favourites and to describe their daily routines/weekend activities (e.g. 공부하다, 삶다, 시작하다, 좋아하다, 나쁘다, 수영하다, 좋아하다). They use some descriptive verbs to describe their family members (e.g. 이쁘다 [sic], 엄격하다, 정직하다) and modifiers (e.g. 보통, 너무, 지금) to qualify or add more meaning to their description. They also use the names of countries (i.e. 호주, 한국) and basic formulaic expressions for greeting and thanking (i.e. 안녕하세요; 감사합니다.).

Of these items, 엄격하다 and 정직하다 may be regarded as low-frequency items at this level, and students who are able to use these words may be regarded as very high-performing second language learners.

There is some inappropriate use of low-frequency items that typically originate from Chinese loanwords pertaining to abstract ideas (e.g. 뉘나는 홍미로워요.). This may sound like a direct translation from English ‘my sister is interesting’ based on the student’s knowledge of the Chinese language, but it can also be interpreted as the student’s willingness to take risks and experiment using his resources in the two languages.

Some overuse of some high-frequency items is also evident.

한국어는 [sic] 너무* 좋아해야. 저의 한국어 선생님은 너무* 재미있어요.

Some names of Korean pop music groups are used in the text: 동방신기, 서exampleInputEmail, 샤이니, f(x), 빅뱅 [sic].

Students occasionally use roman scripts directly or phonetic borrowings from Korean for words whose Korean equivalents are not known (e.g. 단신을 좋아해야; 12월에 [name of city—in Korean script] summer; 껍醍_CUSTOMER, 호주은 [sic] 12월에 너무 호트이에요). All the students in this group are taking or have taken another language course and the most popular language is Chinese. Most of them also have Chinese L1 background (mostly Cantonese). The positive effect of this strong Chinese background is evident in their ability to use Sino-Korean words. Some of these words such as '정직하다' may be regarded as relatively low-frequency items at this level, and others are classifiers, Sino-Korean numbers, names of school subjects, names of some countries, names of sports, etc. (see above examples). However, this may lead them to use some vocabulary items that are not appropriate in terms of collocations or contexts as shown in the use of 홍미로워요 above.

From the example related to Korean pop music groups, it is evident that a strong attachment to the Korean pop/youth culture has a very positive influence on their performance.

Scripts and Characters

Students generally have good control over handwritten Korean in spite of some variation in the degree of balance and in the shape of characters. In the text of most students at this level, the position of the three components in a Korean character — the initial consonant, the vowel, and the final consonant is generally correct, and each character roughly fits in a square (whose boundary is invisible).
The text is intelligible overall. A wide range of consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used correctly (e.g. 낱시; 좋아하세요; 어둠; 체육; 취미). Spelling is generally correct and occasional spelling errors do not interfere with comprehension on the part of the reader.

Misspelling involves vowels and consonants similar in sound. (This type of error may have occurred because the two vowels or two consonants do not have distinctions respectively in the phonological system of English and/or their mother tongues.) (e.g. 종*직해요 (정직해요); 서*년 (소년); 출*아해요 (좋아해요); 전*구 (친구).

There are some errors in the use of consonants at the syllable-final position, where consonant clusters should be used (e.g. 살*어요; 마*니[sic]마*니[sic]). However, this may be regarded as language for chatting/texting learnt through informal exposure to the Korean environment. There are also some poorly chosen or missing consonants or vowels at various positions. This could be because of their tendency to write according to their pronunciation, which is sometimes influenced by their mother tongue, or stronger L2, for example, Chinese (e.g. 방*가워요; 고*부해요).

**Forms and Structures**

Students use a range of basic forms and structures to present basic information about themselves and student life in Australia. Basic particles, sentence enders in their polite forms, and the word order are used very accurately. There are some attempts to use forms and structures beyond these basic ones and some of them were successful.

They use basic particles (e.g. -은/는,-이/가, -을/를, -의,-에서,-에,-하고) in Korean with very few errors (e.g. 저는 주말에 보통 컴퓨터를 해요; 그리고 친구하고 소핑을 해요; 저는* 학교의 이름은...).

Students use sentence enders including the copula in both polite informal form and polite formal form (-아/어요 and -여/سؤ니다 respectively) accurately (e.g. 저는 [name of suburb] 에 살아요; 저는 지금 십 년 학년입니다; 저는 고등학생이에요).

Although sentence enders in their regular forms are used correctly by the students in this group, accurate conjugation of an irregular verb has also been noticed (i.e. 영미로워요 — see above), which may be regarded as very high performance by students at this level.

The first person singular pronoun ‘저’ is used correctly with case particles and there is no occurrence of ‘우리’, which is more appropriate and natural than ‘저의’ when followed by nouns such as ‘가족’, ‘아버지/어머니’, ‘선생님’, etc. (e.g. 저의 가족은 네 명이에요.).

Some students use a nominal form of a verb ending in -기 (e.g. 출추기, 들기, 잠자기).

The basic verb-final order is observed and some verbs other than the copula are used accurately (e.g. 저는 [name of state]에 살아요; 8시 30분에[sic] 시작해요; 너무 나빠요[sic]).

Although sentences are typically simply structured, there are a few attempts to connect two clauses. These are not successful, perhaps because of their limited linguistic resources that do not include conjunctive suffixes to connect clauses. This leads to some sentences that lack grammatical items or to constituents that do not agree with each other (e.g. 아버지는 몇 [excessive space] 누나는 종미로워요; 저는 주말에, 보통 수영 그리고 소핑입니다[sic]).
Discourse

Students performing at this level are aware of the audience and the required text type. They use the basic register and format appropriate for the imagined audience and the text type. Students structure the text in a logical sequence—introduction, main body, and conclusion—in order to present familiar items. They are generally able to maintain the level of politeness and the degree of formality consistently by using appropriate sentence enders throughout the text. There are occasional inconsistencies because of the sentence final verbs with the plain enders and/or the plain form of the first person singular pronoun (e.g. 아버지는 낚시를 좋아해. 하지만, 난, 낚시를 안 좋아해.)

Students use some cohesive devices such as conjunctive adverbials (e.g. 하기, 그리고).
Most students emphasise their ideas by using some qualifying words such as (e.g. 저는 한국어 읽기 감상 정말로 좋아해요.)
Some students attempt to use the conventions of letter writing, which is not entirely correct, but could be interpreted as an attempt at risk taking (e.g. 로부터 [name of student—in correct Korean script]*)
This attempt may be interpreted as inference from the English counterpart—‘from [name of student].

Year 10 Second Language Learners

Writing — Average

Content

Students present simple information about themselves in short texts. They provide some basic information about themselves, their family, and school such as names (their own, family members, or their school), their age, hobbies, or likes/dislikes. Attempts to expand or elaborate ideas are minimal (e.g. 이름은 [name of student—in Korean script]이에요; 15살이에요; 어머니 이름이 [name of student’s mother—in Korean script]이에요; 저는 취미는 게임이에요). On a few occasions the input text is used to compensate for their limited linguistic resources in presenting their ideas in their response to the blog. Some keywords and question words are identified successfully and reproduced/replaced in the response appropriately (e.g. 저는 호주 사람이고 [name of city—in Korean script]에서 살아야. 15살이에요). (Keywords are replaced in a sentence structure that is copied from the input text.)

Students make a few attempts to add a slight change or some other elements while copying some input text, but are not always successful (e.g. 저는 영어하고 지리 안 좋아해야; 나는 몇 [sic] 시에 학교가 시작해야?).

Vocabulary

Students use high-frequency factual vocabulary items related to personal information, family, and school with some errors. Most students use a few kinship terms (e.g. 아버지, 어머니, 언니) and some use pure Korean numbers to give ages (열다섯, 열여섯, 일곱). Some classifiers are used for age, time expressions, school year, and birthday (e.g. 살, 월, 일, 학년, 시, 년). They also use the names of the two countries 호주 and 한국 in their writing. Most students also use some basic formulaic expressions (e.g. greeting, thanking: 안녕하세요, 만나서 반갑워요, 감사합니다).
Some students use the names of subjects (e.g. 영어, 수학, 지리), sports/activities (e.g. 야구, 배구), and some common verbs (공부하다, 학교, 시작하다, 좋아하다, 싫어하다). They use some other common words such as 이름, 가족, 생일, 학교 and 취미 and give time (typically put in Arabic numerals) using 시 and 분. An English word is inserted occasionally either directly in roman script as in ‘저는 취미는 game이에요’ or in Korean script as in ‘하이스쿠 [sic]’.

**Scripts and Characters**

Students generally have sound control over handwritten Korean in spite of some variation in the degree of balance in the shape of characters. For most students at this level, the position of the three components in a Korean character — the initial consonant, the vowel, and the final consonant — is generally correct and the character roughly fits in a square (whose boundary is invisible). However, spacing is not observed well. Most single consonants and simple vowels are used but some errors are evident (e.g. 저는 열다섯살이에요; 멋* 시에 ...). However, the meaning is not affected in most cases. A few diphthongs, twin consonants, and consonant clusters are used correctly (e.g. 싫어해요; 4월; 날씨).

Students occasionally write syllables as they are pronounced (e.g. 방*가워요; 업서*요).

Some students are able to put a correct final consonant, which (or part of which in the case of consonant clusters) is silent in pronunciation, while others miss out some syllable-final consonants that are not silent (e.g. 좋아해요; 싫어해요; 1원*; 12원*). There is evidence of idiosyncratic spelling: 죽 (i.e. 죽).

**Forms and Structures**

Students use a limited range of basic and simple forms/structures with some errors. Most students use basic particles -은/는, and 이/가 in Korean (e.g. 이름이 [name of student—in Korean script]이에요.). Some more able students use particles -의, and –하고 and make simple negation using ‘안’ (e.g. 저는 영어하고 지리 안 좋아해요; 저는 생일은 4월 11일이에요).

While the use a conjunctive clause ender –고 and other particles –에 and 에서 has been noticed, it is evident that it is the result of copying the structure from sentences in the input text (see comments under Content) (e.g. 저는 호주 사람이고 [name of state — written in Korean script]에서 살아요; 8시 55분에 학교가 시작해요).

The basic word order is generally observed well (see above examples). However, less able students tend to use simple rehearsed structures (e.g. ‘제 + Noun’ as the topic/subject of the sentence) regardless of their appropriateness, perhaps because of their limited metalinguistic knowledge, and often end up with sentences that do not make sense (e.g. 제 생일 1원[sic] 31일이에요; 제 운동* 야구하고 배구이에요[sic].)

Most students use copular forms –예요/-이에요 with occasional errors in choosing one of the alternatives (e.g. 저는 [name of student—in Korean script]이에요; 제 운동 야구하고 배구이에요 [sic]). See other examples above where –이에요 is used. Some students use a formal polite form of the copula –입니다 (e.g. 저는 엇 다섯살입니다).

A few common verbs other than the copula are also used (see examples in Vocabulary above).
Discourse

Students typically start a self-introduction with a greeting assuming the general audience, then continue with some sentences containing key information, giving their name first then moving to other information such as age and birth date. However, ideas are isolated at the sentence level and the extent of expansion of ideas varies from student to student.

The use of the polite informal sentence ender is consistent with the occasional insertion of sentences with a formal polite ending. Although students’ performance on discourse varies greatly, it is significantly affected by their limited resources in forms/structures and vocabulary. However, they are able to start the text appropriately and construct the text to give some information using the basic coherence device—keeping the politeness level consistent.

Year 10 Second Language Learners

Oral — High

Content

Students present their ideas and/or give information orally on familiar topics related to their daily life. Topics covered are: age, family, school, hobbies, likes/dislikes, after-school activities, pets, weekend activities.

Most students give some additional information on the given topic with the assessor’s prompt and sometimes without the assessor’s prompt.

Assessor: 가족이 몇 명이에요?

Student: 저의 가족은 네 명이에요. 어머니, 아버지, 누나, 그리고 저 이에요.

They also elaborate some topics with the assessor’s prompt. For example, they identify their favourite subjects out of those they listed in the preceding exchanges.

Assessor: 그 중에서 무슨 과목을 제일 좋아해요?

Student: 수학을 제일 좋아해요.

Some students pre-empt the anticipated question and give details or answers to the anticipated question without the assessor’s scaffolding:

Assessor: 누나 있어요?

Student: 누나 지금 열여덟살이에요.

Assessor: 누나는 하이스쿨다녀요?

Student: uni에요.

Some students expand some topics towards the areas of their particular interest (e.g. Korean pop music groups) and maintain/elaborate the topics in that area by expressing their particular preference and giving reasons for their preference. They use some qualifying words (such as 지금, 정말로, 너무 and 보통) to add meaning to the idea presented.
Assessor: 한국어가 왜 좋아요?
Student: 동방신기 좋아요.
Assessor: 동방신기 멤버 중에서 누가 제일 좋아요?
Student: 유노윤호 너무 좋아해요.
Assessor: 왜요?
Student: 썩...' (laughs)

Unfamiliar structures and/or vocabulary that the assessor uses, which they may not have learnt in the classroom, often lead to limited responses and/or hinder possible expansion/elaboration.

[after the student stated that his sister was studying at a university—‘uni 예요’]
Assessor: 대학에 가서 공부하고 싶어요, [name of student]는?
Student: (After a few moments’ silence, shakes his head) 괐✜끉

Vocabulary
Students produce utterances using vocabulary items learnt in the classroom correctly and appropriately. When they encounter unknown vocabulary items, they attempt to respond using resources available in their repertoire. Sometimes they are successful but not always.

Students use a range of high-frequency vocabulary items on familiar topics related to their daily life. They use kinship terms (e.g. 아버지, 어머니, 엄마, 누나, 남동생, 언니) and simple verbs있어요 and 없어요 to describe their family members. They describe their school life and likes/dislikes using a range of nouns for the names of school subjects (e.g. 수학, 한국어, 영어, 과학, 지리, 역사, 체육, 상업) and hobbies/activities (e.g. 수영, 농구, 음악 감상, 읽기, 책) and common verbs (e.g. 좋아요, 좋아해요, 공부해요) with some qualifying words (e.g. 보통, 지금, 정말로). They express numbers relatively correctly in either the pure Korean system or the Sino-Korean system in relation to their personal life (i.e. their own age), family members (i.e. their ages, the number of family members) and daily routines (e.g. the time school starts/ends). They choose classifiers to accompany these numbers accurately (i.e. 살, 명, 시, 분). They also use other common verbs such as 먹어요 and common loanwords from English (e.g. 컴퓨터, 드라마, 테니스, 스포츠, 소핑, 샘드위치) when they describe daily routines, school subjects, hobbies, or weekend activities.

While their choice of vocabulary is generally correct, some inaccurate choice of the copula and a qualifying word ‘너무’ is evident:

Assessor: 지금 무슨 과목을 공부해요?
Student: 저는 영어, 수학, …, 그리고 한국어이예요*.
유노윤호 너무* 좋아해요.

Students occasionally make an incorrect selection of numbers between the Sino-Korean system and the pure Korean system (e.g. 오전 십* 시) but self-correct subsequently in most cases.

Responses to the questions that include unfamiliar vocabulary tend to be short and sometimes lead to an inaccurate choice of words:
Forms and Structures

Students use basic grammatical items to express simple ideas and factual information related to daily life using the correct word order and following basic conventions of expression (e.g. expression of the number of objects). Some minor errors occur in the selection of forms but this does not interfere with communication.

Students use a range of basic simple forms/structures with minimal grammatical errors. They produce correct sentence structures (subject-object-verb) with the informal polite sentence ender and connect nouns using 그리고. They use a range of basic case particles (e.g. -을/를, -은/는, -이/가, -의, -하고, -에서, and -에). Numbers are expressed following the conventions in Korean (e.g. 어니 세 명). Minor errors occasionally occur in the selection between two alternatives of a grammatical item (e.g. between –에요 and –이에요, between –은 and –는). Occasional omissions of the sentential final verb are evident.

Assessor: 거기서 무슨 과목 제일 좋아해요?
Student: 한국어.

Students sometimes provide an unnecessary grammatical structure instead of using a required one or omitting it.

Assessor: 이미경의 취미가 뭐에요?
Student: 독서를*

Responses to the questions that include unfamiliar structures (and/or vocabulary) tend to be short.

Assessor: 대학에 가서 공부하고 싶어요, [name of student]는?
Student: 물려요.

Fluency

Students respond and manage interaction with some pauses and hesitations. They respond quite spontaneously to questions in familiar structures and with known vocabulary. Some unknown structures and/or vocabulary that the assessor uses cause students to pause. Their attempts to guess the meaning and/or rehearse the possible answer silently during the pauses are occasionally successful but at other times are abandoned or lead to further negotiations. On many occasions where pauses and hesitations occur, students manage to produce the final response to the assessor’s question with assistance from the assessor. Hesitations do not interfere significantly with the natural flow of conversation (see also examples above).

Assessor: 몇 시에 학교가 끝나요?
Student: (pause) 끝나... end?

Assessor: 네

Student: ur ... uhm ... 네시 ... uhm ... 싶어요 분

Assessor: 수영 얼마나 오래 배웠어요?
Student: (pause) sorry? (pause)
Intelligibility
Pronunciation is mostly intelligible and clear. Sounds are articulated mostly accurately and intonation is acceptable. Intelligibility is not affected by pauses but influence from the students’ mother tongue and/or English is evident in their occasional lapses (e.g. 수영 pronounced as ‘쓰영’). Utterances sometimes fade away at the end. Students are still to learn some pronunciation rules in Korean. For example, they tend to pronounce a word by pronouncing individual syllables consisting of that word without carrying over the syllable-final consonant to the next vowel syllable (e.g. 먹-어-요).

Comprehension
Students respond well to a range of questions by giving complete answers or by nodding, smiling, and a simple utterance ‘네’ during and after the utterance of the assessor. They express difficulties in comprehension by shaking their head, filling the pause with ‘ur...’, or repeating the part that causes difficulties. Sometimes they explicitly identify the particular part of the question that they do not understand. This enables the assessor to help students to elaborate the same topic and answer the initial question they could not respond to.

Assessor: 언제 수영하고 농구 해요?
Student: (Pause)
Assessor: 언제... 주말에 해요?
Student: 아, 네. 주말에 농구 그리고 수영을 해요.
Assessor: 생선 좋아해요?
Student: (shaking her head) I don’t know 생선
Assessor: fish
Student: fish?
Assessor: 생선 좋아해요?
Student: 아니오.
Assessor: [name of student]도 과일 좋아해요?
Student: (pause) ...uhm...과일...
Assessor: 사과? 배? 오렌지?
Student: 아, 네, 좋아요.
Assessor: 뭐 좋아해요?
Student: 사과

Communication Strategies
Student use some verbal and non-verbal communication strategies in order to avoid/repair communication breakdowns and/or to maintain the flow of the exchange.
Students request clarification and use gestures to clarify or to confirm comprehension on the part of the assessor.

Assessor: 뭐 살 거에요?
Student: uhm... pardon?
Assessor: 옷 사요?
Student: 아니요. 책 (makes a gesture of opening a book)

Students pick up the keyword in the question and give a correct answer.

Assessor: 지금 무슨 과목을 공부해요?
Student: (speaks to himself) 무슨 과목... 영어, 수학, 과학...

Students scan an unfamiliar phrase for keywords and attempt to provide an answer from within the scope of the topic. This is sometimes unsuccessful.

Assessor: 점심시간이 언제예요?
Student: 아, 점심... (makes a gesture of eating and smiles to the assessor to check her approval) 햄버거하고 샌드위치예요.

[a few more exchanges]
Student: 보통... 햄버거 그리고... Nutella 샌드위치를 먹어요.

They do not resort to English entirely to salvage communication breakdowns but insert a word or short phrase in English for unknown words (e.g. uni어요), to request clarification (e.g. pardon?), or to confirm own comprehension.

Assessor: 몇 시에 학교가 끝나요?
Student: (pause) 끝나... end?
Assessor: 네

They sometimes respond in English inadvertently and add the Korean equivalent to that response in English immediately.

Assessor: 언제 수영해요?
Student: mostly weekends... 주말에.

Students repair communication breakdowns on the part of the assessor.

Assessor: 애완동물있어요?
Student: (pause) 아니...
Assessor: 개, 고양이...
Student: 없어요.

Students show empathy to the assessor by agreeing to her comment.

Assessor: 뭐 좋아해요?
Some students pre-empt the anticipated question and provide details or answers to the anticipated question without the assessor’s scaffolding.

Assessor: 누나 있어요?
Student: 누나 지금 열여덟살이에요.

Students use self-correction (e.g. ‘심이시, 아, 열두시..’) before the assessor’s prompt. When the assessor gives non-verbal cues regarding the accuracy of the response, they respond by nodding and hand gestures.

**Discourse**

Students use basic register appropriate to the context and their interlocutor. They use the informal polite verb ending –요 and refer to themselves as ‘저’ (see examples above). Some students are able to highlight or emphasise their ideas or feelings using qualifying words although the selected words are not entirely correct (e.g. 저는 수영 정말로 좋아해요; 유노운호 너무 좋아*해요.)

**Year 10 Second Language Learners**

**Oral — Average**

**Content**

Students respond to questions about familiar topics such as their name and age, family, school life, and hobbies with basic detail. They give minimal additional information about the given topic (sometimes in English) only when the assessor provides prompts/scaffolds.

Assessor: 누구와 같이 살아요?
Student: 네 (pause)

Assessor: 아버지, 어머니, ...
Student: 어머니, ... 아빠, 엄마, 형, 누나.

Assessor: 형은 몇 살이에요?
Student: ur... twenty-two

Assessor: 이십 살... uh, 스무살이에요?
Student: (nods)

**Vocabulary**

Students make accurate selections of vocabulary for basic information about themselves. However, the limited range of available vocabulary significantly impedes their responses to questions on topics extending beyond their own names and ages, and very factual information about their family members.
Descriptions of Student Achievement

They produce limited responses to the reading and speaking task because of their limited skills in reading and limited vocabulary.

They use some kinship terms (e.g. 가족, 어머니, 아버지, 엄마, 아빠, 누나, 형), the copula, and a few other common verbs (e.g. 없어요; 뽀라요). Their answers tend to be without a main verb. They are able to give their own age using a number and a classifier (e.g. 열 다섯살). Unknown words are expressed in English (e.g. 저는 취미가 sport 그리고 eating).

Although they have a limited range of vocabulary for production, given that they respond to the assessor’s question even if the response is often given in English or using gestures, it is evident that they have receptive knowledge of some basic words/expressions that the assessor uses: 몸, 월, 살아요, 이름, 좋아해요, 있어요, 읽어 보세요, 남자, 여자.

Forms and Structures

Students produce simple short utterances in rehearsed patterns (e.g. 안녕하세요, 저는 [name of student] 이에요.) and answer a yes/no question using 네/아니오 accurately. They use basic particles (e.g. -은/는, -이/가) and basic verbs with the polite informal ending (e.g. -이에요/예요, 없어요, 있어요, 뽀라요). They are able to connect nouns using 그리고 accurately (see above). They tend to answer with one keyword and not in a sentence.

Fluency

Students are reasonably fluent when they produce a few utterances in simple rehearsed structures (greeting, giving names and ages, answering yes or no, and a few other verbs listed under Vocabulary). However, frequent long unfilled pauses and frequent hesitations impede the flow of interaction and they tend to answer in one word most of the time.

Assessor: [name of student]는 어디에 살아요?
Student: (pause) ur-
Assessor: [name of suburb]에 살아요?
Student: 네, [name of suburb].

They frequently use English for unknown words or to express difficulties in understanding the assessor’s question and/or answering in Korean.

Assessor: 몇 명이에요?
Student: (shakes his head) I don’t know.
Assessor: 세 명
Student: three?

Intelligibility

Pronunciation is reasonably clear and accurate when the students speak in Korean in simple rehearsed structures. Although the answers are fragmentary, their pronunciation is sufficiently intelligible when they are confident with the words they use (e.g. ‘어머니, 아빠, 엄마, 형, 누나’), in spite of the influence from English and their mother tongue. When they attempt to use an unknown word that the assessor provides their pronunciation is unclear and/or unintelligible most of the time.
Assessor: 남자예요 여자예요?
Student: 너...자

**Comprehension**

Students respond in Korean to a few short simple questions about a few familiar topics (their names and ages) spontaneously (sometimes with nods). They occasionally respond after several prompts/rephrasings on the part of the assessor, and difficulties in understanding the assessor’s questions are evident in their non-verbal responses most of the time.

Assessor: 무슨 과목을 공부해요?
Student: (mumbles in English and shakes his head)
Assessor: 영어, 수학, 과학...
Student: (keeps shaking his head)
Assessor: 물라요?

Sometimes they comprehend the question but are unable to produce a response, perhaps because of their limited resources in grammar and/or vocabulary.

Assessor: 가족이 몇 명 있어요?
Student: (pause) I can’t remember that piece...

Students follow instructions given by the assessor using verbal/non-verbal cues and sometimes are successful comprehending the question and produce a response.

Assessor: (pointing at the word ‘생선’ in the stimuli) 좋아하는 음식이 뭐예요?
Student: (reads) 생-선
Assessor: 생선이 영어로 뭐예요?
Student: (silent)
Assessor: 물라요? ... fish. [name of student]는 생선 좋아해요?
Student: 네. (nods)

**Communication Strategies**

Students use communication strategies mainly to express difficulties in understanding the questions and/or responding in Korean. They make little use of the written information in the stimuli provided for conversation because of their limited ability in reading and/vocabulary.

They rely heavily on gestures (i.e. shaking their head) and English to express difficulties and sometimes to request clarification or confirm the assessor’s comprehension of their responses.

Assessor: 애완동물 있어요?
Student: 없어요 (shakes his head).
Assessor: 취미가 뭐예요? (pause) 운동 좋아해요? (pause) 애완 동물 있어요?
Student: (keeps shaking his head)
Assessor: 개, 고양이, 토끼...
Student: 토끼
Assessor: 토끼 있어요?
Student: (pause) is that the name?
Assessor: no, no. do you have one?
Student: 아니오
Assessor: 없어요?
Assessor: 몇 명이에요?
Student: (shakes his head) I don’t know.
Assessor: 세 명
Student: three?

Students repeat the keyword used in the question and attempt to answer to keep the flow of the interaction.

Assessor: 가축이 몇 명이에요?
Student: 가축에—저는 가축에... [name of suburb].
Assessor: [name of suburb]에 살아요?
Student: 네.

Students resort to English for unknown words to answer simple questions (e.g. 저는 취미가 sport 그리고 eating) and at times infer the meaning of an unknown word from the information provided in the stimuli in the preceding exchange.

Assessor: (pointing at the word ‘남자‘ in the stimuli) 박현준은 남자예요 여자예요?
Student: 남자예요.
Assessor: [name of student]는 남자예요 여자예요?
Student: 남자예요.

**Discourse**

Students show basic awareness of the interlocutor and context. They refer to themselves as ‘자’ and use the informal polite verb endings where they are able to produce a response in a sentence form. However, it is evident that devices for cohesiveness are used minimally in their spoken discourse.
Year 10 Second Language Learners

**Reading — High**

**Content**

Students read a variety of texts between 150 and 230 characters long. Texts are related to personal domains of language use such as personal life, school, and community. Texts contain information on topics such as basic personal information, school subjects, leisure activities, daily routines, favourites, weather, school facilities, and events.

**Knowledge of Linguistic Forms**

Students read both formal and informal types of texts.

Informal text contains vocabulary and structures highly familiar to students and consists of several sentences. Some basic auxiliary verbs such as 보고 싶다 and qualifying words (e.g. 아주) are also included.

Formal texts include familiar and unfamiliar vocabulary, which could be inferred from the context. Formal texts use specific register (e.g. the numbered format with key information for an advertisement, technical vocabulary such as 몬의) for their targeted audience and purposes and are in the tone of a formal announcement.

Both informal and formal texts include some simple and complex sentences where conjunctive suffixes (e.g. -고, -거나) or relativiser suffixes (e.g. -을/를) are used.

**Task Requirements/Processing**

Students read Korean script used for phonetic writing of English words (e.g. 코알라) and match them with English words to locate information. They have some cultural background knowledge of a term coined from English (e.g. 흘스테이). They infer the subject of a sentence where it is not overtly provided and locate information from preceding sentences. They identify classifiers such as 시 or 살 to locate information. They partially process information in the text and apply it in another context (e.g. rework/accumulate numeric information to provide the correct time). When they have difficulties using these strategies, they skim texts for familiar keywords or other familiar vocabulary or structures. They may also use lower level skills to process simple, factual, single items of information or directly match information from the input text with the keyword in the question (e.g. copy and paste Korean characters for the name).

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Year 10 Second Language Learners

**Reading — Average**

**Content**

Students read a variety of texts between 150 and 230 characters long. Texts are related to personal domains of language use such as personal life, school, and community. Texts contain information on topics such as basic personal information, school subjects, leisure activities, daily routines, favourites, weather, school facilities, and events.

**Knowledge of Linguistic Forms**

Students read both formal and informal types of texts.
Informal text contains vocabulary and structures highly familiar to students and consists of several sentences. Some basic auxiliary verbs such as 보고 싶다 and qualifying words (e.g. 아주) are also included.

Formal texts include familiar and unfamiliar vocabulary, which could be inferred from the context. Formal texts use specific register (e.g. the numbered format with key information for an advertisement, technical vocabulary such as 문의) for their targeted audience and purposes and are in the tone of a formal announcement.

Both informal and formal texts include some simple and complex sentences where conjunctive suffixes (e.g. -고, -거나) or relativiser suffixes (e.g. -서/는) are used.

**Task Requirements/Processing**

Students process simple, factual, single items for a single piece of information. They skim texts for familiar keywords (e.g. 살아요) in order to decipher/guess meaning and/or identify familiar vocabulary from familiar domains (e.g. names of school subjects). They recognise familiar high-frequency phrases (e.g. 15살이에요). They directly match information from the input text with the keyword in the question (e.g. copy and paste Korean characters for the name).

**Year 10 Background Language Learners**

**Writing — High**

**Content**

In spite of his limited exposure to formal education in the Korean language, the student addresses the given topics and expands/elaborates them to some extent. In his text for Task 1, the student adds such topics as ‘weekly routines’ and ‘school subjects’. In the response to Task 2, the student answers all four questions asked in the input text and adds some information on other topics related to personal information and koalas and kangaroos.

울요일부터 금요일을[sic] 학교 다니고, 토요일은 한글학교 다니고 일요일은 교회를 다닙니다 (listing detailed factual information).

저는 모든 운동을 좋아하고 친구들과 같이 훌하하게 놀습니다[sic]. (specifying—‘놀Dims니다[sic]’ appears to be the literal translation of the English word ‘play’ although it refers to ‘playing sports—(운동을) 하다’ but not ‘playing games—having fun (놀다)’.)

**Vocabulary**

The student uses a range of vocabulary related to his personal life and topics in a familiar context. The range of verbs is relatively wide. Most vocabulary items are high-frequency items and choice of vocabulary items is generally accurate with occasional errors (see below). The high-frequency items include words related to personal and school life (e.g. 가족, 학교, 친구), sports/weekend or leisure activities (e.g. 운동, 여행), and names of school subjects (e.g. 수학, 한국어, 영어, 과학). He does not use specific kinship terms as he mentions his family collectively but does not describe his family members individually.
The student uses numbers in the pure Korean system to give his own age (열 여섯) and the number of puppies he has (두). On other occasions where numbers are used, they are all written in Arabic numerals. The numbers either given in pure Korean or Arabic numerals are followed by classifiers (e.g. 명, 일, 학년, 살, 시, 분,) with occasional errors (e.g. 강아지 두 명*).

To describe his weekend activities, hobbies, and favourites, the student uses words such as 주말, 취미, 교회, some words for the days of the week (e.g. 토요일, 일요일), and a number of verbs such as 놀다, 치다, 하다, 다니다. He also uses words such as 이름, 생일 and 나이 to provide his personal information. In his self-introduction and response to a blog, he describes his daily routines, the weather in Australia, and leisure activities using a range of common words related to these topics (e.g. 동물, 동물원, 날씨, 반대, 편지, 사람) and common verbs (e.g. 공부하다, 살다, 받아, 보다, 업다, 가다, 여행가다, 있다, 보내다, 배우다, 친하다, 놀다, 재미있다, 다니다, 치다, 좋아하다, 있다).

He uses some common modifiers to qualify or add more meaning to their description (e.g. 보통, 자주, 또, 모두). He also uses the names of countries (i.e. 호주, 한국) and some loanwords from English such as 바요린[sic], 피아노, 캅거루 and 코알라.

There are no words directly written in roman script except, for acronyms of school subjects such as PD, H, and PE.

**Scripts and Characters**

In spite of some variation in the degree of balance in the shape of characters, the student has generally good control over handwritten Korean. The positions of the three components in a Korean character — the initial consonant, the vowel, and the final consonant — are generally correct and the character could roughly fit in a square (whose boundary is invisible). Most consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used correctly. Spelling is generally correct with occasional errors (e.g. 좋아합니다; 월요일; 동물원; 있습니다; 교회; 까지; 날시*; 반데*; 제*미).

Inaccurate spelling occurs occasionally with characters that require specific rules for pronunciation of the correctly spelt words at the boundary of two syllables. The error is sometimes compounded by confusion between vowels or consonants that are similar in sound and/or form (e.g. 월러* (원래); 무름* (물음).

Although the student has sound control of writing characters in Korean, his ability to write accurately does not seem to be entirely stable. For example, he writes ‘임을[sic]니다’ in one sentence, and he writes ‘있’ correctly and ‘있*고’ in another sentence in the same text. It is interesting to see he writes ‘바요린’ according to the pronunciation of ‘violin’, although there is a standardised spelling ‘바이올린’, which is less close to the actual pronunciation of the English word—an example where his reliance on the spoken language in writing is evident.

**Forms and Structures**

The student has relatively good control of basic forms/structures and some complex ones in Korean. However, the extent of variety in the forms available to him is sometimes limited, particularly when he attempts to go beyond basic structures to convey relatively complex meanings. The errors he occasionally makes on particles or verb endings reflect his background language environment, which would provide most input in the spoken language where forms with similar functions and/or sounds may not be clearly distinguished. Some of these errors are similar to what is common among monolingual Korean children at primary school level and is occasionally found among adults with limited literacy.
Descriptions of Student Achievement

At the phrasal/clausal level, some mismatches occur between constituents on a few occasions. However, these errors at both micro and macro levels do not lead to serious disruption in meaning in most cases.

The student uses a range of particles -은/는, -을/를, -의, -에서, -에, 와/과, -(으)로, 부터, and까지 and a few delimiters -은/는 and -만 with occasional errors (e.g. 저의 나이는 열여섯 살이고 저의 생일은* 19/8/93입니다; 호주에선 캉[sic]거류과* 코알라는 동물원에서[sic] 만 자주 볼니다).

Errors typically occur:
1) in the choice of the correct form from the two alternatives under the same category, which should be subjected to the type of the final sound (i.e. a vowel or consonant) of the noun the particle is bound to, for example, between –은 and –는; between 와 and 과 (see above), or
2) between the particles whose difference is ambiguous in the meaning/function, for example, between –에서/에서and –(으)로 (e.g. 가족에서*는 ... ; 호주에* 여행한다고 ...).

The student is proficient in using sentence enders including the copula in both the polite informal form (ㄴ아/어요) and the formal form (ㄴ/습니까) with very few errors (e.g. 다닙니다, 살아요, 보내주세요) — see examples given for this group throughout. He uses an appropriate structure to express the past (e.g. 받았어요).

The student connects clauses using clause-ender suffixes –고 and –면, and a relativiser suffix –는 (for action verbs) or –L/은 (for descriptive verbs) with occasional errors (e.g. ...토요일은 한글학교 다니고 일요일은 교회를 다닙니다; 아무 무림이[sic] 있으면 편지 또 보내주세요; 학생들은 보통 주말에 여행가고* 집에 있어요; 저는 한국어를 배우는데 재미 있어 합니다[sic]). (See also other examples above in the current category and in Content.)

The student uses verb phrases consisting of infinitives and auxiliary verbs (좋아 하다, 보내 주다) with occasional errors (e.g. 저는 한국어 배우는 게 제[sic]미있어요 합니다*). He uses a verbal nominalised form ending in - mão 음 (e.g. 무림[sic] i.e. 물음). He also uses 제, the possessive form of 저 accurately (e.g. 제 이름은 [name of student—in Korean script] 입니다.) and plural suffix –들 appropriately (e.g. 학생들은 주말에 보통 여행가고...). However, errors are evident in the conjugation of irregular verbs (e.g. 놀음*합니다; 더음*합니다). He also uses contractions correctly as seen in 호주에선, where a particle-에서 and a topic delimiter –는 are combined and in 게 where 것 and 이 are combined.

While the basic word order (subject-object-verb) and the conventions of expressing the number of objects are accurately observed (in spite of the inaccurate selection of a classifier as in 강아지 두 명), the influence of English is evident in some innovative forms/structures.

저의 생일은 19/8/93입니다.
호주에서는 한국의 날시[sic] 반데[sic]입니다. (The subject is dropped on an obligatory occasion; ‘와’ is dropped after 날씨).
아무 무림이 있으면 (This sounds like a direct translation from English: ‘Should you have any questions’).
Discourse
The student uses his resources for discourse mostly appropriately to produce text on familiar topics relevant to himself. He has good awareness of text type, audience, and appropriateness of the grammatical and/or vocabulary items he uses, and attempts to produce two different types of text for the two tasks.

In the self-introduction as part of the application to a culture club (Task 1), he writes neither ‘안녕하세요’ at the beginning nor ‘안녕히 계세요’ at the end of the text. He starts the text straight by introducing his name and some personal details while he uses greetings in his response to the blog in Task 2. He selects and adjusts the level of politeness and the degree of formality according to the required text type. He keeps to the polite formal ending (-ㅂ/씀니다) for the sentence-final verbs in his text for self-introduction, while he uses a mixture of polite informal and polite formal forms (-아/어요 and -ㅂ/씀니다) and contractions spontaneously in the text for the blog response. However, coherence in the text for the self-introduction is reduced to some degree because of colloquial forms such as ‘학교 갑니다’, where a case particle is omitted, and ‘거’, where ㅅ is dropped from 것.

The student uses devices other than the consistency of the level of formality in sentence enders to keep the text cohesive. These devices include: the use of conjunctions (-이/고), ellipses, and by consistently referring to himself as 저, the humble form of the first person singular. He emphasises/highlights ideas or add subtle nuances by using grammatical/vocabulary items such as delimiters (e.g. -은/는, -만) and adverbials (e.g. 보통, 자주, 또) appropriately.

Year 10 Background Language Learners

Writing — Average

Content
The student writes on most of the topics given in Task 1, while he does not write at all for Task 2. In the task for self-introduction (Task 1), simple basic information about himself is presented in Korean. Information and ideas presented are isolated and mostly limited to factual information (e.g. 제 이름은 [name]입니다; 나이는 16입니다).

Information occasionally expands but minimally and/or fragmentarily, and sometimes in English (e.g. 저는 농구를 많이 합니다; 제 취미는 촬입니다 (Hip pop [sic], popping)).

Vocabulary
Vocabulary items used in the student’s text are limited in type and amount. He uses high-frequency vocabulary items related to his own personal information, family, and sports including some kinship terms (e.g. 가족, 아버지, 어머니, 동생), a few words related to hobbies/activities (e.g. 취미, 농구, 축), and words for personal details (e.g. 이름, 생일, 나이). Verbs used in the text are the copula and 하다. He prefers to use Arabic numerals to give ages and dates without classifiers (e.g. 나이는 16입니다, 제 생일은 25/03/93입니다). He uses English words inserted in roman script in the text (e.g. Hip pop [sic]; popping). He uses a qualifying word (adverb) 많이 when he describes the sport he plays.
**Scripts and Characters**

There is some variation in the degree of balance in the shape of characters in his handwritten Korean. However, he has generally sound control over handwritten Korean. In the text examined, the positions of the three components in a Korean character — the initial consonant, the vowel, and the final consonant — are generally correct and the character could roughly fit in a square (whose boundary is invisible). Spacing is reasonably observed.

Although not all the possible consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are present, this may be because of the short length of text produced. Given that those used in the text are all accurate, he is considered to be able to use other complex consonants and diphthongs.

**Forms and Structures**

The student uses some basic simple forms/structures. Items for forms/structures observed include basic case particles (–은/는 and 를), the copula, and a common verb 하다 in their polite formal forms, humble forms of the first person singular in nominative and genitive cases (i.e. 저 and 제), and a conjunctive suffix in its colloquial form (-과) followed by a delimiter –요 (e.g. 저의 이름은 [name of student—in Korean script] 입니다; 제 취미는 춤입니다). He uses 그리고 as a connective when he lists his family members.

While errors are not found in the use of the above items, it is difficult to generalise his error-free performance as the text he has produced is very short.

**Discourse**

The student shows rudimentary awareness of audience and uses the basic cohesive device in Korean discourse—consistency in the level of politeness/degree of formality by using an appropriate sentence ender. He keeps to the polite formal ending –ㅂ/습니다 and appropriately refers to himself as ‘저’, the humble form of the first person singular.

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**Year 10 Background Language Learners**

**Reading — High**

**Content**

Students read a variety of texts between 150 and 230 characters long. Texts are related to personal domains of language use such as personal life, school, and community. Texts contain information on topics such as basic personal information, school subjects, leisure activities, daily routines, favourites, weather, school facilities, and events.

**Knowledge of Linguistic Forms**

Students read both formal and informal texts.

Informal text contains vocabulary and structures highly familiar to students and consists of several sentences. Some basic auxiliary verbs such as 보고 싶다 and qualifying words (e.g. 아주) are also included.

Formal texts include both familiar and unfamiliar vocabulary, which could be inferred from the context. Formal texts use specific register (e.g. the numbered format with key information for an advertisement, technical vocabulary such as 돈이) for their targeted audience and purposes and are in the tone of a formal announcement.
Both informal and formal texts include some simple and complex sentences where conjunctive suffixes (e.g. -고, -거나) or relativiser suffixes (e.g. -ㄴ/-는) are used.

**Task Requirements/Processing**

Students read Korean script used for phonetic writing of English words (e.g. 코알라) and match them with English words to locate information. They have some cultural background knowledge of a term coined from English (e.g. 홈스테이). They infer the subject of a sentence where it is not overtly provided and locate information from preceding sentences. Students may use clues from the question (i.e. ‘not allowed’) to assume meaning from the text based on common sense (e.g. 담배를 피울 수...).

They are able to identify classifiers such as 시 or 살 to locate information. They partially process information in the text and apply it in another context (e.g. rework/accumulate numeric information to provide the correct time), but is not always successful. When they have difficulties using the above strategies, they skim texts for familiar keywords or other familiar vocabulary or structures in order to decipher/guess meaning. They may also use lower level skills to process simple, factual, single items of information or directly match information from the input text with the keyword in the question (e.g. copy and paste Korean characters for the name).

**Year 10 Background Language Learners**

**Reading — Average**

**Content**

Students read a variety of texts between 150 and 230 characters long. Texts are related to personal domains of language use such as personal life, school, and community. Texts contain information on topics such as basic personal information, school subjects, leisure activities, daily routines, favourites, weather, school facilities, and events.

**Knowledge of Linguistic Forms**

Students read both formal and informal texts.

The informal text contains vocabulary and structures highly familiar to students and consists of several sentences. Some basic auxiliary verbs such as 보고 싶다 and qualifying words (e.g. 아주) are also included.

Formal texts include both familiar and unfamiliar vocabulary, which could be inferred from the context. Formal texts use specific register (e.g. the numbered format with key information for an advertisement, technical vocabulary such as 문서) for their targeted audience and purposes and are in the tone of a formal announcement.

Both informal and formal texts include some simple and complex sentences where conjunctive suffixes (e.g. -고, -거나) or relativiser suffixes (e.g. -ㄴ/-는) are used.

**Task Requirements/Processing**

Students are reliant on lower level skills to process simple, factual, single items of information or directly match information from the input text with the keyword in the question (e.g. copy and paste Korean characters for the name). They identify classifiers such as 시 or 살 to locate information. They skim texts for keywords in order to decipher/guess meaning of less familiar items (e.g. 공연) and/or identify familiar vocabulary from familiar domains (e.g. 한국).
Descriptions of Student Achievement

They recognise familiar or high-frequency phrases (e.g. 15살이에요.). They use cultural background knowledge to locate the information required. For example, they identify a personal name in Korean and infer the meaning of a term coined from English—호스터이 using their cultural knowledge. When they have difficulties locating information using these skills, they infer from common knowledge rather than looking for linguistic or contextual clues from the text (e.g. specific structures, vocabulary).

Year 10 First Language Learners

Writing — High

Content

Students present ideas with sufficient details and organise and elaborate them effectively and in a very sophisticated way. Shifts from one topic to the next are such that ideas are logically linked to each other.

In the task for self-introduction, students give key personal information such as name, age, and family, but not all the topics given as examples in the instructions. However, they flexibly add other information and/or shift to other ideas spontaneously. Topics other than those given in the instructions for the task are special talents, hobbies, Korean Saturday schools, reasons for applying for the Korean culture club, present weather, extracurricular activities, pets, music, and favourite movie stars/singers. In their response to a blog, all four questions asked in the input text are answered in sufficient detail with sufficient elaboration (see below).

Main ideas are provided with sufficient contextual information and further expand to related topics.

저는 저희 부모님의 영향으로 골프를 제일 좋아하고… (contextual information)
저의 가족은… 매우 화목한 가족입니다….현재 학교 농구 대표 선수 활동을 하고 있고 호주 한인 농구 대회에서 우승한 경험이 있습니다. (Detailed description — the student appears to be aware of the context set by the instructions and was able to extract and provide information relevant to the context to highlight their personal attributes.)


한국학교에 다니기 시작했지만… 학교에 가는 것을 줄기고 있습니다. (providing contextual information)

호주 학교에는 기본과목과 특수 과목이 있습니다. 말 그대로 기본 과목들은…반드시 들어야 되[sic]요. 이와 다르게 특수 과목들은…정할 수 있어요. (일본어, 요리, 독일어 등). (classifying, contrasting, exemplifying by listing items)

한국이 복판에 있어서 12월이 겨울인 것처럼 남반구에 있는 호주는 12월이 여름이에요. 특히 12월에서 1월이 가장 더울 때죠. (comparison and contrast, specifying information)
Vocabulary

Students use an extensive range of both high-frequency and low-frequency items related to familiar topics, broader contexts, and some abstract ideas. Although many low-frequency items are loanwords from Chinese, some are pure Korean words. Some loanwords from English are also used. There are very few errors in the choice of vocabulary items. Their rich vocabulary is evident in their performance where they effectively provide information and express complex ideas.

Students use a variety of vocabulary related to their personal life and topics in both familiar and broader contexts. Although the range of items in closed sets used for very basic factual information such as kinship terms (e.g. 아버지, 어머니, 동생, 남동생, 엄마, 아빠, 부모님, 형), names of countries/cities (e.g. 호주, 한국, 미국, [name of city]), and days of the week (토요일) is not very wide, the range of items for common verbs and nouns, modifiers, and low-frequency items is particularly broad. Although all the items exemplified in other groups described above are present in their text, they also use verbs to describe ideas and events with more specific meaning (e.g. 비슷하다, 바라다, 다르다, 믿다, 정하다, 고르다, 대하다). They also use verbs to describe specific emotional states (e.g. 좋기다, 뽀랗다, 미안하다). Their use of nouns also shows the wide range of availability of items related to a given topic. For example, when a student describes her hobbies, she uses a range of nouns related to the area she likes (e.g. 음악, 배우, 가수, 영화, 드라마, 노래). Students also use modifiers to qualify more specifically the action or state represented by the verb (e.g. 더욱 더, 막히, 꼭, 행동, 매우, 함께, 거의, 만 (as in 만 16세), 어.plist한, 참, 항상, 앞으로, 열심히, 말 그대로, 곧, 서로, 가장, 거의).

They use all the words for school subjects and a number of specific words for other school subjects (e.g. 제2 외국어, 프랑스어, 스페인어, 이탈리어, 오리, 옷 만들기, 일본어, 독일어). They also use several temporal adverbials (e.g. 올해, 오랫동안, 오적, 오후, 지급, 매주, 현재) and 바닷가 when they describe student life in Australia to the blog writer in their responses. Names of sports/activities (e.g. 농구, 수영, 탁구) are used to describe hobbies or likes/dislikes and a range of classifiers (e.g. 명, 마리, 년, 월, 일, 학년, 살, 세, 해, 시, 분, 번) are used, although students tend to use Arabic numerals for numbers. Students also use conjunctive adverbials하지만 and 그리고.

They use a number of low-frequency items to describe themselves as a prospective applicant to the culture club (e.g. 취미생활, 동영상, 최신, 영향, 이후, 문화, 동아리, 특별하다, 자청, 우주, 강요, 이해하다, 가입, 화장하다, 발전, 관심, 소개하다, 보살피다, 화목하다, 대표, 활동, 학회, 대회, 우승, 경험, 체력, 증진, 예정, 혹은, 신청하다, 홍보, 화망하다, 특기). Many of these represent high-order thinking (e.g. 영향, 자청, 강요, 관심, 화목하다). Other low-frequency items are used in the blog response where they describe Australia and attend to the blog writer’s interests (e.g. 북반구, 남반구, 기본, 전후, 여가생활, 추억, 현재, 이외, 남나들다, 특수, 적성, 이만). They also use a number of loanwords from English related to their everyday life and/or the Australian environment (e.g. 인터넷, 채팅, 팝송, 드라마, 캔버스, 코알라, 파티, 소핑, 컴퓨터, 서핑, 글프, 아파트).

Although students use vocabulary in a very appropriate and sophisticated way, a few errors are evident in the choice of items because of possible confusion between items that are similar in pronunciation and/or meaning (e.g. 9시 전후 즐겁게*에 수업을 시작하고 ...; 수영을 하거나 야외*생활을 함께 해요).

Scripts and Characters

Students have very good control of writing characters in Korean although there is some variation in the degree of balance in the shape of characters in their handwritten Korean.
Their knowledge of grammatical forms/structures and rules to apply on grammatical items and pronunciation seemed to lead to good performance on scripts and characters. In the text of the students at this level, the positions of the three components in a Korean character—the initial consonant, the vowel and the final consonant are correct and the character could roughly fit in a square (whose boundary is invisible). They also exhibit good practice in spacing. Most of possible consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used correctly. Spelling is generally correct with occasional errors. Some examples that show their level of command of scripts and characters are: 책읽기, 많이, 없고, 최신, 어쨌든, 좋아하고, 취미 생활, 동물원, 불쌍한, 바닷가; 웹도록; 열심히; 되요* (‘열심히’ appears to be a result of writing as pronounced or used as the Internet language while ‘되요’ is a common error across all ages among Korean speakers.)

**Forms and Structures**

Students have very good control of forms/structures in Korean at different levels of complexity. They convey relatively complex/abstract ideas accurately by using a wide range of appropriate forms/structures. There are only a few minor errors on forms and structures at the micro level in the entire scripts of the students examined in this group.

Students use an extensive range of particles accurately. They use all basic case particles and delimiters expected at Year 10 level and other items such as -보다, -처럼, -및, -마다, -나, and -아 (e.g. 저는 패송보다는 한국 최신음악을 듣는 것을 좋아 하고...; 한국이... 겨울인 것처럼...; 제 취미는 독서 및 농구입니다; 주말마다 바닷가에 나가...; 동물원에 나가야...).

All the students in this group are proficient in using sentence enders including the copula in both polite informal form and polite formal form (-아/-어요 and -ㅂ/습니다 respectively) without errors (e.g. 이 곳 학생들도 주말을 보내죠; 한국 학교에 다닙니다... 하는 바램이 있습니다).

Although sentence enders at other levels of politeness/formality are not observed, the absence of such forms is considered to be because of the text types and the intended audience.

Students are proficient in using various types of non-terminal clause ender suffixes — conjunctions, relativiser and nominalisers — to construct complex sentences accurately and appropriately to express complex ideas.

인터넷으로 동영상을 보거나 친구들과 체팅하는 것을... 즐기고 있습니다. (conjunctor, relativiser)

한국에 캐리루와 코알라가 없다고 해서 호주에 오는 거라면... (relativiser, conjunctor)

호주에... 살고 있으며 [name of friend]이라는 친구가 있습니다 (conjunctor, relativiser)

형같이 대해 주지 못할 때도 많아 미안하지만... (conjunctors)

저는... 농구를 계속할 예정입니다. (relativiser)

호주는 한국과 다르게 여행입니다. (conjunctor)

강아지한 마리를 키웠다가... (conjunctor)

하고 싶은 과목을 골라서 하는 거예요. (conjunctor)

...힘써 봤으면 하는 바램이 있습니다. (nominaliser)

더 많은 문화를 배우고 싶기 때문입니다. (nominaliser)
Errors occur occasionally in the use of non-terminal clause ender suffixes and the disruption is minimal (e.g. 미나안을 곁 빌어두* 희망하며 ...).

Structures consisting of infinitives and auxiliary verbs and other idiomatic structures consisting of multiple bound morphemes are used accurately and appropriately.

Auxiliary predicate constructions: 좋아하다; 좋기고 있다; 카우고 있지 않다; 놀러 갈다; 힘써 보다; 보살펴 주다; 가입하고 싶다; 들어야 되다; 가도록 하다

Idiomatic structures: 이사를 하는 바람에; 비슷할 텐데; 한국에서와 마찬가지로; 홍미에 따라; 강요에 의하여; 다니기 시작했지만; 강요에 못 이겨; 배우고 싶기 때문; 문학 이외에; 화창한 만큼; 도울 줄 알며; 취미이자 특기; 체력 증진을 위하여

Students are mostly proficient in using appropriate forms for temporal and honorific expressions in both main predicates and relative clauses (e.g. 저는 어렸을 때부터 ... 깊은 관심이 있었고...; 잘 보살펴 주는 매우 화목한 가족입니다; 우승한 경험이 있습니다; 열심히 할 자신이 있습니다; 호주에 오시면...). Honorific expressions occur rarely in the text of all students examined, given the type of text produced. Given the context and the text type, the use of honorification, except for polite verb endings, can be regarded as overuse from the perspective of discourse. (See further comments below under Discourse.)

Irregular verbs are conjugated correctly: 더올( toplant다); 골라서 (고르다); 달리 ( 다르다); 노는 ( 놀다); 도울 ( 토다); 꽁다운 ( 꽁답다); 들어야 ( 토다), etc.

Discourse

Students use their resources for discourse appropriately and effectively to produce texts on familiar topics and topics in broader contexts relevant to themselves in appropriate text types. They have very good awareness of the text type, audience, and appropriateness of the grammatical and/or vocabulary items required. Their awareness of the intended audience and the required text type is evident in the different styles and registers used in the two tasks. They are able to produce text in their own style and express their consideration for the audience or getting empathy from the audience without losing coherence.

They write in their unique yet appropriate styles particularly when they write a self-introduction. In the self-introduction as part of the application to a culture club (Task 1), students typically give detailed personal information at the beginning and reiterate their willingness/wishes to participate a few times, while they are very informal in their blog responses and give minimal information about their personal details except for signalling that they are in the same age group as the writer.

Students select and adjust the level of politeness and the degree of formality according to the type of the required text. In contrast to their use of the polite informal and polite formal forms (-아/어요 and -ㅂ/씀니다) that alternate spontaneously in Task 2, the tone in their responses to Task 1 is typically formal with almost all sentences ending with a formal polite ender -ㅂ/씀니다. Although there is occasional use of informal polite endings, it is evident that this is a stylistic device for drawing some empathy from the reader—the one who would be accepting his application (e.g. 안녕하십니까? 요즘 날씨 참 화창하죠? 날씨가 화창한 만큼 이름도 멋있는 [name of student] 입니다).
They use various devices (including consistency in the level of politeness and formality of sentence enders) extensively to keep the text cohesive. These devices other than sentence enders include the use of various conjunctors (e.g. -(이)고, -며, 지만), conjunctive adverbials (e.g. 그리고; 하지만, 그래서, 어쨌든), demonstratives (e.g. 그; 이), ellipses, and other complex grammatical forms (e.g. ... 와 마찬가지로). They use the polite word 데appropriately.

While the use of the honorific expression, although rarely observed, is grammatically correct, it is evident that this register in the text for Task 2 is overused, given that the task is writing to a student in the same age group (e.g. 흥주에 오시*면 같이 학교도 가고 ...; ... 곧 빠*도록 희망하며 이만 인사 올립니다*). However, this should not be regarded as typical given the small number of students in this group).

Students typically emphasise/highlight ideas or add subtle nuances by using grammatical/vocabulary items such as delimiters and adverbials appropriately (e.g. 특히 12월에서 1월이 가장 더울 때; 하지만 몇해 전부터는 ...; 배우나 가수) The range of such items is extensive. (See the examples of these items above under Forms and Structures and Vocabulary.)

Students express sympathy/consideration for the audience using appropriate structures and vocabulary, sometimes providing translation equivalents in both Korean and English for items the reader may not be familiar with (e.g. 흥주에서 좋은 추억 만들길 바래요; 요즈음은 40° C를 넘나드네요 ...; 옷 만들기 (textiles); 상업 (commerce); 요리 (Food Tech); 컴퓨터 (IT) 등등...)

Year 10 First Language Learners

Writing — Average

Content

Students write in Korean addressing the topics specified in the task instructions. They attempt to expand or elaborate ideas, sometimes with varying degree of success. In the self-introduction, although no information related to applying to the Korean culture club is provided, some detailed information on the other topics is provided.

애완동물론 개가 있습니다. 제 개에[sic] 종류는 보더콜리입니다. 양치기 개죠. (logical sequencing from the general description to very specific information)

12월에 시드니는 여름이며 아주 덥습니다. 아마 적응하기 힘들실[sic] 겠나. 한 45도에서 48도 정도 올라가기 때문이기[sic] 때문입니다 (providing an opinion and justification/rationale for that opinion)

한국엔 이런 동물이 살 수가 없습니다. 그 이유는[...] 그래서 한국에는 없어요. (giving rationale for a statement and making a conclusion)
Students use a wide range of verbs in contrast to the relatively limited range of other items. A few low-frequency items are used appropriately (notwithstanding spelling errors) and so are some qualifying words that could add/change the meaning subtly. The selection of vocabulary items is sophisticated and accurate in one sentence and often it is not in another.

Students use a range of high-frequency items and some low-frequency items related to familiar topics. Some loanwords from English are also used. There are very few errors in the choice of vocabulary items. The high-frequency terms include kinship terms (e.g. 가족, 누나, 동생, 엄마, 아빠) and words related to their personal and school life such as 학교, 친구, 학생, names of school subjects (e.g. 수학, 영어, 과학), pets (e.g. 애완동물, 개, 강아지), and sports/hobbies/leisure activities (e.g. 운동, 축구, 야구, 음악, 수영, 여행, 책, 취미, 바닷가, 주말). They describe themselves and life in Australia using a number of verbs (e.g. 있다, 잊다, 말하다, 좋아하다, 폴다, 놀다, 건강하다, 사귀다, 어디다, 보다, 더럽다, 하다, 사다, 사랑하다, 기우다, 오다, 태어나다, 많다, 구경하다, 다르다, 되다, 시작하다, 끝나다, 가다, 원하다). They write numbers in Arabic numerals on all occasions where numbers are used. Some classifiers are used with these Arabic numerals (e.g. 년, 월, 일, 학년, 살, 시, 분, 도 — as in 45도). They use some loanwords from English (e.g. 컴퓨터, 게임, 스트레스, 서핑, 테니스, 캥거루, 코알라) and names of countries (호주 and 한국).

Students also use some items with relatively low frequency that are loanwords from Chinese (e.g. 선택하다, 이민, 차원, 이상, 종류, 정도, 적응하다) or pure Korean words (e.g. 아십다, 양치기).

They use a range of modifiers to add meanings (e.g. 재일, 매일매일, 너무, 주로, 다, 아마, 정말, 아주, 한). Their choice of vocabulary items is generally accurate, except for a few occasions where the influence from English is evident.
Students show varied command of forms and structures. Difficulties in presenting complex and abstract ideas are evident in the inaccurate selection of some forms and/or incongruence between grammatical structures. Students use a range of particles with some errors (e.g. 저는 어렸을 때 가치지를 원했지만...; 친구들어망 말하는 것입니디. (These mis-chosen words are a direct translation of ‘play’ and ‘talk’ but the former does not collocate with the Korean word for ‘soccer’ nor is the latter used to mean ‘to talk’ with friends.)

**Forms and Structures**

Students have generally sound control over handwritten Korean: the positions of the three components in a Korean character — the initial consonant, the vowel, and the final consonant — are generally correct and the character could roughly fit in a square (whose boundary is invisible). Spacing is generally well observed.

Most consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used correctly (e.g. 많은; 왜냐 하면; 때문; 원했지만; 좋아합니다; 없습니다; 날씨; 과목).

There are some errors that could be considered to be related to spelling (e.g. 사거리* (사거리서); 재* (제), 학생* (학생), 안 맞기* (안 맞기)). A few other errors may be regarded as those related to both use of characters and forms/structures. It is evident that the occasional inaccurate use of grammatical forms is compounded by wrong selection of characters, leading to spelling errors: 읽거나* (읽거나); 달라고* (달라고).

**Scripts and Characters**

Errors typically occur between ‘에’ and ‘의’ because of writing according to the incorrect pronunciation of ‘-의’ as ‘-에’, which is also widespread among Korean monolingual speakers, and between ‘-에’ and ‘-에서’, which are functionally and semantically similar. In the last example above, a case particle –이 is omitted.

Delimiters are used appropriately to emphasise/topicalise meanings/ideas (e.g. 축구를 놀어요* [sic] 때마다 스트레스도 폴어 주고...; 강아지만 보면 더럽다고 하면서...; 저도 한국 사람이고...; 음악 듣거나 책임기...).

Students use sentence enders accurately. They use both the polite informal form (-아/어요) and the polite formal form (-ㅂ/습니다) for the copula and other common verbs with few errors (e.g. 좋아합니다, 때문에입니다, 해요, 왔어요). They use appropriate structures for future/past expression and insert an honorific suffix –시 accurately (e.g. 이민왔어요; 좋아하실 겟니다; 사주지 않습니다.).

They connect clauses using conjunctive suffixes (e.g. -고, -지마, -아/어요, 면서, 단가고 -면) and a relativiser suffix (-는, -ㄴ, -은, -을) (e.g. 제일 좋아하는 운동을 선택하라면 축구일 것입니다; 강아지를 원했지만...; 더럽다고 하면서...; 미나씨가 보고 싶은 캅거우와 코알라가 많습니다).
There are some errors using these forms (e.g. 바닷가에 가서 수영을 하던가*...; 저에[sic] 취미는 책을 읽어나* 컴퓨터에서 [sic] 게임하고가* ...; 왜냐하면 축구를 놀을[sic] 때마다... 많은 친구들을 사게[sic]서* 저는 축구를 좋아합니다).

They use a range of auxiliary verbs and idiomatic structure correctly (e.g. 좋아하는; 폴어 주고; 건강해 지고; 사주지 않았습니다; 구경해 보고 싶네요; 사랑하기 때문입니다; 그 중에서, 살 수가 없어요).

A plural suffix –들 is also used appropriately (e.g. 학생들은...). However, irregular verbs are not conjugated correctly in certain contexts where specific rules are required (e.g. 놀을* 때마다 (놀); 달아*요 (달라); 힘들*실 겠니다(할드실).

Students express numbers in a structure resembling the conventions used in English (e.g. ‘5 강아지를 사서 ...) or often without a classifier (e.g. ‘나이는 호주 나이로는 16, 그리고 한국 나이로 17입니다.’; ‘남동생 하나’).

Students have variable control of grammatical forms and structures in Korean. The performance is consistently accurate and appropriate on some items and/or on certain occasions but not on other items and/or on other occasions. For example, while a student writes a sentence that is very complex and long and has no grammatical errors, he writes another that is similarly long and complex but not correct in its structure because of the wrong way of connecting the clauses (ignoring errors other than this):

저는 어렸을때부터 강아지를 원했지만 엄마께서 매일매일 강아지만 보면 더럽다고 하면서 이 평게[sic]로 사주지 않았습니다.

왜냐하면 ...스트레도 폴어 주고 나의 몸이 건강해 지고 친구들을 사게[sic]서* 저는 축구를 좋아합니다.

Errors occurring at different levels occasionally interfere with comprehension to some degree (e.g. 한국에서 1993년 9월 21일에 태어나* 호주에* 16살입니다; 호주에서 공부하는 한국어명 차원[ولي]* 달아*요; 주말에 주로 자기 취미생활가[sic] 친구들가[sic] 보냅니다).

Omission of case particles ‘-이’ and ‘-은’ occurs occasionally (e.g. 저에[sic] 이름[ولي]* [name of student — in Korean script] 입니다; 호주에서 공부하는 한국어명 차원[ولي]* 달아[sic]요).

**Discourse**

Students seem to have a rich resource for discourse devices and reasonable awareness of the text type and audience in general. Their response to Task 2 (blog response) is more natural and includes more features specific to the text type than their response to Task 1, revealing their familiarity with such text types as the former, although they occasionally lapse into inconsistencies in both. Although they do not show awareness of the particular context for Task 1 — applying to a Korean culture club — general awareness of the intended audience (who is socially distant and needs to be addressed politely) and the required text type (i.e. formal self-introduction) is evident in their styles and use of register. They start the self-introduction straight by giving their names and some personal details while their response to the blog begins with greetings and ends with a closing.

They select and adjust the level of politeness and the degree of formality according to the type of the required text and maintain them throughout. In the text for Task 1, they consistently use the polite formal form of sentence enders (-ㅂ/습니다) throughout while they use both polite informal and polite formal forms (-아/어요 and -ㅂ/습니다) in the text for Task 2.
They use various cohesive devices (including the level of politeness and formality of sentence enders) such as conjunctors (e.g. (이)고, -면, -아/어서 — see Forms and Structures above for a list of conjunctors used), conjunctive adverbials (e.g. 그리고; 하지만, 그래서, 왜냐하면), demonstratives, for example, 그, 이 (e.g. 저는 운동을 다 좋아합니다. 하지만 그 중에서 제일 좋아하는 운동을 선택하려면 축구일 것입니다.), and ellipsis (e.g. 이 동물들은 추운 날씨에는 살 수가 없습니다. 그래서 한국에는 없어요.).

Students use honorific items variably. The use of items such as 저, -께서, and -시 is not consistent in the text for Task 1 while the honorific items used in the text for Task 2 could be considered to be overuse and not sound appropriate.

They emphasise/highlight ideas or add nuances by using grammatical/vocabulary items such as delimiters (는/는, 만, 마다, -도) and adverbials (다, 제일, 너무, 주로, 아마, 정말) appropriately (e.g. 주말에 주로 학생들은 바닷가에 가서 수영을 하던[sic]가 서영을 해요). (See Forms and Structures above for examples where the delimiters are used.)

They express sympathy/consideration for the audience, particularly in the response to Task 2, for example, ‘저도 한국 사람이요...’; ‘김미나 남이 호주에 와서...하신 대애[sic]요. 좋은 생각입니다.’

However, the attempts are occasionally unsuccessful because of the inappropriate selection of a grammatical form.

**Year 10 First Language Learners**

**Oral — High**

**Content**

Students speak about ideas and opinions on a wide range of topics related to mostly personal concerns in familiar contexts and expand them to the wider context. Topics covered in the interactions across the three tasks are: personal information, family members, home, school life, sports, school subjects, and weekend activities. These topics are expanded to cultural aspects of life in Australia, differences between Korea and Australia, favourite rugby team, attitude as an oldest son in the family, etc. Under most topics students elaborate in great depth with detailed information. Some examples where these topics are elaborated are provided below.
Assessor: 왜 이 학교에 왔어요?

Student: 좋다는데 가봤는데... 이학교가 제일 좋다고해서... 고학년을 가르키[sic]는 데가 없었어요. 이 학교만 유일하게 가르키[sic]다라구요.
(Student gives background information)

Assessor: 여기서 왜서 사는 거 만족하세요?

Student: 문화도 좋고... 여러분으로 많이 좋은 것 같아요[...] 운동 많이 하는 거 좋구요(Student discusses higher order concepts)

Student: (to the question about favourite sports) 농구요. 농구하고 수영.

Assessor: 특별히 어느 팀에 들어 가서 하는 거 있어요?

Student: 네, 저—학교 대표 선수로 뛰고 있고요, 호주 한인 농구 대회에서 우승한 적도 있었어요 (Student provides specific information about the topic)

Assessor: 그런데 어떻게 [name—suburb 1]에 사는데 [name—suburb 2] High School을 가요?

Student: 아, 그게[name—suburb 1]이 지역상으로 [name—suburb 3]라고... 아세요?
(Student explains complex information)

Assessor: 네

Student: [name—suburb 3]인데 거기가 지역상으로[name—suburb 2]하고 밀접해요.
(Student continues to explain)

Assessor: 아 그래서 그랬구나.

Assessor: 한국어 대신 engineering science 를 하려고 해요?

Student: 네, 왜나하면 한국어를 한다면 더 쉽겠지만 어차피 졸업할 거라면 도전적인 거를 하고 싶어서... 안 해 본 걸 좀 해보고 싶어서...
(Student gives justifications for his decision)

Vocabulary

Students use an extensive range of both high-frequency and low-frequency vocabulary items on familiar topics related to their daily life and topics in broader context. They use vocabulary in a very sophisticated way and make accurate choices for a number of specific words to express complex/abstract ideas or technical terms to give specific information (e.g. 유일하게, 고학년, -정도, 대표 선수, 도전적, 예정. 유리하다, 무난히, 밀접, 미로, 지역적, 만족하다, 열정적, 포함, 동갑, 당연히, 순간, 흥분하다). They also use modal or conjunctive adverbials in a sophisticated way (e.g. 어차피, 고작, 전허). English words are rarely used, except to list school subjects (e.g. chemistry, physics, geology, accounting, computer science) and related terminology that does not exist in Korean (e.g. elective). They use some loanwords from English (e.g. 게임, 네트, 럭비) pronounced according to Korean pronunciation conventions.

Forms and Structures

Students use an extensive range of forms/structures with minimal grammatical errors at all levels.
Descriptions of Student Achievement

An extensive range of case particles and delimiters are used. They relate ideas or events in time appropriately using correct suffixes or structures (e.g. -었/었, -겠, - Ner/을 것이다). Complex relationships between ideas and events are expressed in appropriate structures where clauses are connected by conjunctive clause-ender suffixes with various functions and/or relativisers. Relativiser suffixes (-иш, 는, 또는-은) are correctly used according to the temporal sequence of the events expressed in the entire sentence. Various verbs are used in their simple forms, as well as in their infinitive forms accompanied by auxiliary verbs (e.g. -_filenames). They use various polite sentence enders that are appropriate for spoken interaction with adults (e.g. -_filenames).

Fluency

Students respond spontaneously with no noticeable hesitations, and utterances flow naturally. Pauses are usually unnoticeable as they are filled with pause fillers or private speech as the students process some information until they come up with the final response.

Assessor: 동생이 몇 살이예요?
Student: 열 두살이예요.
Assessor: 몇 학년이예요?
Student: 육학년인가? 육학년이예요.

Intelligibility

Pronunciation is clear and student utterances are intelligible.

Comprehension

Students respond well to all the questions from the assessor. They usually provide additional information after the initial response to the given question. During the assessor’s turn, they signal comprehension inserting ‘네’, nodding, and making eye contact with the assessor.

Communication Strategies

Students use a variety of strategies to facilitate the flow of communication, to minimise possible disruptions, and to repair communication breakdowns when they occur. They always resort to verbal strategies to resolve communication problems and never use English to do so. They check comprehension on the part of the assessor and/or add more details to the idea presented by the assessor to pre-empt possible communication breakdowns.

Assessor: 그런데 어떻게 [name—suburb 1]에 사는데 [name—suburb 2] High School을 가요?
Student: 아, 그게[name—suburb 1]이 지역상으로 [name—suburb 3]라고... 아세요?
(Student explains complex information)
Assessor: 네
Student: [name—suburb 3]인데 거기가 지역상으로[name—suburb 2]하고 밀접해요.
(Student continues to explain)
They willingly add further detail to the idea presented by the assessor.

They disagree with the assessor and correct her comments on their ideas verbally or using phonetic devices (i.e. stress on the delimiter).

They initiate repairing communication breakdowns when they occur.

They express empathy with the assessor’s comments.

When information provided by the assessor is unclear or not sufficient to answer, they clearly request clarification or elaboration instead of guessing/abandoning the topic.
Descriptions of Student Achievement

Student: 저는 처음에 없다고 생각했는데 작년에 한국에 갔다 와 보니까...

Discourse

Students are aware of the context and interlocutor and use appropriate register effectively. Honorific devices are used appropriately for the assessor—addressee—and their parents and other adults mentioned in their utterances. They use various polite sentence endings appropriate for spoken interaction with adults and conjunctive suffixes and adverbials to keep their utterances cohesive.

Year 10 First Language Learners

Reading — High

Content

Students read a variety of texts between 150 and 230 characters long. Texts are related to personal domains of language use such as personal life, school, and community. Texts contain information on topics such as basic personal information, school subjects, leisure activities, daily routines, favourites, weather, school facilities, and events.

Knowledge of Linguistic Forms

Students read both formal and informal texts.

Informal text contains vocabulary and structures highly familiar to students and consists of several sentences. Some basic auxiliary verbs such as 보고 싶다 and qualifying words (e.g. 아주) are also included.

Formal texts include both familiar and unfamiliar vocabulary, which could be inferred from the context. Formal texts use specific register (e.g. the numbered format with key information for an advertisement, technical vocabulary such as 문의) and for their targeted audience and purposes and are in the tone of a formal announcement.

Both informal and formal texts include some simple and complex sentences where conjunctive suffixes (e.g. -고, -거나) or relativiser suffixes (e.g. -ㄴ/는) are used.

Task Requirements/Processing

Students process texts both holistically and analytically at both textual and sentence levels. They make holistic inferences from texts (discourse skills) and use analytic knowledge to look for details. They use structural clues to infer meaning (e.g. text type—information and rules). They identify formal/technical vocabulary (e.g. the heading of the input text). They process complex sentence structures and/or identify specific low-frequency/less familiar vocabulary items to extract meaning. They locate and combine several items of information to make meaning. They identify specific structures and derive meaning from structural clues (e.g. negative imperatives and –수 없다 for things not allowed). They combine information and infer meaning from complex sentences. They provide answers with multiple items of information and identify the specific word referred to as a question word in the question (e.g. 장소 for ‘where’). They understand the meaning of specific register (e.g. 입장권).

Students read Korean script used for phonetic writing of English words (e.g. 코알라) and match them with English words to locate information. They have some cultural background knowledge of a term coined from English (e.g. 홈스테이).
They track the topic of a sentence where it is not overtly provided and locate information from preceding sentences. They locate a single item of information (i.e. less familiar vocabulary from less frequent domains). They process information in the text and apply it in another context (e.g. rework/accumulate numeric information to provide the correct time).

**Year 10 First Language Learners**

**Reading — Average**

**Content**

Students read a variety of texts between 150 and 230 characters long. Texts are related to personal domains of language use such as personal life, school, and community. Texts contain information on topics such as basic personal information, school subjects, leisure activities, daily routines, favourites, weather, school facilities, and events.

**Knowledge of Linguistic Forms**

Students read both formal and informal texts.

Informal text contains vocabulary and structures highly familiar to students and consists of several sentences. Some basic auxiliary verbs such as 보고 싶다 and qualifying words (e.g. 아주) are also included.

Formal texts include both familiar and unfamiliar vocabulary, which could be inferred from the context. Formal texts use specific register (e.g. the numbered format with key information for an advertisement, technical vocabulary such as 몰의) for their targeted audience and purposes and are in the tone of a formal announcement.

Both informal and formal texts include some simple and complex sentences where conjunctive suffixes (e.g. -고, -거나) or relativiser suffixes (e.g. -ㄴ/는) are used.

**Task Requirements/Processing**

Students tend to process texts more analytically and at the sentence level. They use structural clues to infer meaning (e.g. text type—information and rules). They identify some formal/technical vocabulary (e.g. the heading of the input text). They process some complex sentence structures and/or identify some specific low-frequency/less familiar vocabulary items to extract meaning. They locate and combine some items of information to make meaning. They identify some specific structures and derive meaning from structural clues (e.g. negative imperatives and –수 없다 for things not allowed). They combine some information and infer some meaning from complex sentences. They provide answers with multiple items of information and identify the specific word referred to as a question word in the question (e.g. 창소 for ‘where’). They have some understanding of the meaning of specific register (e.g. 입장권).

Students read Korean script used for phonetic writing of English words (e.g. 코알라) and match them with English words to locate information. They track the topic of a sentence where it is not overtly provided and locate information from preceding sentences. They locate a single item of information (i.e. less familiar vocabulary from less frequent domains). They process information in the text and apply it in another context (e.g. rework/accumulate numeric information to provide the correct time).
Description of Student Achievement

Year 12

Background Language Learners

Writing — High

Content

Students write in Korean to express their opinions/ideas and discuss issues closely related to their own immediate interests/experience. They are able to describe some abstract ideas in much detail and elaborate them with supporting information or examples.

They contrast opposing ideas, discussing advantages and disadvantages in terms of the given issues. Personal concerns or issues related to their everyday life are expanded to the wider context.

Vocabulary

Students use a wide range of vocabulary to express ideas related to both immediate personal contexts and abstract concepts. They are generally able to use Sino-Korean words including four-character idioms. They use a range of highly technical or special terms with very specific meanings (e.g. 성인, 속출, 풍족, 개념, 존재, 육체적, 성장기, 대폭, 심각성, 자연재해, 구체적, 재활용, 일식이조, 지장, 심천, 동통한, 위치, 낭비하지, 경험, 인정받다, 선택, 악영향, 효과, 발상, 만무하다, 본분, 무시하다, 태어, 남녀노소, 의외로, 풍족, 고려하다, 극복하다, 반면, 계기).

The choice of these items is generally correct but they sometimes use items that are not suitable or are out of context. However, this does not seriously interfere with the flow of meaning (e.g. 부모님과의 싸움을 중폭시킬수도 있다; 일식이조라고 언급할 수 있습니다.).

They use their vocabulary resources in order to express the same meaning in different ways and/or to add subtle nuance (e.g. 공부할 시간 — 여가를 줄길 시간 — 자신이 원하는 것을 할 수 있는 시간; 더 이상 하찮은 것이 아닌 — 우리에게 있어서는 안 될 소중한).
They use idiomatic expressions for a stylistic effect (e.g. 볼 보듯 뻔한 일; 피곤해지기 마련이고; 황금같은 시간; 동전 한 푼이 아쉬웠던).

Inaccurate choice of difficult words seems to be their willingness to take risks in order to demonstrate their command of such words. This does not interfere significantly with comprehensibility of the text in most cases (e.g. 늑게귀가하는 일이 번번히 일어나고만다 (빈번히); 창조성이 부족한 우리나라 학생들에게는 (창의력); 장점들과 단점들을 잘 활용해 (파악해); 부모님들의 반박도 무시할 수 없을것이다 (반대/우려)).

They occasionally use some innovative creations of compounds using Sino-Korean words or deconstructions of compounds (e.g. 대학비; 쌌든물). Some errors occur because of confusion between similar meanings and spellings (e.g. 학생으로서의 분분을 잃어버리고)—this is common among native-speaking Koreans.

**Scripts and Characters**

There is some variation in the degree of balance in the shape of characters in their handwritten Korean. Although most students at this level demonstrate native-like control in spite of different degrees of tidiness and style, a few others show very unbalanced shapes of characters. However, the position of the three key parts in a Korean character—the initial consonant, the vowel, and the final consonant—is generally correct and the character could roughly fit in a square (whose boundary is invisible).

All possible consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used. Spelling is generally correct with occasional misspelling of words involving a consonant cluster at a syllable-final position (e.g. 올*바르고; 안*좋은). A few other misspelt words are considered genuine ‘typos’, as the same words are spelt correctly in other parts of the text.

Some confusion between vowels similar in sound and shape is evident. However, these errors do not seriously interfere with the comprehensibility of the text. Some punctuation is missing and spacing is not well observed by a few, and this leads to some disruption in overall readability (e.g. 빗물; 성장기인고등학교시절에). However, the no-spacing principle is observed well between a bound morpheme and the content morpheme (and another bound morpheme) it is bound to.

**Forms and Structures**

Students use an extensive range of forms and structures. They generally have good command of particles and various suffixes. They use auxiliary verbs and produce complex sentences for various semantic functions. They also use a range of particles. However, there are no honorific forms (-께, -께서, -께서는). They construct complex structures using a variety of conjunctive suffixes (e.g. -면서, -는데, -면, -으므로, -고, -게, -어(서), -지, -거나, -며, -다(가), -로, -지만, 뭐고), nominaliser suffixes (-기, -미/음, -지), and relativisers (-ㄴ/은, -는, -ㄹ/을). Non-terminal suffixes (tense, modal, honorific, passive, causative) and a number of auxiliary verbs are used with infinitive forms (e.g. 찾아 보다; 생겨나다; 줄어 들다; 이어 지다; 설명해 드리다; 서게 되다; 하고 있다; 꿈꾸 오다; 해야 되다; 하고 싶다; 좋아 가다; 해 내다; 배우게 되다; 낳비하지 않다; 사용하지 못하다; 일어나고 말다; 해야 하다).
They use a range of complex structures where multiple bound morphemes are connected to express complex ideas and/or to add subtle difference/nuance (e.g. 20대 못지 않게; 어쩌면 한두번쯤은 필요한 경험 일지도 모른다; 아르바이트에 대해서 알아보고자 한다; 장점이 있다면 단점도 있기 마련이다; 성인뿐만 아니라 고등학생들이...; 성장에 이상이 생길 수도 있다; 공부에 열중해야 하는 것이다. 학교생활이 낙태해책에 따라; 사용하지 못하게 되는 것은).

Although selected forms/structures are mostly accurate and appropriate, there are occasional errors in the choice of simple items such as particles and complex forms or in the selection of the overall structure at the clausal/sentential level. However, these simple errors or mismatches between the form and the meaning at a higher level do not disrupt the overall comprehensibility of the text seriously. Of those simple items, confusion seems to occur between items similar in meaning and function (e.g. 高생* 생각해야 할) and these items are typically similar in spelling and pronunciation (e.g. 학생의 신분으로써*; 해 뿐으로서*).

The following examples show how constituents are not entirely congruent with each other. These sentences include very sophisticated/complex forms and usually deliver highly abstract/complex ideas.

이 것은 이 때까지 키워주신 부모님의 경제적인 부담을 줄일 수 있고 또 돈을 절약 하는 것을 일찍 배우게 되어서 커서도 돈을 쉽게 납비하지 않을 것이다. [spacing is original]

The above sentence looks quite sophisticated and most of the structures are used accurately and appropriately. However, there is incongruence between 이것은 and two predicates 줄일 수 있고 and 납비하지 않을 것이다 in the respective coordinated clauses. Although forms and structures at lower levels are all used accurately, the incongruence between constituents at the highest level leads to some degree of ambiguity.

The following sentence expresses abstract ideas and a hypothetical benefit from working part time as a high school student, and sounds even more sophisticated than the former example. However, the syntactic function of the word ‘장점’ is ambiguous, since neither 생각하는 nor 얻을 수 있을 것이다 is its predicate.

공부와 자신의 체력에 무리가 가지 않게 적당한 선에서 시간제일을 한다면 분명 단점을 극복하고 장점, 즉 온돈을 벌고 돈의개념이 생기는 좋은 결과를 얻을수있을 것이다. [spacing is original]

**Discourse**

Students structure the text in a logical sequence—introduction, main body, and conclusion — according to the required text type. They are generally able to use a variety of cohesive devices such as conjunctive clause enders, adverbials, honorific agreements between constituents and congruence in the level of politeness appropriately. They have awareness of the intended audience of the text they write. They choose appropriate sentence-final verb endings according to the text type and audience and use them consistently.

고등학생들에게 보모[ sic]님이주시는 온돈은 늘 모자라기 마련이다.[spelling and spacing original]

먼저 부모님이나 선생님들께서 상의를 하고 자기 자신이 학업과 일을 둘다 잘 해낼 수 있나 생각해봐야합니다.

They also use ellipses appropriately and are generally successful in maintaining the tone of the text consistently by using appropriate register and other devices throughout the text.
또한, 집중력이 떨어져 공부를 열심히 할 수 없을 것이다. 밖에 나가서 일을 하면 몸이 피곤해지기 마련이고, 피곤한 상태에서는 공부를 잘 하지 못하게 된다.

There are occasional mismatches in the choice of items in terms of formality or politeness, that is, use of colloquial terms in a news article or incongruent use of honorifics and polite forms.

집에서 틀어박혀 공부만 하지 않고 (colloquialism)

아마 기뻐할 부모님들은 몇 없을 것이다. (the non-honorific forms of the verbs 기뻐할 and 없을 and the noun 몇 are not appropriate for their referent 부모님)

Such mismatches as shown above bring about some but not significant disruption to the appropriateness of the overall text.

Students use a wide range of adverbials appropriately in order to make transition the between paragraphs/ideas smooth in most cases (e.g. 우선, 하지만, 이렇게, 그럼, 그리고, 이와 같이, 그렇다면, 또, 이처럼, 또한, 그러므로, 무엇보다, 예를 들어, 그래서, 먼저, 첫번째로, 두번째로, 그 외에도, 그래서, 즉, 제일 먼저, 그렇기 때문에, 그렇게 함으로써).  

They highlight ideas using figurative expressions, quotes from old sayings, idioms, or maxims, and some other rhetoric devices.

하지만 이러한 장점이 있듯이, 단점도 있다. (contrast)

공부를 해야하는 황금같은 시간(simile)

옛말에 급할수록 돌아가라는 말이 있다 (quote)

학생들은 일을 하면서 일과 학업 두마리 토끼를 모두 잡을 수도 있고 잘못하면 농철수도 있습니다. (metaphor)

생각해보세요. 만약 사위나 설거지를 하고 있는데 더 이상 물이 나오지 않는다면 어떻게, 정말 무섭고 꿀꺽하지 않을꺼니? (rhetorical question)

Some possible influence of English is noticed in the unnecessary use of overt subjects. However, this occurs very occasionally.
Year 12 Background Language Learners

Writing — Average

Content

Students express their opinions or ideas closely related to their own immediate interests or experience. They are generally able to elaborate topics to some degree. However, supporting ideas are sometimes not relevant to the main idea or contradict each other.

The limitations in their attempts to elaborate topics or demonstrate high-level thinking appear to be largely because of their limited language resources leading to inadequate choice of vocabulary or forms as shown in the above examples.

Vocabulary

Students use a range of vocabulary, including some low-frequency words and Sino-Korean words (including a few four-letter idioms). Some of these words are technical/special terms for specific areas or abstract concepts (e.g. 분출, 근래, 파괴, 상승, 상황, 효율적이게, 추세, 활용, 계기, 기회, 요구, 물두, 집중력, 장기적, 균형, 집중, 경험, 적용, 관리, 급격히, 강화, 자신감, 정정당당하게, 어유, 신임, 경력, 응용성, 현명한, 신중히, 확신, 설치, 적합한, 일석이조).

Some attempts have been made to use different words to express the same ideas, alternating between high-frequency items and low-frequency words such as Chinese loanwords (e.g. 시간을 단축해야 ... 시간을 줄임으로써; 을다고 생각하시는 분...한성하시는 분).

However, students tend to use the same words in neighbouring clauses/sentences more frequently.

The incorrect choice of Sino-Korean words/technical terms often disrupts the meaning of the text.

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Some attempts have been made to use different words to express the same ideas, alternating between high-frequency items and low-frequency words such as Chinese loanwords (e.g. 시간을 단축해야 ... 시간을 줄임으로써; 을다고 생각하시는 분...한성하시는 분).

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Vocabulary

Students use a range of vocabulary, including some low-frequency words and Sino-Korean words (including a few four-letter idioms). Some of these words are technical/special terms for specific areas or abstract concepts (e.g. 분출, 근래, 파괴, 상승, 상황, 효율적이게, 추세, 활용, 계기, 기회, 요구, 물두, 집중력, 장기적, 균형, 집중, 경험, 적용, 관리, 급격히, 강화, 자신감, 정정당당하게, 어유, 신임, 경력, 응용성, 현명한, 신중히, 확신, 설치, 적합한, 일석이조).

Some attempts have been made to use different words to express the same ideas, alternating between high-frequency items and low-frequency words such as Chinese loanwords (e.g. 시간을 단축해야 ... 시간을 줄임으로써; 을다고 생각하시는 분...한성하시는 분).

However, students tend to use the same words in neighbouring clauses/sentences more frequently.
Occasional errors are noticed in the choice of high-frequency and/or non-Chinese origin words (e.g. 삶의 불쾌함을 안겨* 줄 *; 친구들의 우정이 더욱 더 두둑해* 질; 그 가게의 이득을 널hare* 줄; 모든 가게나 식당이 힘든 시기를 버티고* 있습니다; 더 여유있게 돈을 쓰거나 저축할 수 있는 기회가 높아집니다*). Incorrectly chosen words often seem to be the result of a direct translation of English words, whether or not this is made consciously.

Some innovative creation of compounds is also noticed: 쌀물; 절음다리.

Scripts and Characters

There is much variation in the degree of balance in the shape of characters in students’ handwritten Korean. Although most students at this level demonstrate native-like control, there are differences in their tidiness and styles, with a few showing very unbalanced shapes of characters leading to disruption in intelligibility to some degree. However, the position of the three key parts in a Korean character — the initial consonant, the vowel, and the final consonant — is generally correct.

All possible consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used. However, the incorrect choice of consonants or vowels is evident across all types and positions in the case of consonants (see examples provided throughout).

Errors involving consonant clusters at the syllable-final position are often caused by incorrect choice of another consonant cluster, or choice of a single consonant which could have the same pronunciation in certain contexts, or choice of a consonant cluster where a single consonant is required (e.g. 실*중; 울*바른).

Errors involving diphthongs are because of the difficulties distinguishing between ㅐ and ㅔ and between ㅐ and ㅔ (e.g. 새척; 새대). There is also confusion between consonants articulated at the same position but with different degrees/types of aspiration (e.g. ㅅ vs ㅆ; ㅈ vs ㅉ; ㅊ vs ㅋ): 말씀; 공자로; 싫으면; 수도꼭치. Some students write Korean words as they are pronounced (e.g. 밀어 부칠*니다; 팔린*; 주린*; 피료*; 드린*주셔서). Some other words are written in their re-analysed forms:일찍이*; 멋있*; 알아싶이*.

Forms and Structures

Students use a good range of forms and structures; however, sometimes inaccurately. They generally have a good command of particles and use various suffixes and auxiliary verbs (in their simpler forms).
A range of items including honorific forms (-객, -께서, -께서는) are used and they are mostly correct. The use of honorific forms seems to be because of the task type (writing a draft for a speech) and the style for the newspaper article (using formal polite sentence enders) that most students at this level have chosen. Occasional errors occur because of confusion between: 을/를 and (으)로; 에 and (으)로; 에and을/를; 가 and (으)로.

Sometimes case particles are omitted on an obligatory occasion (e.g. 주위 친구들[о]*도 소문이 돌아...; 부모님에게 ‘용돈달라라는 요구[о]* 필요없이...).

Students use a variety of conjunctive suffixes to construct complex structures (e.g. -면서, -는데, -면, -(으)므로, -고, -게, -어(서), -지, -거나, -며, -다가), -로, -지만, -니(가). Although the use of these forms is generally correct, errors are evident in some incorrectly chosen items (e.g. 읽어주셔서 마지막으로 감사의 인사를 올리면서 마치겠습니다.).

Nominalisers (e.g. -기, -미/음, -지) and relativisers (e.g. -(-/은, -는, -르/을) are also used for complex structures. Non-terminal suffixes (tense, modal, honorific, passive, causative) and some auxiliary verbs accompanying infinitives are also used (e.g. 키워 나가다; 놀아나다; 없어지다; 넘기지 마다; 말해 보다; 키워 주다; 알게 되다; 집중해야 하다; 하고 싶다).

Students use some complex structures where multiple bound morphemes are connected together to express complex ideas and/or to add subtle difference/nuance (e.g. 이득을 볼 수 있습니다;

여러분들께 말씀드리고자 해서 일합니다; 부모님이 좋아하실 것 같습니까?; 산불로 인하여, 절약하기는 커녕; 그냥 버리기 보다는; 좋은 점도 있는 만큼). However, students tend to repeat the same structure several times in a text (e.g. -‘수 있다) rather than choose a variety. Also, some misuse of such items is evident and attempts to use such complex forms are not always successful. This leads to unclear meanings/ungrammatical sentences (e.g. 장점을 비롯한* 단점을 발표하겠습니다; 학생들은 어렸을부터*; 3가지 물질약방법들을 알려줄 것 이다*).

Students use unnecessary items or the same forms repeatedly in neighbouring clauses/sentences.

미래에는 없어 질 지도 모르는 이물을 절약하여...

받아 놓았던 빛물들*로...

받은 물을 정원에 있는 꽃이나 체소에게 깨끗한 물을 줄수가 있습니다.

그것은 비가울 때 물을 많이 받아서 정원에 물을 주거나 차를 그 물으로 싸으면[sic] 많은 양의 물을 아낄 수 있습니다.

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Preference for simpler structures over complex ones is evident (e.g. preference for compound nouns — some of which are innovative creations — over a noun phrase with an adjectival (relative) clause): 일 경험을 하고; 위험한 물부족시기를; 우리의 생활 필수조건이므로; 더 심해질 물부족현상을; 미래를 위한 사회 생활 경력이 도움이 될 수 있으므로; 물질적에 조금 더 관심을 가지면된다; 물설일 있으면). Students also prefer a structure where a single noun (usually Sino-Korean) is modified by a single adjective over a clause for an expression of the same idea (e.g. 많은 방문으로 인해).

Errors often occur when multiple bound morphemes cluster together. Incorrect forms are produced as a result of a merger between bound morphemes. In the case of verbs, incorrect mergers often occur with irregular verbs that need the deletion/addition of certain consonants/vowels in certain contexts: 출려* 보내는 (출려 보내는); 항상 물을 밟았는* 것이다 (받는).

Sometimes the incorrect forms are repeated in the same text (e.g. 학생들에게 가르쳐주자* 합니다.... 먼저 장점을 설명해보자* 합니다.).

Clauses that seem to be a direct translation from English are found occasionally (e.g. 가뭄과 물 부족을 겪는 우리들을 볼수가 있는 것입니다).

**Discourse**

Students structure the text in a logical sequence—introduction, main body, and conclusion. However, the style and tone do not always conform to the required text type. In a few cases, some particular words chosen (referring to the text type) reveal limited awareness of the text type (e.g. 발표, 제가 말씀한... (used in a text written as a newspaper article)).

Students are generally able to use a range of cohesive devices. However, use of these cohesive devices or register is sometimes inappropriate. For example, in a newspaper article, whose audience is fellow high school students, they occasionally include an item expressed in an overly deferential manner (e.g. 감사의 인사를 올리면서; 높은 가게 어르신) or in a manner implying superiority of the writer over the audience e.g. 학생들에게 가르쳐 주고자).

Occasional inappropriate use of colloquialism in essay-type texts reduces the cohesiveness of the text (e.g. 계기가 됐음[sic] 합니다; 옥을 먹을 수도...; 넉넉 줄 수도 있었죠).

The politeness level of sentence enders is consistent throughout each text and most of the students in this group chose an appropriate level of politeness of sentence enders according to the text type and intended audience.
A range of adverbials are used to make transitions between ideas go smoothly (e.g. 따라서, 첫번째로, 두번째로, 마지막으로, 한편에[sic], 반면에, 하지만, 이와 같이, 더군다나, 그러므로, 먼저, 결론적으로, 또한, 그리하여, 그래서, 그리고, 예를 들면, 헌나, 즉). Occasionally, the same adverbial is repeated in neighbouring sentences redundantly (e.g. 먼저 장점을 설명해보자[sic] 합니다. 먼저, 부모님이 자식들에게 주는 용돈 부담을 없앨수있습니다.)

Year 12 First Language Learners

Writing — High

Content

Students convey complex/abstract ideas effectively drawing on their knowledge of the broader context. Ideas are presented systematically and expanded/elaborated sufficiently at each stage in a way appropriate to the chosen text type. They elaborate the chosen topics by providing contextual information, comparison/contrast, ideas or opinions developed in a logical sequence, detailed description, exemplification, summarising, and drawing on literature.

They begin the text with an introduction to the topic, followed by its definition. Then some contextual information is presented and further supplementary explanation is provided.

Students contrast ideas to highlight their own opinions and to draw conclusions.

한국정부는 청년실업자의 안위와 생계를 걱정하고 재교육을 장려한다는 의미에서 인상을 계획하고 있지만 실업자들의 약순환과 오히려 인상된 수당에 만족하여 실업자가 늘어날 수도 있다는 문제점 또한 지니고 있다. 무작정 수당을 올리기 보다는 청년 실업자들의 실태를 파악하여 청년 백수들의 약순환을 끝고, 교육받기를 원하는 사람을 더욱 장려해 줄 수 있도록 모두에게 독감은 수당이 아닌 동급을 나누어 급급을 다르게 지불하는 수당을 통해, 청년 실업문제를 보다 확실하게 해결할 수 있도록 시도해 보는 것은 어떨까.

Students contrast ideas to highlight their own opinions and to draw conclusions.
On a few occasions, meanings are not clear because of unnecessary redundancy.

Students write about their personal concerns based on their reflections on the given topic and present various ideas in a diary format.

Students draw on classical literature in order to introduce the topic of the text.

Vocabulary

Students at this level show a highly sophisticated command of vocabulary. They are proficient using both highly abstract/technical terms and plain everyday vocabulary. Selection of vocabulary items is accurate and appropriate overall.

An extensive range of vocabulary is used with very occasional incorrect choice. A number of Sino-Korean words are used to describe/discuss economic, social, educational, youth, or environmental issues, personal reflection, and highly abstract ideas, and to express students’ opinions on these issues (e.g. 분질적, 구예받다, 남용하다, 퇴색하다, 악순환, 역할, 충당, 기여하다, 견해, 안위, 장려, 실태, 파악하다, 시도, 분석, 자국, 시장, 입지, 공정적, 부정적, 풍요롭다, 자궁, 언급, 의면당하다, 무분별, 유해, 평로, 배제하다, 정부 차원, 검열, 철저하게, 포용, 타문화, 다양성, 검증되지 않은, 발하다, 소위, 불과하다, 가시화, 대다수, 편견, 실태, 향후, 보안책, 어론, 형성, 위기, 불과하다, 급증, 영향, 예상, 적극적, 물질적, 무한한, 요인, 기초적, 의문점, 다양하다, 자의, 타의, 장벽, 낙심, 반감, 효과적, 냉정, 정체성, 불확실, 도전, 연속, 치유하다, 소망, 적절, 민감, 유발, 완벽하다, 은근히, 공감, 기대, 동의, 대비하다, 갈등, 중요시, 최우선, 공통적, 압박, 기대치, 적응, 추진, 심각성, 방침, 정책적, 질병, 대표적, 동참, 건고, 별도, 결과, 자신감, 최악, 신중하다, 수월하다, 과연, 포기, 인지하다, 추진하다, 막연하게, 조잡스럽다, 지루하다, 인파, 환호성, 응장하다, 이점, 물품, 취하다, 이득, 타격, 불상사, 축척시키다, 개념, 낙담하다, 상반되다, 완화시키다, 구분, 예민해지다, 발하다, 심화, 취하다, 점차, 조리있게).
They use a number of specific technical terms appropriately in these areas, many of which are compound words (e.g. 세계 경제 위기, 해결방안, 경제 공황, 다문화 사회, 일광 절약 시간제, 사교육, 공교육, 상대 평가, 절대 평가, 시장 조사, 항목 조정, 관세, 대기오염, 대형 승합차, 천연가스, 주요 대도시, 배기가스, 산업화, 도시병, 지방자치단체, 골다공증, 진단, 요일제 스티커, 공식, 캠페인, 산업화, 상위, 하위, 체결되다, 구매, 국제 시장, 고정관념, 경제교류, 수출 시장, 주변 국가, 해당 국가, 지속성, 소모성, 소득원, 친연 자원, 재가공, 농산품, 추가 품목, 성적순위, 경쟁시대, 소비자, 학력주의, 평가방법, 시장 개방, 세계적 입력, 글로벌 시대, 인상되다, 파동, 차별화, 성공여부, 판가름).

Students also have a rich vocabulary with highly descriptive, emotional, and low-frequency terms in pure Korean (e.g. 두려움, 헛이다, 안타깝다, 가시다 (disappear), 흐르게, 비롯하다, (노력을) 기울이다, 드물다, 뽀듯하다, (世界一流) 미치다, 짜여지다, 누리다, 벗어나다, 겪다, 복돋다, 얼룩지다, 낫심다, 이끌다, 삼다, 시끌벅적, 부시히하고, 흔적, 고스란히, 이롭다, 해롭다, 드높이다, 자칫하다, 제치다).

They use adverbs in pure Korean with low frequency in a very sophisticated way (e.g. 굳이, 아시다시피, 비록, 나름대로, 곱고히) and mimetic or onomatopoeic words accurately and appropriately (e.g. 뒤쪽박짝, 출출 (छ아댕긴다), 콩팥꽁꽝, 드르륵, 철컥, 꽝). They also use idiomatic expressions accurately and appropriately (e.g. 상다리가 부러질듯하게 요란한 음식들이 많이 올라오지만…; 내 눈을 의심했다; 스프레스가 이만저만이 아닙니다).

Incorrectly chosen vocabulary items do not interfere with the flow of meaning seriously.

A few innovative items are noticed (e.g. 우리집 대문 앞에서도 거들먹거리지도 못했던 사람들이).

Students use all types of vocabulary in the Korean lexicon — pure Korean words, Sino-Korean words, and loanwords from English — by choosing a suitable one for the idea presented. They express the same meaning in different ways and/or add subtle nuance effectively.

지금은 ‘글로벌 시대’입니다. 각각의 개성과 그에 따른 존중, 포용이 요구되는 시대입니다. 이 수당의 본질적인 의미는 실효로 인해 벌이가 끊긴 청년들에게 그들의 생계가 어렵지 않도록 지원해 주는 것이다.

그러나 현실은 차갑고 낯설었으며…
There is some variation in the style and shape of characters in their handwritten Korean, but learners at this level are generally proficient in handwriting in Korean. All possible consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used. Misspelling occurs infrequently and does not interfere with the comprehensibility of the text or lead to serious disruption in grammar. A few incorrect spellings are evident in each student’s work (these are shown below):

해가 벌써 중천에 떠*지만 ...
유해한 물건들이 우리 사회의 풍토를 해*치고 ...
국내 축산업의 큰 손실을 초래*할 수 있습니다
이따라* 체결되면서 ...
더욱이* 초등학생은 아직 어리고 ...
부담감이 언제나 머리를 매*우고 있고 ...
여러분 STREET의 회생률*으로 삼아 추진 마세요.
다 베운 것들이었*고... 풀었던 문제들이였*다.

A few other misspelt words are considered results of genuine ‘typos’ as the same words are spelt correctly in other parts of the text. Punctuation and spacing are generally observed well and errors related to these do not interfere with the overall intelligibility of the text.

Students use an extensive range of particles and conjunctive suffixes to express and link complex and/or abstract ideas and/or to add subtle differences/nuance.

They use an extensive range of particles and clause-terminal suffixes — conjunctors, nominalisers, and relativisers.

Students use a number of idiomatic structures consisting of multiple forms/structures accurately (e.g. ... 영향을 끼칠 것임에 틀림없다; 이 기회를 통하여...; 긍정적으로 보는 편이 있어...; 건강 유지와 여가 활동을 겸하여...; 질병을 비롯하여...; 환경 뿐만 아니라 우리 자신의 건강에도...;
Students confidently use other suffixes (i.e. tense, honorific, plural, causative, passive, adverbialiser) (e.g. 햇있어, 친하게, 꼴려, 줄이기) and a number of auxiliary verbs accompanying infinitives, many of which are not found with students at lower levels (e.g. 받게 되다, 편해 보이다, 줄아들다, 내버려 두다, 만들어 나가다, 써 버리다, 생겨나다, 빠 놓다, 물아내다). They also conjugate irregular verbs accurately on most occasions (e.g. 드문, 힘든, 푸는 (solve), 부러웠다, 도와, 거는, 흘러, 늘리는 (increase)).

A few errors are evident in some students’ text:

국내 축산업의* 큰 손실을 초래[sic]할 수 있습니다
초등학생들이 ... 너무 어린*다는 생각이 듭니다
울지 않는* 방법이라는 것입니다
되도록이면 장점[기] 살릴 수 있도록 하고
한국사회에서 이미 혁신주의가 자리를 잡으며* ... 석차를 매기는 것이 과연 좋은 장점만 있는 것인지...
현 정부의 지지도는 특히 청년들에게 낮고* 이 기회를 통하여 정부의 지지도를 상승시킬 수 있는 것이다.

**Discourse**

Students produce a required text type in an appropriate tone using a variety of cohesive devices effectively. The structure of the text is well sequenced in a logical order—introduction, main body, and conclusion—according to the required text type. Students are able to select an appropriate politeness level for sentence enders and the degree of formality and keep them consistent throughout the text. Other elements (honorific words/suffixes) related to the social distance/status are also used consistently demonstrating students’ awareness of the audience and the context. In addition to explicit devices for textual cohesiveness such as consistent use of polite forms, conjunctive adverbials, etc., they also use a variety of grammatical/lexical items either for mitigation/down-toning or highlighting in order to make sense of their ideas more effectively according to the text type.

An extensive range of conjunctive/modal adverbials are used appropriately in order to make the transition between paragraphs/ideas smooth and to add subtle attitudinal nuances (e.g. 실제로, 그렇게 된다면/되면, 또한, 그러나, 비록, 하지만, 그리고, 과연, 우선, , 즉, 마지막으로, 다음으로, 물론, 그럼, 우선, 만약, 이 밖에도, 소위, 그렇게 때문에, 예를 들어, 하지만, 오히려, 따라서, 만일, 그러자, 아무리, 더이상, 이 때문에, 역시, 그러나, 아직, 단지, 소위, , 이미, , 너무).

Grammatical/lexical items are used either for mitigation/ down-toning or highlighting in order to express ideas effectively.

* 청년들을 보통 자신들을 제어 하지 못하고 실업수당이 들어왔을때 자신들의 줄거음을 위해 사용할 가능성이 없지 않아 있을 것이다.

* 현 시점에서 청년 수당 인상은 우리 사회에 부정적인 영향을 끼칠 것임에[sic] 둘림없다.
Demonstratives and ellipses are used appropriately for referencing and in order to avoid both redundancy and ambiguity. Occasionally, particularly in long complex sentences, ellipses are used when they are not appropriate. However, this does not affect reference tracking seriously (e.g. 조용 초등학생들은 정말 불쌍할 정도로 학원을 많이 다니고 있습니다. 아무리 여가지 정책들이 사교육을 줄이기 위해 생겨난다고 해도 [०]* 전혀 줄어들지 않고 있습니다). 

A range of honorific words/suffixes/particles are used appropriately in the context (e.g. 정말 좋은 본들 많이 게실 것이라 생각됩니다; 먼저 찾아 봐야야 하는데 그러지 못해서 늦 죄송합니다; 학부모님들께서... 잘 이해하지 못하시는 것 같아...; 부모님들께 바라는 것에 대해...; 비록 청소년의 입장에서 드리는 말씀이지만...).

Occasionally, honorific expressions are not used where they are obligatory or are used less appropriately.

선생님, 그동안 잘 지내셨어요?* 
안녕하세요. 이 자리에 참석해 주신 학부모* 여러분.
...학부모님들께 ...말해*불가 합니다.

On a few occasions, less appropriate vocabulary/grammatical items are used, leading to reduced textual coherence.

소위 말하는 명문대의 회계학을 전공한 유학생을 만난 적이 있습니다. 그는안타깝게도 부모님의 동생에 떨어져...

꼴등하는 아이의 부모는 골등을 시키지 않기 위해...
Descriptions of Student Achievement

There are few occurrences of figurative expressions, quotes from old sayings, idioms, or maxims. Students in this group highlight or give subtle discourse nuance by choosing a wide variety of devices from their rich grammatical and lexical resources rather than rely on rather explicit devices.

Year 12 First Language Learners

Writing — Average

Content

Students performing at this level seem to prefer to write the text for a letter or a speech. It is evident that students prefer a text type and topic with which they are more familiar and which may be less demanding in terms of logical structure and complexity. Students have sound ability to express their opinions/ideas using relevant information. They are generally able to elaborate their ideas to some degree with additional information, typically providing justification for a statement/argument or contrasting ideas.

The extent of expansion and/or elaboration of topics varies within the individual student and across students in this group. At one point ideas are developed well, while at another point isolated ideas are enumerated with little logical relationship, revealing their varied ability to organise and present ideas.
Vocabulary

Students use a range of vocabulary including some low-frequency items in Sino-Korean words. A range of Sino-Korean words are used to describe/discuss economic, social, educational, and youth issues, personal reflection, and some abstract ideas and to express their opinions on these issues (e.g. 매력적, 본발하다, 정진하다, 집중하다, 열정, 선의, 경쟁, 체계적, 성과, 열등감, 포기하다, 고려, 압박하다, 가능성, 예초, 간반, 구체적, 제시하다, 급증, 각급, 일반적, 심적, 웅축, 투자, 부담, 입장, 공정적, 부정적, 시각, 효율성, 원활하다, 오점, 장기적, 일상, 우려, 지원, 활약, 감안, 실패, 대다수, 낙관적, 치중하다, 질량감, 이행하다, 격려, 좌절, 모색하다, 심리적, 압박감, 시도, 괴시, 해소, 회생양, 유익하다).

Those who wrote a short fictional story used a range of descriptive words to express emotions and give detailed descriptions of scenes, characters, and their behaviour. Some of these are low-frequency items in pure Korean (e.g. 鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴鳴люч...)

Students use specific technical terms including compounds of Sino-Korean words (e.g. 국익창출, 학력사회, 공교육, 사교육, 경제인구, 신뢰도, 과열경쟁, 강박관념, 비 경제 활동 인구, 경쟁률, 경제 인구 공급, 의사소통, 인격발달, 장단점, 인격형성, 교육관계, 경쟁의식, 체질체도).

Attempts have been made to use technical terms and difficult words. These attempts are not always successful because of the occasional selection of inappropriate items, leading to some degree of disruption in conveying meaning.

Occasionally non-technical terms are selected incorrectly. This leads to disruption and/or causes ambiguity in meaning.

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Students generally have sound knowledge of collocational patterns (e.g., 학업에 더욱 정진할 수가 있을 것 같아요; 부정행위를 할 가능성이 높아지기 때문에...; 스트레스가 계속 쌓이다 보면...). However, it is evident that inappropriate items are used occasionally, which seems to be related to some weakness in their knowledge (e.g., 학생의 부모가 사교육을 시켜 성적은[sic] 높イラ*가고 한다면...; ...경쟁의식이 발생하게 됩니다; 독이릴지 끝*이릴지; 국민들 (경제인구)로부터 걸어가는 세금의 양이 높아짐*으로써...).

Some innovative words are created (e.g., 서로의 의견을 존중하고 재상의*하는 것입니다; 회화소통*도 늘 것입니다; 자기 자식의 학업위치*를 알려줄수 있는 ...; 음식은 한식 영식*으로 번갈아 가면서 하고 ...).

Students occasionally insert English words that have not yet been established as loanwords using Korean script (e.g., 낙관적인 마인드; 타임테이블을 확실히 확인하고; 홈스테이 가정; 어싸이먼트나 시험동으로 인한; 체크하시고; 를을 정하고).

Sometimes the same vocabulary items are repeated within a sentence or in adjacent sentences leading to redundancy (e.g. 하지만 이런 긍정적인 요소 보다는 부정적인 영향이 사회에 미칠 영향이 더 크다고 생각합니다; 전에 받은 편지건 잘 받았습니다).

Students use a range of vocabulary items. The vocabulary items illustrated here include a number of emotion-related or figurative words and words with specific reference to Korean culture.

 Scripts and Characters

Students in this group generally seem to have a sound control over handwriting in Korean in spite of some variation. All possible consonants and vowels (including diphthongs, twin consonants, and consonant clusters) are used. Misspelling occurs often and sometimes disrupts comprehensibility. Incorrect choice of characters often seems to be associated with grammatical inaccuracy (e.g., 부정행위로 처벌*게 됩니다; 자신감을 떨어뜨*릴 수 있다는; 신뢰도를 떨어트*러는; 명문 중학교에 들어가*러는; 연설할*려고; 독이 되*버린다; 사회의 효율성을 높일* 수 있다고; 미래에 조금한* 빛이 생김으로써; 버농사가 맞*받이를 거치면서; 여지껏* 호주에 살아가면서; 유학을 오고*나; 문화를 받아드리*고; 서둘*르더라도; 길을고*; 부모님 속을 섞어*고). [spacing is original]

Other errors seem to be the result of simple confusion between ‘<,’ and ‘|,’ which are similar in shape and sound (e.g. 석차로 메기는; 제를제도).

Some inconsistent punctuation and spacing occasionally disrupt comprehensibility (e.g., 경험의적은; 집뒤에있는; 말한마디도 안통하는 이국방에와서).

 Forms and Structures

Students use a variety of forms/structures relatively accurately if they are within their scope. However, their use of forms and structures is less accurate when they attempt to produce relatively complex structures. Inaccurate use of basic forms such as case markers and some lack of awareness of agreement between constituents are also evident.
Students generally have a good command of particles and use various suffixes and auxiliary verbs. They use an extensive range of case particles and delimiters, which are mostly correct. Errors occasionally tend to occur:

1) between ‘-의’ and ‘-에’ (e.g. 우리나라 중고등학교에* 경우; 학생들 간의* 경쟁의식이 생겨났습니다.)

2) between ‘가’ and ‘의’ (e.g. 한국 정부가* 청년 실업수당 인상 계획안을 보고...)

3) between ‘를’ and ‘에’ (e.g. 음식과 문화를* 잘 적응을 못하기 때문에...

4) between ‘를’ and ‘로’ (e.g. 호주에서는 영어로* 사용하기 때문에...)

On a few occasions students connect a noun and a clause/verb phrase with a case particle ‘-와/과’ (e.g. ...또다시 부담감과 좌절하곤 합니다.)

Students use an extensive range of conjunctive suffixes (e.g. -면, -고, -계, -아/어(서), 니(가), (으)려고, -는데, -(으)므로, -면서, -지만, -고자, -야, -기에, -자, -는지, - فإذا, -다면, -ㄴ/은지, -거나, -라), nominalisers (-기, -ㅁ/음) and relativisers (-ㄴ/은, -ㄹ/을 –던, -는). They also use other non-terminal suffixes (tense, modal, honorific, causative, passive) and a plural suffix –들.

Students use some suffixes incorrectly (e.g. 저의 연설을 들려* (들어)주셔서...; 사람들은 줄곳[sic] 나를 ...동으로 불린*눈(부르는) 것으로 보아...; 한국말로 쓰여*진(써어진)... ).

Students also use a number of infinitive forms of verbs with various auxiliary verbs to add/to change the meaning of that infinitive slightly (e.g. 밀고 싶다; 생각해 버리다; 좋아 지다; 비교하게 되다; 생각 나다; 좌절하곤 하다; 길어 오다; 흘러 나오다; 배워 먹다; 줄어 들다; 걱정과다; 받아 들이다; 살아 가다; 받게 하다). However, occasional errors are evident in the use of this structure (e.g. 절망감을 가져* 줄 수...; 경제 인구도 먹기* 살기 힘든 판에...).

Students use a range of complex forms where multiple bound morphemes are connected together (e.g. 학업에 더욱 정진할 수가 있을 것 같아요; 체계적으로 공부 할 수 있을 거예요; 안쓰럽기까지 합니다; 내 이름을 안 지어 주셨나보다; 흘러 나오고 있었다; 모색해보고자 합니다; 유익한 자료로 쓰였으면 좋겠어요). Some errors are also evident (e.g. 말씀해 드린 바와 같이*).

When multiple auxiliary verbs are combined, sometimes their relationships/functions are ambiguous because of the wrong selections/order of presentation, compounded by the use of other types of grammatical items such as honorifics (e.g. 부모님들 실망시키지 않게 해드리기 위해*).

Students tend to use the same structures within a sentence or in adjacent sentences increasing redundancy. In an extreme example, in one paragraph consisting of four sentences, ‘-수 있다’ occurs in every sentence:

그런 반면에 쓰치라는 것은 좋은 짓다[sic]가 될 수도 있습니다. [...] 어느정도 하는지 알아 볼 수 있는 것입니다. 이러한 공급증은 누구나 가지고 있는 것이고 [...] 해결할 수 있습니다. 그러나 [...] 이로인해 자라나는 아이들의 자신감을 떨어트릴[sic] 수 있다는 것 또한 배제해선 안될 문제입니다.
Sometimes students construct a very long noun phrase consisting of several nouns without a particle connecting them (e.g. 초등학교 시험 결과 석차 매김 장단점에 대한...).

Irregular verbs are conjugated correctly in most cases but errors are evident on some occasions (e.g. 외로운; 어렵게; 느끼가; 물러 주시고; 모르지요; 흘러 나오고; 부모님에게 걱정 안들*게 하느라고...; 수업을 들*고...; 누어*서 쉬고; 어두어*져 가는).

Students often add unnecessary phrases.

Some sentences/clauses do not make sense because of missing constituents that would carry key information or because of incorrect structures overall (e.g. lack of agreement between constituents).

Discourse

Most students selected a task that required them to write either a letter to their former teacher or the script for a speech to parents. Although their tones and styles generally conform to the requirements related to the context and audience—use of honorifics and sentence enders in their polite formal/informal forms — other elements do not often conform to the writing conventions (i.e. register) required for the specific text type chosen (e.g. salutation inserted at the end of a letter).

2009년 10월 20일 화요일

준경하는 아무개 선생님께 올림

아무개로부터.
The body of text generally meets requirements of the required text type. Students generally follow the typical structure of text—introduction, main body, and conclusion. In the main body of the text, students use a range of cohesive devices, such as honorific suffixes, conjunctives, and modal adverbials such as 우성, 또한, 그리고, 반면에, 하지만, 오히려, 그러나, 마지막으로, 결과적으로, 뿐만 아니라, and즉, which are generally acceptable at the micro level. However, in some cases the level of politeness is not consistent either at the textual level or at the sentential level. In other cases the inappropriate selection of certain vocabulary/phrases/sentences leads to discoursal inappropriateness.

Students generally use ellipses appropriately. However, reference tracking is sometimes difficult.

Repeated use of the same complex structures or the same words/phrases in neighbouring clauses/sentences leads to redundancy and reduces cohesiveness. (See also the above notes on the use of ‘-수 있다’ under Forms and Structures.)

Students generally use ellipses appropriately. However, reference tracking is sometimes difficult.

Korean
Descriptions of Student Achievement

Inappropriate topicalisation leads to difficulties in identifying the topic of the sentence.

Students often use contractions or colloquial forms, which reduces coherence in written text that requires a certain degree of politeness and formality (e.g. 마음 들곳이 부모님들뿐이 없으니깐요; 자신의 꿈을 펼치기도 전에 관둬야 하는 ...; 경제 인구도 먹기[sic] 살기 힘든 판에 ...; 유학오는 경우가 많아요; 적어 불게요; 잘못된것 갈겨도요; 필요할겁니다).

Students use a variety of cohesive devices.

Year 12 First Language Learners

Oral — High

Content

Students express their ideas and/or present information on a wide range of topics on current issues through oral interaction. They draw on their knowledge of history and/or political/social/cultural situations related to the given topics in order to respond to the examiner’s questions/comments. They elaborate their ideas with additional information in various ways such as justification, description, explanation, exemplification, comparison, and contrast. Most topics are elaborated and expanded well.

우선 남한의 경우는요. 민, 민주화를 바, 민주정책을 바탕으로요, 한반도공동체를 주장하고 있습니다. 그것은 한민족, 남한과 북한이 한민족이자요. 한민족 한국사를... 만들고, 그 답에 한정부 한체제 형태로 한국기를 이끌어 가는 방안인데요. 반대로 북한은 공산주의를, 공산화, 한반도 전체를 공산화로 만들어서요, 어, 고려민주공방제라는 제도를 사용하는데, 그 제도는 한민족 한국가는 캐치요, 두 정부 두 체제라고...(comparison and contrast)

Student: 현재 저희 남한에서는 그 남성만 군대가는 것도, 그것은 1년만 가는 것도 시간낭비다 생각해서 군기, 군기피 현상이 일어나고 있는데요, 북한과 비교해보니까요, 정말 남한은 어, 그냥 좀 많이 악하다는 생각이 들었습니다. 군생활도 짧고, 만약, 만약에 전쟁이 났을 시 북한의 경우 잘 혼란되고 또 그 경험이 많은 군사들이 있게되는데 남한의 경우 북한에 약간 열세 —

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Examiner: 그래서 무서워요?

Student: 음 (pause) 네 전쟁이 나지 않으려면 법은 없지 않습니까?

Examiner: 그래요?

Student: 그래서. 그래서 평화적 그 힘답같은 것도 여는게 중요하다고 생각합니다

(expressing own opinion, justification)

외래어를 안쓰고 그들은 다 언어를 개선하기 위해서 끝임없는 노력을 해서요...어... 손, 손기, 노크를 손기처럼 말하고요. 모든 것을 다 한국어로 쓸수없다. 아이스크림도 열음보솔이라고 그들의 말로 표현하는데는 참 네 나쁘진 않다고 생각해요. 전 좋다고는 말은 못하겠는데요. 네 나쁘지 않다고 생각하고. 아 또 뭐였었죠? 아, 그리고 동음이의어가 있는데요. 똑같은 말이지만 같은 소리를 내고 있지만 다른 뜻을, 같은 말이지만 다른 뜻을 지니고 있는건데요. 그것은 어, 접대권. 북한에서는 공공시설이나 여관같은 곳에서 손님을 맞이하는 곳에서 이렇게 서비스를 제공해주주는 직작, 직원들을 접대권이라고 표현하지만 한국에서는 일케 숭집이나 그런 곳에서 일하는 여성을 일컬어셔요...

(exemplification, expressing own opinion, contrast)

북한당국은 전국민을 세 계층으로 나누고 있습니다. 먼저 지배계급이 있습니다. 이 지배계급은 음...김정일과 그 일가 친척들로 이루어진 집단으로서, 어... 친척들로 이루어진 갑부집단입니다. 다음으로 기본군중이 있는데. 이 기본군중은 간부로

등용되기에 신방성이 부족한 집단으로서...어... 일반 노동자 또는 농민 혹은 음... 어... 교원 등, 교원 등의 가족 또는 가족들로 이루어진 집단입니다. 마지막으로 복잡군중은

실제로 북한 어... 북한정부에 반대세력을 가진 사람들 또는 사회체제에 불만을 품은 사람들의 가족들로 이루어진 집단입니다. (classifying)

Vocabulary

Students use an extensive range of vocabulary including factual/abstract ideas and technical/special terms. Most words used for abstract ideas and technical/special terms are Sino-Korean words.

A number of low-frequency words are used appropriately for abstract ideas and high-order thinking about historical, political and social issues and events (e.g. 강대국, 입지, 계기, 무력, 발생하다, 반격, 개입, 당사, 접경, 무차별, 공격, 투하하다, 참전, 최초, 확인, 선언, 자료, 의사 (opinion), 방안, 제도, 차이점, 열세, 평화적, 회담, 경제력, 경 우, 교류, 정책, 상봉, 가능하다, 경쟁력, 분단, 설치, 극복, 언어적, 장벽, 고유하다, 제지, 전파, 지하, 수익, 배분, 개인적, 통제, 효율적, 강화, 제안, 통치, 주도, 야욕, 주둔하다, 사상, 입각, 분리, 멸망하다, 우회하다, 우상화, 평소, 흡사하다, 위주, 개선하다, 포함하다, 추구하다, 진보하다, 협력하다, 청하다, 반영, 지지하다, 영향권, 패전, 대략, 영향, 가설, 세력, 확대하다, 극동, 이동, 재고, 위협하다, 추진, 영향력, 행사하다, 설 (theory), 이념, 투입시키다, 유리하다, 상황, 대체, 인격, 완성, 양성, 봉사하다, 강화하다, 강조하다, 정체사상, 결합되다, 자행되다, 야만적, 계층, 집단, 간부, 등용, 신빙성, 불만, 배경받다, 양, 질, 처벌, 자료, 대화, 통질적, 회복하다, 시급하다, 대폭적, 통합하다, 척도, 지원, 관련, 수단, 통치, 도구, 구독하다, 남용, 극소수, 기본적, 구사하다, 특이하다, 승배하다, 긍정적, 부정적, 이질감, 주장, 대열, 식량난,
Descriptions of Student Achievement

They use pure Korean words that are low frequency (e.g. 막바지, 아예, 따지다, 섬기다, 말귀, (영향을) 미치다, 어정쩡하다, 지지다, 가능성하다, 잎다, 지니다, 힘겨루기, 일컫다, 놀랍다, 뒤틀리다, 이끌다, 거치다, 바량).

A number of highly technical/special terms are used appropriately. Some of these are loanwords from English (e.g. 발발과정, 음수통일, 역전, 냉전, 혼전, 일제, 원자폭탄, 해방, 민주주의, 공산체제, 회담, 독립 선언, 항복 요구, 의사결정, 민주화, 민주정책, 한반도 공동체, 공산주의, 공산화, 고려민주연방제, 입대, 모병제, 징병제, 군복무, 미사일 발사, 충기 사용, 시간낭비, 군 기피 현상, 한반도 정책, 대북정책, 수출지역, 검문, 문화교류, 통일방안, 정책 기구, 이산가족상봉, 사유재산, 시장경제체제, 경제방식, 자본주의, 무기개발, 국방위원장, 신탁통치, 교육제도, 주체사상, 유학사상, 구소련 사회주의, 불은 기사상, 자매결연, 원순화 발음, 동음이의어, 이차세계대전, 제국주의적, 파병, 유엔연합군, 체결하다, 평화협정, 북대서양조약기구, 민족통일, 역사적 의의, 지정학적, 사회체제, 교육목표, 총익인간, 공산주의자, 기여하다, 자아발달, 국제화 시대, 정규교과목, 신분질서, 인권유린, 지배계급, 간부집단, 기본군중, 복잡군중, 반대세력, 신분계층, 출신성분, 핵포기, 국제화시대, 의사소통, 민주동원, 공산혁명, 언어가치관, 해결방안, 입대, 일차산업, 협동농장, 소유하다, 배급, 구조상, 화질, 지류하다, 진부, 제외국어, 분할점령, 한자폐지, 투항하다).

Students use some qualifying words—both pure and Sino Korean—(e.g. 결국, 다소, 우선, 일단, 주로, 만약, 일단, 이미, 아무리도, 크게, 평소, 곧이, 원만큼) and some other loanwords from English with relatively high frequency (e.g. 인터넷, 구글, 미사일, 페이지, 퍼센트, 라디오, 타이어, 비디오, 사이트, 인터뷰) appropriately.

They demonstrate their sophisticated vocabulary knowledge by using a number of idiomatic expressions, some of which are highly technical and/or sophisticated (e.g. 동쪽상반의 비극; 죽을 수 없는 상처; 나쁘진 않다고 생각해요; 지정학적 위치; 선진국 대열; 농업의 농자도 모르는...; 어린 맘에; 민주 정책을 바탕으로.;... 없는 걸로 알고 있습니다; 비교를 하자면; 이십대 젊어들면서; 만약에 전쟁이 났을 시; 전쟁이 나지 않으리라면 법은 없지 않습니까.; 이러한 점으로 미루어 보아; 남한의 교육과 달리; 옷의 질의 차이는 물론이고, 기회가 된다면).

Although a range of technical terms, difficult words, or idiomatic expressions are used mostly appropriately, there are occasional inaccuracies in the selection of items. However, these inaccuracies do not lead to serious disruption in meaning in most cases.

교육의 큰 거장*들 두명

그런 스토리가 앞에서 항상 얘기가—야기*가 되고 이렇게 공부를 시작하기 때문에

같은 민족이라는 저도 민족성*을 많이 느끼고 하네요.

인터넷에서 당시* 찾아보니까 그쪽에는 또 다른 가설이 하나가 있는데
Students make some innovative/inaccurate compounds involving both pure and Sino-Korean words (e.g. 남한군*, 우선시*, 주입화*, 무기력* (무기 + 력), 요번년도* (율해). However, they have generally sound knowledge of collocational patterns (e.g. 흰쌀밭에 고깃곳; 원자폭탄을 투하하게 되는데요; 경쟁력도 좀 살아나고; 자매결연같은 거 맺어서; 같은 땃을 저지른다* 해도; 차질이 분명히 벌어*길 거라고).

Students occasionally use English words that have not yet been established as loanwords (e.g. story, research, open mind, business, CEO, leadership, target, topic, in-depth study).

**Forms and Structures**

Students use a wide range of forms/structures with great accuracy in the oral examination. Although there are occasional errors/inappropriate omissions of grammatical items, the disruption caused by this is minor. They express complex ideas and/or add subtle nuance to them by using complex combinations of multiple forms/structures, with very occasional minor lapses.

Students generally have a very good command of particles and use various suffixes and auxiliary verbs. An extensive range of items are used and they are mostly correct.

Errors in articles occur very occasionally (e.g. 한 사람이* 소유가 아니라...; 이념과의* 사상의 대립이 켜기 때문에 ...; 북한에서의 언어란... 공산혁명과 주민동원의 수단이며 [...] 통치의 도구라고* 바라보고 있어...; 모든 국민으로부터* 하여금...).

Students use an extensive range of conjunctors (e.g. -면, -고, -아/어서, -니(가), -는데, -면서, -지만, - 다면, -거나, -다가, -아/도, -되, -자면, 이/아니라, -다시피, -도록, -더라도, -ㄹ/을까봐), relativisers(e.g. -L/은, -L/을 –던, -는,), and nominalisers (e.g. -기, -군/을) with few errors.
Students use a wide range of non-final inflectional suffixes (i.e., tense, modal, honorific, causative, and passive suffixes) and the plural suffix for nouns mostly accurately.

A number of auxiliary verbs and infinitives are used accurately with very few errors:

- 갈라 지다; 하려고 하다; 돌아 보다; 발발하게 되다; 두고 있다; 이루어 지다; 투하하고 낈다; 가져 가다; 접어 들다; 잊지 않다; 있도록 하다; 분단되어 오다; 극복해 나가다; 나와 있다; 개선하고자 하다; 찾지 못하다; 굳어 졌다; 되어 났다; 알고 싶다; 밀어 부치다 [sic]; 부수어 버리다, etc.

Students use an extensive range of complex forms where multiple bound morphemes are connected with very few errors (e.g., 전쟁이 나지 않으려면 법은 없지 않을까요?; 시간이 많이 걸릴 것이라고 ...; 극복해 나갈 수 있도록 ...; 김정일과 김일성뿐이라는 것인데요; 이산가족이 없음에도 불구하고 ...; 같이 뒤쳐졌다 해도 ...; 이루어 나갈 수 있을 것 같아요; 발음에서부터도 많이 다른 ...; 개선하기 위해서 ...; 협동농장이라고 해서 ...; 한 사람이[sic] 소유가 아니라 ...; 어떻게 가르쳐야 하는지도 ...; 대학을 가기보다는 ...; 흥미로웠던 것 같아요; 그를 인해 가지고 ...; 말씀 드렸다시피 ...;

- 특이하긴 했어요).

Sometimes, a complex structure is embedded in the same structure making the entire utterance too complex and redundant (e.g. 편할 것 같진 않을 것 같네요).

While the verb final word order is observed well, the occasional absence of constituents on obligatory occasions or the lack of agreement between constituents leads to varying degrees of disruption to conveying meaning.

- 가장 자신있다고 말하기보다는 가장 재미있게 공부한 내용이 있었는데요
- 남한인물들과 북한인물들을 비교한 책이 있는데, [...] 토픽이 여러가지가 있는데, 교육은 [i.e. 교육에 관한 자료는] 거기서 얻었으며...
Irregular verbs are conjugated correctly on most occasions (e.g. 갈라진, 안타까울; 저지른다해도; 풀었으면).

Fluency
Students speak fluently in most cases. There are brief unfilled pauses at times but they are not lengthy ones. Sometimes students use pause fillers when they need processing time. ‘음’, ‘어’, or ‘아’ and some demonstratives such as ‘그’ and ‘이’ and words that are derived from ‘그렇다’ or ‘이렇다’ such as ‘그니까’, ‘이케(이렇게)’ and ‘그케 (그렇게)’ function as pause fillers. At times they use private speech during the pause.

Students hesitate more often because of reformulation/correction of utterances rather than simple repetitions.

Intelligibility
Pronunciation is very clear and the students’ utterances are intellibible.

Comprehension
Students’ responses to the examiner’s questions/comments are very spontaneous. They signal their understanding of the questions/comments by starting their response with ‘아, 네’ or ‘그건 (referring to the topic of the examiner’s question) or ‘ 맞아요’ (confirming the examiner’s statement).

Examiner: 어저께는 뭐 외래어를 접대 안 쓴다는 말들을 하던데요.

Student: 네 네 맞아요. 외래어를 안 쓴 그들은 다 언어를 개선하기 위해서 [...]Sometimes they repeat the last part/keywords of the examiner’s question with a falling contour to show their comprehension of the key point of the question.

Examiner: 음… 그런 이런 이질화를 옥스퍼년 동안 분단된 상황에서 가진, 가지고 있는 이질화된 상태를, 우리나- 우리가 통일이 되면 어떻게 극복할 수 있다고 생각하세요?

Student: 이질화된 결요 (falling contour)
Descriptions of Student Achievement

At other times they expand the idea starting with the keyword that the examiner gives.

Examiner: 미국이 남한을 영향권 안에 두려고 했던 이유는 이제 간단하게 닿아, 그거네요. 공산화가 될 — 될까봐...

Student: 예, 공산화가 되는 것도 있지만, 또 그 전에 미국이 일본과 체결한 평화협정을 유지하기 위해서, 그냥 미국이 정치적으로 좀 불안했던거죠.

They also start their turn with such words as ‘그래서, 그런, etc.’ referring to (certain parts of) the examiner’s statement.

Examiner: 근데 그런 식으로 교육받은 학생들하고 우리 학생들하고 흉시 뭐통일이 돼서 만나면 잘 어울릴 수 있을까요?

Student: 그래서 저는 약간 통일에 대해서 긍정적... 이기 보다는 살짝은 부정적인데, 제가 걱정하는 부분도 그런 부분이거든요.

Communication Strategies

Communication strategies to repair communication breakdowns are rarely required.

Students sometimes clarify their own utterances for the examiner to comprehend their ideas clearly.

Student: 어, 만약에 그 어, 남한이 북한에 의해서 공산화가 완전히 이루어지면 [...] 그 다음 타겟은 아마 일본이 되지 않을까 싶어서 불안한 미국이 바로 육이오텐쟁이 발발하고 두달 후에 파병을 일게 요청하는 —

Examiner: 근데 미국만 오진 않았잡아요. 연합군 식육개국이 다 왔잡아요.

Student: 예, 근데 어 대부분의 유엔연합군에는 대부분의 군대가 — 어, 아마도 대략 오십퍼센트 이상의 군인들이 다 미국에서 온 걸로 알고 있습니다.

Students pre-empt the possible question that the examiner would ask.

Examiner: [...] 거기에 어떤 한반도, 조선...인들의 당시 조선인들의 어떤 의견이 반영이 됐다고 생각하나요?

Student: 제 생각에는요...

Examiner: 예를 들면 어기 이 회담에 참가한 적이 있습니까?

Student: 제가 조사한 자료에는

Examiner: 예

Student: 한—한국...인이나 한국에 대한 의사결정 — 의사를 묻어본 적이 없는 걸로 알고 있습니다.

Students show empathy for the interviewer.

Examiner: 그러면 거기도 뭐 이 집안 배경같은 게 많이 중요한 사항이봐요.

Student: 저 그런 것같아요. 저도 처음엔 그러지 않을 거라고 생각을 했는데요.
Students place a high pitch on words/phrases in order to contextualise or emphasise.

Occasionally students seek agreement from the examiner.

Student: [...] 만약에 전쟁이 났을 시 북한의 경우 잘 혼란되고 또 그 경험이 많은 군사들이 있겠는데 남한의 경우 북한에 약간 열세 —

Examiner: 그래서 무서워요?

Student: 음 (pause) 네 전쟁이 나지 않으리란 법은 없지 않습니다?

Examiner: 그래요?

Student: 그래서, 그래서 평화적 그 회답같은 것도 여는게 중요하다고 생각합니다

**Discourse**

Students maintain cohesiveness in their utterances well by using a variety of devices. They use a number of technical terms and other low-frequency items related to the topic of the interview in order to demonstrate their knowledge. They also use an extensive range of complex forms/structures in order to add subtle nuances or sophistication to their utterances (see Forms and Structures for details). They are generally successful in maintaining the politeness level in the formal situation of an examination interview. They use the basic device for cohesiveness by keeping sentence enders to polite informal/formal forms. They also use the honorific suffix –시, honorific particles (-께서, -께), honorific words, and the humble forms of the first person pronouns (저, 제, 저희) both for the examiner and other referents where necessary (e.g. 선생님께서 보여주신 비디오는... ; 그 부분은 제가 아직 확실하지 않아서 좀 더 공부해보고, 해보고 싶은데요; 그리고 사실 저희 집에도, 제가 어렸을 때 그, 안 — 안성에 제가 살았거든요).

However, there is some occasional overuse of honorific devices, particularly when students use the humble forms for the first person. (This is a relatively common inaccurate practice among Korean adults and students.) (e.g. 현재 저희* 남한에서는...; 저희* 나라는 이제 이산가족 상봉도 하고 ...; 저희* 군대를 조금씩 더 강화해가지고...)

In utterances with informal polite verb endings, students use a range of forms ending in –요 to add different attitudinal/emotive nuances (e.g. -는데요, -거든요, -잡아요, -더라구요, -대요, -지요/죠,). The extent to which these forms are used is not excessive and students alternate these endings and the polite formal ending –습니다 successfully, building up rapport with the examiner while maintaining cohesiveness overall (e.g. 소련군이 막바지에 참전을 하게되는데요. 그때 그러면 일본 — 대한민국이 일본에서 해방이 되면서 그 전쟁에 참전한 소련군이 소련정부가 덧지를 요구하게 됨니다.).

Although the students are highly successful at maintaining coherence, in some cases, the degree of cohesiveness is reduced because of some use of very colloquial expressions in interviews where technical terms and abstract vocabulary are dominant.
Year 12 First Language Learners

Oral — Average

Content

Students performing at this level have sound ability to express their ideas and/or present information on a range of topics on current issues through oral interaction. They draw on their knowledge of history and/or political/social/cultural situations related to the given topics in order to respond to the examiner’s questions/comments. They are generally able to elaborate their ideas with additional information. The degree of elaboration and the extent of expansion of topics vary within the individual student at different times of the test.

[...] 통일이 왜 되어야하나...면요. 일단 통일에는 많은 경제적인 이익도 있고, 그러나 예를 들면, 한국-남한은 기술력은 정말 뛰어나잡아요? 근데 지금 노동력이 부족해서 외국 노동자들도 이렇게 오고 있는 상황에다가 그 노동자도 임금이 비싸고, 언어문제도 있고, 그렇게 때문에 약간, 그렇게 어려운데, 북한이랑 통일이되면 북한인들은, 일단, 일단 중요한게 언어가 한국어잡아요? 게다가 임금도 많이 비싸지 않고. 그래 가지고 이렇게 우리나라 기술력과 북한의 노동력이 합치면 우리나라가 이렇게, 경제대국으로 갈 수 있는 길이 생기지 않을까, 생각해서, 통일 가능성. 그리고 또 네. (pause) 그리고 일단 우리나라라는 고조선때부터 한 나라였잖아요. 근데 지금 분단된 게 너무, 오십 년, 그러니까 오천 년중에 오십 년만 이렇게 분단되긴데, 옥십 년... (justification and comparison)

예, 그래서 흡수 통일은 한 체제가 붙어가려고 하면서 어렵지 않아 통일을 하는 것을 말하는데, 북한이나 예멘이나 독일같은 경우에는 다 어렵지 않아 흡수 통일을 한 것이에요. 그런데 그에 비해서 남한과 북한은 지금 분단이 된지 육십 년이나 되었잖아요. 그러나 보니 여러 이질화가 생겼어요. 예를 들자면 언어 이질화에서 우리는, 저같은 경우는, 어 슬리퍼 신고 있다, 이렇게 하지만, 북한인들은 경우에는, 끌신을 신고 있다, 이러잡아요. 그러니까 말도 다르고, 그러다가 [sic] 언어 이질화뿐만 아니라 가치관도 다르고 또 경제나 정치도 이제 어려, 다르잡아요. 그래서 흡수 통일했을 경우에는 그런 점이 해결되지 않고 미리 어떻게 그것을 방지하고, 그런 통일부작용을 최소화할 수 있는 계획을 안 했기 때문에 어, 그로 인한 여러 오해와 그런 문제점을 일으킬 수 있기 때문에 흡수 통일은 안 된다고 생각합니다. (contrast, exemplification and justification)
However, sometimes the degree of elaboration is insufficient and/or the additional information provided is of little relevance to the given topic.

Examiner: [...] 육이오를 하기 위해서 전쟁 준비과정이 있었습니까?

Student: 네, 김일성이, 김일성, 그 전쟁을 하기 위해서 미국의, 그, 있었, 그 군부대들이 빠지고 나서 오백 명밖에 안 남았었는데요, 그 때 김일성이—모택동하— 아 우선 스탈린에 가 가지고 모택동하고 그 전쟁을 먼저 한다고 그런 식으로 얘기하고, 또 모택동한텐 가 가지고 스탈린이 먼저 이렇게 한다고 해서, 군단을 모아갖고... 네.

Examiner: 군대를 모았으면 그러면 중국하고 소련에서 군대를 모은거예요?

Student: 소련에서 군 — 군대 무기같은 걸 많이 —

Examiner: 중국에선 또 무슨 지원을 받았어요?

Student: 중국에서는 나중에 유엔군 참전한 후에 그, 인해작전, 사람들을 막, 하는 걸 해서 — (limited description; irrelevant information)

Student: 그, 일단 통일이 되면요, 그 몇 가지 문제가 크게 발생할 것 같네요. 일단 가장 중요하게 언어고, 그러니까 언어로 인해서 그 사람이 북한에서 왔다, 이걸 느끼게 되고 그 지역 감정에 의해서 이렇게, 솔직히 지금 제 생각은요, 제 생각에, 한국사람들이 약간, 북한, 그러니까, 저희 나이 때에, 그러니까, 저희보다 높으신 세대들은 안 그러실지도 모르겠습니다, 약간 북한사람들과 이렇게 얘기한다면 이제 꺼려질 수도 있기 때문에 이렇게, 언어의 이질감이 좀 큰 문제가 될 것 같습니다.
Examiner: 음... 어떻게 틀려있는까요?

Student: 음... 일단, 언어, 단어 하나 자체가, 약간 북한말은 영어처럼 완전 닫, 고유의 한국말인데, 한국어는 이렇게, 영어가 너무 많이 섞어있고, 그니까 외래어가 일단 너무 많이 들어가 있어요. 일본어도 많이 들어가 있고, 근데 북한은 북한만의 언어를, 그러니까, 한국어를, 순수한 한국어를 지키려고 노력하면서 벌도 몇 개 만들고, 예, 그랬던 걸로 기억합니다. (limited justification and explanation; irrelevant information)

 우선 이질화를 위해서, 개인, 이질화는 국민 개인간의 생각을 바꿔야할 필요가 많다고 생각합니다. 그래서 통일, 우리나라는 통일 교육이 좀 시급한 것 같습니다.
예를 들어서 보통 우리나라 학생들, 젊은 중의 학생들은 통일 교육 받았나고 물어보면, 어, 잘 받지 못, 제가 인터넷에서 리서치와 어, 서베이를 한번 해봤는데, 통일에 대해서, 자세하게 못 배우고 표면적으로만 그냥 표면적으로만 해야 한다고 배워서 그런지 학생들의 통일 교육에 대한, 관한 지식이 너무 부족했습니다. 그래서 막, 막연히 우리는 국력을 위해서 통일 되어야 한다는 통일을 위해서 통일 되어야 한다, 이런, 이런 것보다는, 그 우리나라가 분단되었던, 우리나라는, 우리나라가, 우리나라가 분단되기, 분단되었던 그 이유와, 어, 당위, 당위성에 대해서 학교에서 어, 교육을 첫저히 해야 된다고 생각합니다. (limited development of an opinion with some irrelevant information)

Vocabulary

Students use a range of vocabulary including factual/abstract ideas and technical/special terms. Most words used for abstract ideas and technical/special terms are Sino-Korean words.

A number of low-frequency words are used appropriately for abstract ideas (e.g. 중요시하다, 유일하다, 지역감정, 이질화, 유치, 고유, 순수하다, 경제적, 이익, 가능성, 배경, 정합하다, 지역, 경 우, 제한되다, 제약되다, 추천, 발생하다, 기억하다, 의지, 최소한, 방안, 상황, 이기적, 여파, 관여하다, 제재, 불구하다, 외교, 취급, 국력, 성장(하다/시키다), 망연자실, 민족, 교류, 시급하다, 철저하다, 실질적, 개개인, 당위성, 피해자, 참고하다, 배후, 세력, 무력, 인하다, 계기, 사전, 지원, 타격, 병력, 무사하다, 제거, 거절하다, 혼란, 소유하다, 상대하다, 기세, 개입, 자원, 잠재력, 단기간, 실현, 유행, 추구하다, 봉고, 체제, 해결되다, 방지하다, 문제점, 합의, 비판, 강요하다, 실득하다, 인내력, 애로사항, 친밀감, 형성, 보편적, 재능, 인정받다, 친숙하다, 사상, 영향력, 우상, 수준, 투철하다, 국방, 차이점, 공통점, 경제력, 대립하다, 참고하다, 방면, 단일민족).

They also use some pure Korean words with relatively low frequency (e.g. 거려지다, 밀거를, 치르다, 느슨하다, 바람직하다) and a number of technical/special terms, most of which are compounds of loanwords from Chinese (e.g. 관광산업, 기점, 외래어, 교육법, 민주주의, 공산주의, 의식주, 경제활동, 노동자, 임금, 기술력, 노동력, 고조선, 통일신라, 고려, 조선, 광복, 회담, 수상, 이념대립, 분단국가, 경제대국, 핵위기, 사회통합, 국력성장, 대복정책, 핵별정책, 문화교류, 이상가족, 합력되다, 참전하다, 인천상륙작전, 역전, 후진협정, 고려연방체, 한민족공동체, 자본주의, 사전 계획, 전차 (tank), 대포, 전폭적, 남침계획, 철수, 지원병력, 전투기, 탈환, 중공군, 의사소통, 221
They use some qualifying words—both pure and Sino Korean (e.g. 원래, 일단, 진짜, 어쩔 수 없이, 하여튼) — and a few non-technical loanwords from English (e.g. 포스트어, 인터넷, 버스, 컴퓨터) appropriately. They use some idiomatic expressions appropriately on most occasions but sometimes with errors (e.g. 대화의 장; 타격을 입었는데...; 아무리 어리다고 해도...; 빈부의 격차; 어쩔 수 없이; 부정적인 시각; 헛_MUTEX에 되는 게 아니잡아요; 많은 피 yap으로* 노력을 하는데요).

Attempts to use technical terms, difficult words, or idiomatic expressions are not always successful because of the occasional choice of inappropriate items, leading to some degree of disruption in conveying meaning.

The inaccurate choice of plain non-technical words often causes disruption and/or ambiguity in meaning (see also description under Communication Strategies) (e.g. 인해작전, 사람들을 맡, 하는 걸 해서...; 거기 관광지역만, 예, 무장해제 이렇게 따로 해놓은 거예요. 네, 다른 안쪽으로 들어올 수 없고...; 저희보다 높으신 세대...; 한국어 수업에서 받았던 좋은...).

Students use some innovative/inaccurate compounds involving both pure and Sino-Korean words (e.g. 통일부작전*, 퇴보되다*, 페미드*, 얫치마닭치락*).

They have generally sound knowledge in collocational patterns with occasional inaccuracies (e.g. 얘기할 때 많은 오해를 일으킬 수 있잡아요; 눈*을 넣어다...)

Students occasionally use English words that have not yet been established as loanwords. (e.g. oral을 할 때...; special program을 만들어서...; 요즘 sustainable tourism이라고...; 우리 나라가 우리나라를 control할 수 있는 능력이 없고...; 샘플란시스코 강화 회의에서...sign참석도 하지 못하였고...; 제가 인터넷에서 research와 survey를 한 번 해봤는데요...; Korean이요; 어떤style의 옷을 입었다...; 북한 site에도 못들어 가고, 다 block되 있으니까...).
Forms and Structures

Students generally have a good command of particles and use various suffixes and auxiliary verbs.

Students use an extensive range of items and they are mostly correct (e.g. 실횟적적인 통일교육보다는 통일포스터 만들기나 글짓기, 글짓기를 통해서; 습박복잡이라든지, 여러분을 하면서). However, occasional errors are evident (e.g. 통일* 이유는 말이 정말 어렵고...; 김일성이 소련에 방문하여 오산에서* 민군병력이 들어왔는데...; 취급을 받고있다고 생각을* 들구요).

Students use conjunctors (e.g. -면, -고, -아/어서, -니(까), -있(으)려고, -는데, -면서, -지만, -다면, -거나, -거든, 다가, -려면, -아/어도, -지, (이/아니라, (이/아니)라서, -도록, -려고, -로/을까봐), relativisers (e.g. -는/은, -는/을 -던, -는), and a nominaliser (-기) with very few errors.

이 전쟁은요, 우연히 일어난 것이 아니라 정말 김일성이 사전에, 사전 계획한 전쟁으로, (pause) 전쟁으로 일어났습니다.

지금 노동력이 부족해서 외국노동자들도 이렇게 오고 있는 상황에다가* 그 노동자도 임금이 비싸고, 언어문제도 있고, 그렇지 때문에...

Student use a range of non-terminal inflectional suffixes (tense, modal, honorific, causative, and passive suffixes) and the plural suffix for nouns with occasional errors.

안 그러실지도 모르겠지만, 약간 북한 사람들과 이렇게 얘기하는 게...

호주에서 교복을 입히는 이유가 어, 일단은 빈부의 갈차를 보여 주지 않기 위해서, 이렇게 입[기]*는 것이잡아요

Students use a number of verbs in their infinitive forms accompanied by various auxiliary verbs (e.g. 열어 놓다; 들어 다니다; 알아 보다; 알아야 하다; 좋아 하다; 느끼게 되다; 섞이어 있다; 확고해 지다; 바꾸지 못하다; 바꾸어 나가다; 비싸지 않다; 마셔도 되다; 해야 되다; 밀리고 나다; 설득하려고 한다). Errors occur very occasionally (e.g. 옥십년 동안 너무 많이 변해 저* 있고).

The verb final word order is observed well. However, students often end an utterance without the main verb or with a verb without a sentence ender.

추첨 — 이렇게 그렇게 날으면 이렇게, 몇명 이렇게, 많이 빼는데 한 사십명, 이렇게 한번에 가는거, 이렇게, 그렇게, 네, 그런 식으로

그 이후로 조금씩... 조금이라도 땅을 더 먹으려고, 막혀서, 이승만하고 그렇게, 해서 [laugh]

The occasional absence of constituents on obligatory occasions or the lack of agreement between constituents leads to varying degrees of disruption in conveying meaning.

Examiner: 그러면 그것이 사전계획이었다는 것이 어떤 점에서 보여지나요?

Student: 천구백, 천구백오십년초에 김일성이 소련에 방문하여 아, 전차와 대포 등을 스탈린으로부터 지원을, 전폭적으로 지원을 받아, 서, 남침계획을 같이 세워나가서 알 수 있습니다.
Students use a range of complex forms where multiple bound morphemes are connected (e.g. 지역감정에 의해서...; 안 그러실지도 모르겠지만...; 통일이실지는 않을 것 같으니요; 우리나라의 국력을 [...] 성장시키기 위해서라도...; 설득하려고 하기 때문에...; 이런...여파들이 저희에게까지 끼칠까봐; 우리가 한반도의 주인인데도 불구하고...; 선생님께서 말[sic]하시기를...).

However, some errors are evident (e.g. 일본, 중국, 러시아, 등에 대해서* 많은 제재를 받고 있는데...; 다만 단기간의 안 좋은 점 때문에 안 하면 안 되는 것이 아니라* 우리 모두를 위해서 해야되는 것이구나...).

Irregular verbs are conjugated with very occasional errors (e.g. 다르기 때문에...; 정말 어렵고 점점 더 어려워지는데...; 김대중 대통령이 열은* 6자 회담으로써...).

**Fluency**

Students show variable fluency that differs according to the familiarity of the topics that the examiner asks about and the degree of anxiety that each individual feels. Students often pause within and between utterances. Sometimes they abandon the utterance after a pause of noticeable length followed by a sigh. In addition to these unfilled pauses, students often use pause fillers between words, phrases, clauses, and sentences. Sometimes these pause fillers are used between syllables of a word. The typical pause fillers found in the oral performance of this group are: ‘음’, ‘어’, ‘아’, ‘예’, and ‘에’. Some demonstratives such as ‘그’ and ‘이’ and words that are derived from ‘그렇다’ or ‘이렇다’ such as ‘그니까’, ‘이게(이렇게)’ and ‘그게(그렇게)’ function as pause fillers. Occurrences of these pauses (filled/unfilled) sometimes interfere with the flow of utterances (e.g. 어, 그니까 한마디로 얘기하면, 그거 기관장지역만 하니까 이케 따로 해놓은 거예요. 네, 다른 안쪽으로 들어올 수 없고 절대로, 예, 그런식으로 해놓고...).

The most frequent hesitation phenomenon is repetition across all students at this level (e.g. 사, 사회, 사회통합도 시급하다고 생각되는데요, 민족, 민족간의 교류, 민족간의 교류가 당연히 필요할 것이고...). Reformulation/correction also occurs frequently (e.g. 두 나라의 피해로는— 공동적으로 — 공동으로 피해는 그 역시 분단이라고 생각하구요.). At times, students abandon the speech after a long pause or several repetitions (e.g. 그분들이 한국어를 쓰지만, 제가 그분들과 이제 대화를 할 때 많이 다르잖아요. 근데 그 분들에게 이렇게, 얘기할 때 제가, 어 — 이길 얘기해야겠다. 이렇게 아니라, 제가 생각할 때는 정말, (pause) 아...)

**Intelligibility**

Pronunciation is generally clear and student utterances are intelligible.

**Comprehension**

Students’ responses to the examiner’s questions/comments are generally spontaneous. They often signal their understanding of the questions/comments by starting their response with ‘아, 네’ or ‘그건 (referring to the topic of the examiner’s question).
Descriptions of Student Achievement

Examiner: 그거를 뭐라 그러죠? 식탁통치라고 얘기하시죠?
Student: 아, 네. 식탁통치.

Examiner: 한 몇 명 정도가 있대요? 인원배우가?
Student: 어, 저도 그런 잘 모르겠는데요.

Very occasionally they signal their difficulties in comprehending the question by asking ‘네?’ or explicitly requesting the examiner to repeat the question.

Examiner: 그걸 뭐라 그러죠?
Student: 네?

Examiner: 국력성장 이외에 어떤 면에서도 통일이 되어야한다고 생각하나요?
Student: (long pause) 다시요.

Communication Strategies

Students use some communication strategies such as requests for clarification/elaboration, paraphrasing and clarification. These strategies are sometimes successful but not always.

Examiner: 그가사가 어떻게 되지요?
Student: 어 제가 불러...야 되요? (request for clarification)

Examiner: 아니오, 아니오, 가사가 지금 잠깐 생각이 안 나서요.

Examiner: 그니까 아까 뭐 그 핵위기 그렇게 있었을 때 어떤식으로 제재를 받았습니까, 그 샌프란시스코 그려면, 그 회의에 참석하지 못했더, 못했던 건 어떤 명분이었습니까? (pause) 그리고 그게 어떻게 우리나라에 어떤 손해를 끼쳤고, 그리고 또 그게 어떤 제국주의 열강들 사이에서, 어떤, 어, 경과 때문에 우리가 제재를 받았습니까, 그들로부터.

Student: (pause) 다시 설명해주세요. (request for elaboration)

Examiner: 예, 아까 [...]

Student: [...]그니까 금강산관광을 기점으로 지금 이렇게 몇가지 이렇게 지역을 이렇게 열어왔어요. 근데 그대신 정부가 이렇게 그걸 막아놓고, 근데 그걸

Examiner: 그게 무슨 말이에요? 열어놓고, 막아놓고, 이게 어떤 얘기예요?

Student: 어, 그니까 한마디로 얘기하면, 그 거기 관광지역만, 예, 무장해제 이케 따로 해놓은 거에요. 네, 다른 안쪽으로 들어올 수 없고 절대로. 예, 그런 식으로 해놓고 (paraphrasing)
Examiner: 그러니깐 예를 들면, 언어의 순수성을 지키기 위해서 외래어를 금지한다면, 뭐 아니면 뭐 무슨 그런식의 범이예요, 그렇지 않으면, 어떤 최소한 어느정도는 뭐

Student: 아니 그렇게 아니에요, 그러니까 순수한 한국어를 쓰자, 이런 의지에서, 공짜, 그런 타이틀로 일제 교육법에 있어서도 한국어, 순수한 한국어를 쓰고, 그런 식으로, 예... 그런 법을, 예 (clarifying)

Discourse

Students maintain cohesiveness in their utterances using a variety of devices. They use a range of technical terms and other low-frequency items related to the topic of the interview in order to demonstrate their knowledge. They also maintain some degree of politeness in the formal situation of an examination interview. They use the basic device for cohesiveness by keeping sentence enders to polite informal/formal forms. They also use the honorific suffix –시 and honorific words where necessary when addressing the examiner (e.g. ‘질문 좀 다시 해주시겠어요?’, ‘죄송합니다’). Students also use the humble forms for the first person mostly appropriately (e.g. 통일의 당위성에 대해서 제가 생각을 많이 해봤는데, 결국 통일은 우리나라의, 어, (pause) 우리―우리―우리나라의 국권을 지키―국권을 지키고...).

In the utterances with informal polite verb endings, students use a range of forms ending in –요 that add different attitudinal/emotive nuances (e.g. ‘...생각되는데요’, ‘생각하거든요’, ‘모르잖아요’, ‘갈다라구요’, ‘가수래요’, ‘뛰어나야죠’).

Although the politeness level of sentence enders is consistent, in some cases excessive use of these informal endings does not seem to be appropriate given the examination situation, the social distance between the student and the examiner, the topics which are rather serious, and other register such as highly technical terminology.

While students use the addressee honorific appropriately in general, there is variability in their use of ‘referent’ (i.e. subject, object, dative) honorifics’ and this reduces the degree of cohesiveness of their utterances.

저희 할아버지가* 예 조선족이랑 간도쪽에서 연구하시거돈. 그래가지고
할아버지한테*도 많이 둘러*봤고, 네, 아빠도* 간도 그 국제법이나 뭐 그런 거 하시거돈. 그래가지고 아빠한테*도 많이 둘러*봤어요.

At times, the degree of cohesiveness is reduced because of some use of colloquial expressions in interviews where technical terms and abstract vocabulary are dominant (see also the above example where ‘아빠’ is used).

[...] 러시아에서는 북한쪽을 도왔고, 미국에서는 남한쪽을 도왔었잖아요. 그러다가 인제 개념들이 해 맛을라고, 우리나라를 이케 반반씩 갖고 갈라고 했었잖아요, 정치적인 면이나 그런면에서. 그래 갖고 그게 막 단단이 돼서 싸움이 일어났는데... 휴식을 취하자, 이래서 휴전선을 그었어요.

그 이후로 조금씩... 조금이라도 땅을 더 먹으려고, 막 해서, 이승만하고 그케, 해서...