Year 10 Writing Exemplars

Second Language Learners

Writing — High (1)

Commentary

Learner Background and Program Context

This student is a second language learner who was born in Australia and has declared Cantonese to be her first language before schooling. Both her parents were born in China. She has studied Korean for 2 years. Her current school offers a Korean program for non-background students and has seven 50-minute lessons per fortnight. The student learnt French for 2 years before undertaking the Korean course.
Features of Achievement in this Sample

The student has covered the range of topics as required in the original task description and added other relevant topics in her responses. She has addressed most topics in some detail and attempted to expand the topic ‘likes/dislikes’ to some degree, as seen in her mention of Korean pop music groups relating to her preference for Korean music. She achieved some degree of coherence by listing simple sentences with related ideas.

Her attempts to elaborate a few topics are also evident in her ideas presented in logical sequence in single, simple sentences. For example, she lists school subjects she takes, including Korean, in a sentence. Subsequently she states she likes Korean very much, and adds that her Korean teacher is very interesting. Although there are no linguistic items that show logical relationships between the ideas expressed in the three sentences (저는 학교에서 ... 너무 재미있어요) and she only emphasises her ideas by using a qualifying word ‘너무’, it is evident that she attempts to express that she likes Korean most and that one of the reasons she likes Korean is that her Korean teacher is very interesting. In spite of her limited use of linguistic devices for textual coherence, she manages to express her ideas coherently, maximising the linguistic resources available to her as a beginner.

The student uses a range of basic vocabulary items, including some common verbs and forms, accurately with very occasional errors. The subject-object-verb word order is observed well in sentences which are all simple structures ending with correct sentence-final verb endings. She expresses numbers in either the pure Korean number system or Arabic numerals with appropriate classifiers. She uses ‘안’ for negation and ‘그리고’ to connect nouns or as a conjunctive adverbial accurately. Although she uses most basic case particles accurately and chooses one alternative for each particle correctly when necessary, she uses ‘를’ only as an accusative (i.e. direct object) case particle. She maintains the politeness level consistently throughout the text by using the humble form of the first person singular pronoun ‘저’ to refer to herself and the polite informal sentence ender ‘요’. Her handwritten Korean is balanced very well, although there are a few incorrectly chosen characters.
Year 10 Second Language Learners

Writing — High (2)

안녕하세요.


감사합니다.

안녕하세요?


안녕 미나!~

로부터!

[Name]

Commentary

Learner Background and Program Context

This student is a second language learner who was born in Australia and has declared Cantonese to be his first language before schooling. Both his parents were born in Vietnam. He has studied Korean for 2 years. His current school offers a Korean program for non-background students and has seven 50-minute lessons per fortnight. The student learnt Chinese for 2 years before undertaking the Korean course.
Exemplars with Commentaries

Features of Achievement in this Sample

The student has covered the range of topics as required in the original task description and added other relevant topics in his responses.

He addresses most topics in some detail and attempts to expand the topic ‘school subjects’ to ‘likes/dislikes’, where he lists school subjects that he takes and adds he likes Korean in the subsequent sentence. Ideas are logically sequenced and he makes some attempts to elaborate a few topics (i.e. family, likes/dislikes, school subjects). In spite of his mostly accurate use of basic grammatical items, the linguistic resources available to him as a second language learner at beginners level are not enough for the expression of complex ideas and/or relationships between them, although he successfully contrasts ideas using a conjunctive adverbial ‘하지만’.

In his self-introduction, he highlights his great preference for listening to Korean music and the study of Korean over other hobbies and school subjects, perhaps as an attempt to indicate his awareness of the audience and the context described in the task instruction where he needs to show his affiliation to the Korean culture (i.e. applying to join a Korean culture club). The student also attempts to indicate his awareness of the audience in his blog response by attempting to write in a more informal style (e.g. starting with ‘네,’ and ending with ‘안녕[sic] 미나!’) and attending to the point made by the author of the blog text (i.e. the preference for English and/or mathematics). The incorrect format of closing (‘로부터’ [name]) indicates his willingness to take a risk using an unknown structure, which is also evident in his self-introduction where he writes ‘아버지는 몇 누나는 홍미로워요’. Such willingness is revealed in his use of Chinese loanwords such as ‘업격해요’ and ‘종직해요[sic]’, some of which could be regarded as low-frequency words and difficult for second language learners at beginners level. Although these attempts sometimes lead to an inaccurate selection (홍미로워요) or spelling (‘종직해요’ [sic]), it is evident that he benefits from his Chinese background and his prior study of Chinese in using vocabulary items and making some sophisticated word selections.