문장들은 선생님께.

선생님, 그동안 잘 지내셨어요? 먼저 찾아 보았어야 한데 자꾸만 일税务局이요. 지금 물러서 보내드릴까요. 저는 아직도 한국에서 유학중입니다.

이것은 이제 어릴 때 다가와 있었습니다. 항상 일본에 있는 동생에게 전달해주시다니 감사합니다.

영어학에 선생님께서 보내온 편지에 대한 답변을 쓰고 합니다. 후속학교 사립학교로 다가오는 것에 대한 제의.

의견을 묻어보았기이며 이렇게 적어 보라고 합니다.

저는 초등학교 시절 성적은 나하도 매기는 것은 적색하지 못한다고 생각합니다. 귀하 초등학교부터 그런 경향까지 맹아도 한다고 생각합니다. 사고의 영문이 가시지 않은 이 상황에서 시험성적을 보자고 제안한다면 사고의 팀을

아니 시키게 되겠어요? 팀이 초등학생은 아직 어리고 번잡한 시기라 아들들에게 성적을 보자고 매기는 것은 애매한 정신에도 나쁜 영향을 가질 것 같습니다.

제가 초등학교 때 시험 성적을 점수만 받아도 좋았고 영문을 가질 수 있다. 그래서 집에 가서 많이 줘도 하였습니다. 그러자 아들 손에 시험을 다니라고 하셨습니다.

또한 후속 초등학생들은 정말 복잡한 점수로 학문을 많이 나에게

있습니다. 아무리 어려가지 정책들이 사고의 이유에 대해 설명해
반해신들여

이번 휴가를 시작하기 위해 외국인 영어 수업에 신경써야 하기로 했지만, 학교에서의 생활은 쉽지 않다. 여러 분야에서 업무를 맡는 건강 상태를 고려해야 한다. 또한 시간적 제약이 많은 점에서는 전략적 계획을 세우고 실천해야 한다.

번역결과

여행 준비하는 중이다. 다음에 외국어 수업에 참여하기 위해 신경을 썼지만, 학교에서의 생활은 쉽지 않다. 여러 분야에서 업무를 맡는 건강 상태를 고려해야 한다. 또한 시간적 제약이 많은 점에서는 전략적 계획을 세우고 실천해야 한다.
Exemplars with Commentaries

한국은 기물이 짜고 금방 저물어 와서 강하게 합니다.

감기 조심하라고 이번 부착하여 꺾족 선생님을 찾아뵙도록 보겠습니다. 건강하시요.

2004년
2004년 10월 20일

- 제자 000 홍경 -

P.S. 흉시 시간이 흐르다면 선생님의 의견을 봅가 저에서 보내주세여. 선생님의 생각도 필요합니다.

Commentary

Learner Background and Program Context

No individual background information is available. As the student has taken the examination for Korean First Language/Background Speakers, it is deemed that he/she has had more exposure to Korean (including education through Korean) than what is specified in the eligibility criteria for Second Language/Continuers of the relevant assessment authorities.

Features of Achievement in this Sample

The student conveys complex/abstract ideas effectively, drawing on his/her knowledge of the broader context of education and youth issues. Ideas are presented systematically and expanded from the individual level to the policy and social levels. They are elaborated sufficiently in a way generally appropriate for a student addressing his/her former teacher in an appropriate letter format. The student argues effectively against the idea of ranking primary school students according to examination results. He/she justifies his/her argument by drawing on his/her own experience and the current situation, which already encourages competition between children and is unfavourable for their healthy development. He/she gives examples where educational policies failed in spite of their original good intentions and discusses the possible outcomes of the suggested assessment method.

The student shows highly sophisticated command of vocabulary, alternating between plain, everyday words and low-frequency items including some abstract/technical terms. He/she also uses an extensive range of forms/structures including idiomatic structures (e.g. -서 그런지; -기에; -르 것 같다; -기도 하다). Although his/her selection of vocabulary and forms/structures is accurate and generally appropriate, occasional inaccurate selection of difficult vocabulary items or forms/structures interferes with the flow of meaning to some degree (e.g. 야기* 시키는; 이러한 예...주도하고 있습니다*). Spelling is generally correct.

Although occasional selection of less appropriate vocabulary items (e.g. 잘 지내셨어요?; 골동) and unnecessary ellipsis reduce textual coherence to a minor degree, the student maintains textual coherence well using several linguistic/discoursal devices. He/she keeps to the polite formal ending for sentence final verbs throughout the text, except for the greeting and closing, and uses honorifics appropriately.
In spite of the use of polite, formal sentence enders, overall the text is not too formal as the student uses some plain everyday vocabulary appropriately while still maintaining politeness. This indicates he/she is aware of the reader (i.e. the former teacher) with whom he/she has had a close relationship but still needs to show respect as a former student. He/she uses delimiters and various modal and conjunctive adverbials (e.g. 또한, 만일, 그래서) effectively, which also contribute to textual coherence. Most sentences are complex structures where clauses with ideas in logical/hierarchical relationships are connected by conjunctive or relativiser suffixes.
Exemplars with Commentaries

Year 12 First Language Learners

Writing — High (2)
 Commentary

Learner Background and Program Context

No individual background information is available. As the student has taken the examination for Korean First Language/Background Speakers, it is deemed that he/she has had more exposure to Korean (including education through Korean) than what is specified in the eligibility criteria for Second Language/Continuers of the relevant assessment authorities.
**Features of Achievement in this Sample**

The student conveys complex/abstract ideas effectively, drawing on his knowledge of the broader context of the protection/pollution of the environment. Ideas are presented systematically and expanded and/or elaborated sufficiently as appropriate for the script for a persuasive speech. The student argues effectively for the advantage of commuting on foot or by bicycle. He provides contextual information about why he particularly addresses the particular audience—office workers—and how difficult it is to reduce air pollution. He contrasts efforts at the levels of public policies and individual commitment, provides an overseas-related example, describes the current local situation, draws on personal experience, and summarises his points.

The student shows a highly sophisticated command of vocabulary using plain, everyday words and highly abstract/technical terms. Although he uses a number of Chinese loanwords, which could make the speech sound very formal, he also uses low-frequency pure Korean words (e.g. 비록, 비롯하다, (노력을) 기울이다, 드물다, 뛰어하다), which soften the tone of the speech. Misselection of vocabulary items occurs occasionally (e.g. 강구*드리니; 간절히* 부탁드립니다), with minor interference to the flow of meaning. The student’s highly sophisticated and accurate command of vocabulary, combined with his effective use of an extensive range of forms/structures including idiomatic structures (e.g. -을 겪어야; -을 비롯하여; -뿐만 아니라 ...에도, etc.), results in a sophisticated discourse. A few misspelt words are considered to be genuine errors.

The student has excellent awareness of the audience and the required text type. He uses ‘여러분’ to refer to the audience and as an address term before a few sentences as he would do in the actual speech. He starts the text by introducing himself and the topic of the speech and ends by thanking the audience. He maintains high textual coherence by using several discourse devices. He keeps to the formal ending for sentence-final verbs and uses honorific expressions as appropriate. He uses a number of delimiters and modal/conjunctive adverbials (e.g. 비록, 우선, 그러나) effectively. Most sentences are complex structures where clauses with ideas or events in logical/hierarchical relationships are connected by appropriate clause-ender suffixes.