

## Year 6/7 Background Language Learners

## Writing — High (1)

제 이름은  요.

열한 살이에요.

생일이 1월 월 23 일이에요.

전 저는 호주에서 엄마 아빠와 함께

살고 있습니다. 저는 형도 누나도 동생도

없습니다. 저와 제일 친한 친구는  입니다.

:은 키가 크고 똑똑한 아이입니다.

저의 취미는 독서와 수영입니다. 제가

어른이 되었을때 유럽에 꼭 가볼겁니다.

저는 주말에는 집에서 쉬곤 합니다.

내년에는 전 저는 High School로 올라갑니다.

저는 친절하고 남을 잘 돕는 아이입니다.

## Commentary

**Learner Background and Program Context**

This student is in Year 6 and is a background language learner who was born in Korea. Both his parents were born in Korea. He arrived in Australia at the age of 6 after spending one term in a primary school in Korea. He did not resume formal learning of Korean until he was in Year 5. The public school he currently attends offers Korean as an optional program with two 60-minute lessons per week. The student has not studied languages other than Korean and English.

**Features of Achievement in this Sample**

The student has covered the range of topics as required in the original task description and writes on additional related topics (e.g. wish, change of school, personal attributes).

He uses vocabulary and forms/structures in a sophisticated way and is aware of some important discourse features in Korean. He expands the topics by writing ‘저는 형도 ... 없습니다’, where he uses a delimiter –도 effectively. He also describes his best friend with substantial information using a complex structure: ‘ [English name-friend]은 키가 크고 ... 아이입니다.’

The range of vocabulary and forms/structures is relatively wide, considering the relatively short text. He uses qualifying words (제일, 꼭, 잘) effectively to specify/highlight meanings when he describes his friend, his wish, and his own attributes. He uses several auxiliaries for different verbs accurately. He uses grammatical structures in a sophisticated way as shown in ‘... 어른이 됐[*sic*]을 땐 유럽에 꼭 가볼 겁니다’ and ‘...쉬곤 합니다’. Although the student writes individual sentences in sophisticated structures, these sentences are rather isolated from each other as he does not use conjunctive adverbials. Cohesiveness of the text is maintained to some degree as he keeps to formal polite sentence enders and refers to himself as ‘저’ across the text consistently. Topic shift made in the two sentences where he describes his friend (‘저와 제일 친한 ...아이 입니다’) conforms to Korean discourse conventions. Influence from English is evident in his explicit use of ‘저’ in every sentence. He makes a few errors at a minor level and uses roman script for the name of the friend (in English) and the words ‘high school’.

## Year 6/7 Background Language Learners

## Writing — High (2)

제 이름은 name 요.

12 살이에요.

생일이 3 월 31 일이에요.

아빠, 엄마, 여동생 그리고 제 강아지는  
나의 가족입니다. 배 제일 친한 친구는  
friend friend 그리고 friend. 내 친구들의 미래학교  
경쟁력 있습니다. 저의 취미는 친구들과  
같이 다른 곳에 다니고 운동하는 것입니다.  
내가 제일 좋아하는 운동은; softball,  
Netball 그리고 Kickball입니다. 내가 가진  
놀이기는 j 입니다, 왜냐하면 j  
에서는 놀이동산이 많으니까요. 나는 주말의  
강아지와 놀고, 컴퓨터도 합니다.

## Commentary

**Learner Background and Program Context**

This student is in Year 6 and is a background language learner. She was born in Australia. Her mother was born in Korea and her father in Japan. The student has studied Korean from Year 1 for 6 years in Australia up until the time of the assessment and has never lived or studied in Korea. She declared Korean to be the first language she had used before schooling. The public school she currently attends offers Korean as an optional program with two 60-minute lessons per week. She has not attended a Korean Saturday school or learnt any language other than Korean and English.

**Features of Achievement in this Sample**

The student has covered the range of topics in the original task description and expanded the topic of friends in some detail. Ideas and information are presented in a logical sequence. The student elaborates her statement about her preference for [j] as a place to visit and gives reasons.

She uses a range of basic vocabulary and forms/structures and is proficient in using complex structures to express ideas/information in different relationships in a sentence. She also uses an idiomatic structure ‘-과 같이’ and a delimiter –도 and uses synonyms (곳 and 데) to avoid repetitiousness. She uses polite formal enders for sentence-final verbs accurately and consistently.

She uses other discourse devices such as a delimiter –도 and conjunctive adverbials and suffixes (왜냐하면, -고, -니까), which add cohesiveness to her text. She uses the first person pronoun singular in its accurate forms but inconsistently alternates between their plain and humble forms. This reduces cohesiveness to some degree. Influence from English is evident in the explicit use of first person singular where it is not necessary, the selection of the word ‘다른’, and a sentence without a copula. She makes a few errors at a minor level in spelling and using particles. Her handwriting is well balanced and shows native-like mastery. Roman script is used quite sparingly and only for the names of her friends, sports, and a state, which are more part of the Australian environment.