

Year 6/7 First Language Learners

Writing — High (1)

제 이름은 이에요.

13 살이에요.

생일이 3 월 18 일이에요.

저는 엄마, 아빠와 여동생이 있고요, 할머니 할아버지도
있어요. 제 친구는 이에요. 는 영어와
한국말들 다 잘 하고요, 강아지를 너무 좋아하는 저의
가장 친한 베스트 프렌드 이에요. 제가 좋아하는 건,
컴퓨터에서 채팅을 하거나, MP3를 듣는 것 이에요. 그리고
저는 여자지만 축구도 좋아해요. 제가 가고 싶은 곳은
한국이에요. 주말에는 한글학교에도 가고 집에서
놀거나 친구들과 놀아요.

Commentary

Learner Background and Program Context

This student is in Year 7 and is a first language learner. She was born in Korea and arrived in Australia at the age of 10, three years before the time of the assessment. Both her parents were born in Korea. The student completed 3 years' education in Korea. Since her arrival, the student has continued studying Korean for 3 years (2 years at a public school and 1 year at a Korean Saturday school, which she currently attends). The Saturday school offers a 2-hour Korean lesson each Saturday. She has previously studied four languages other than Korean and English — French, Indonesian, Italian, and Chinese.

Features of Achievement in this Sample

The student has covered the range of topics as required in the original task description. Most topics are addressed in sufficient detail by listing relevant factual information, and ideas are sequenced logically. The student provides contextual information where needed. For example, she provides a phrase '컴퓨터에서' in order to contextualise '채팅'—chatting—and '여자지만' in order to contextualise the next statement '축구도 해요'.

She uses modifiers (adverbs) such as 가장, 다 and 잘 in order to specify meanings when she describes her best friend. She uses a wide range of forms and structures very spontaneously with great accuracy. She uses relativiser suffixes accurately as in '너무 좋아하는', '친한', and '듣는'.

She also uses conjunctive suffixes appropriately to connect clauses with ideas in different logical relationships. For example, she uses -거나 in '... 채팅을 하거나...' instead of '-고' going beyond simple coordination between clauses. She uses delimiters -는 and -도 appropriately to topicalise or highlight items (e.g. '주말에는...'; '할아버지도...'; '한글학교에도...') and this adds to the cohesiveness of the text as discourse. She uses cohesive devices at both a basic level (e.g. consistent use of -요 as the sentence ender) and a very sophisticated level by using discourse features as follows. When she introduces her best friend, she uses a typical way of topic shift/continuation in Korean discourse. She introduces her friend by writing '제 친구는 [full name] 이에요.' Then she changes the topic from '제 친구' to '[name]' by referring to her by the first name. In the final sentence describing '[name]', she uses ellipsis as the topic remains unchanged (i.e. '강아지를 좋아하는 ... 이에요.'). She also uses the humble form of the first person singular pronoun consistently in its correct forms for different cases to refer to herself, which is in line with the use of polite informal sentence ender -요. The student's knowledge of all aspects of the Korean language is well developed as a first language learner.

Year 6/7 First Language Learners

Writing — High (2)

제 이름은 이에요.

12 살이에요.

생일이 6 월 13 일이에요.

가족은 엄마, 아빠, 이모, 삼촌, 사촌 오빠, 사촌언니, 사촌동생,
형제니형제아저씨, 그리고 제가 있습니다.

친구의 이름은 이고 배를 타서와 컴퓨터이든어간
안경을 쓰고, 저와 같은 학교에 다닙니다.

좋아하는 것은 달리기, 그림그리기, 요리하기 입니다.

가고싶은 곳은 다른 여러 나라들이고, 주말에는 배가 공용으로
놀러가고, 교회에 가고, 엄마와 함께 슈퍼로 장을 살러가거나
친구들과 만나서 놀기도 합니다.

(가끔은 배를 타고 가족들과 여행을 가고 싶기도
합니다.)

Commentary

Learner Background and Program Context

This student is in Year 6 and is a first language learner who was born in Korea. She arrived in Australia when she was in Year 5 after completing 5 years' education in Korea. Both her parents were born in Korea. The student has continued studying Korean at a public school since her arrival and has not received any extra education for Korean study. She has not studied any languages other than Korean and English. The Korean program has two 50-minute lessons per week.

Features of Achievement in this Sample

The student has covered the range of topics as required in the original task description. All the topics are addressed in sufficient detail and ideas are sequenced logically. The student uses a number of kinship terms to describe her family. She uses a range of common verbs when she describes her friend, weekend activities, and places she likes. She uses a frequency adverb 가끔 in order to tone down her wishes that she describes '배를 타고... 싶기도 합니다.'

She uses a wide range of forms and structures spontaneously with great accuracy. For example, she conjugates a verb ‘쓰다’ accurately to add a past suffix followed by a conjunctive suffix so that the clause ending with this verb may be connected with its following clause. All the grammatical items used here are accurate and appropriate. She is proficient in constructing sentences in complex structures using appropriate conjunctive suffixes for different functions and meanings such as -거나, -아/어서, and 고. She uses relativiser suffixes accurately as in ‘들어진’ and ‘같은’. She uses delimiters -은/는, -나 and -도 appropriately to differentiate subtle meanings of the items they are bound to. She uses cohesive devices at both a basic level (e.g. the consistent use of polite formal sentence enders) and a very sophisticated level (e.g. introduction of a new referent—her best friend). She uses a typical way to introduce and maintain a topic in Korean discourse. That is, she introduces her friend in one sentence consisting of three clauses, where the friend is introduced as the new topic of the sentence in the first clause and ellipsis is used in the following two clauses, indicating her good knowledge of discourse features in Korean discourse. The student’s Korean language is well developed on all aspects as a first language learner.