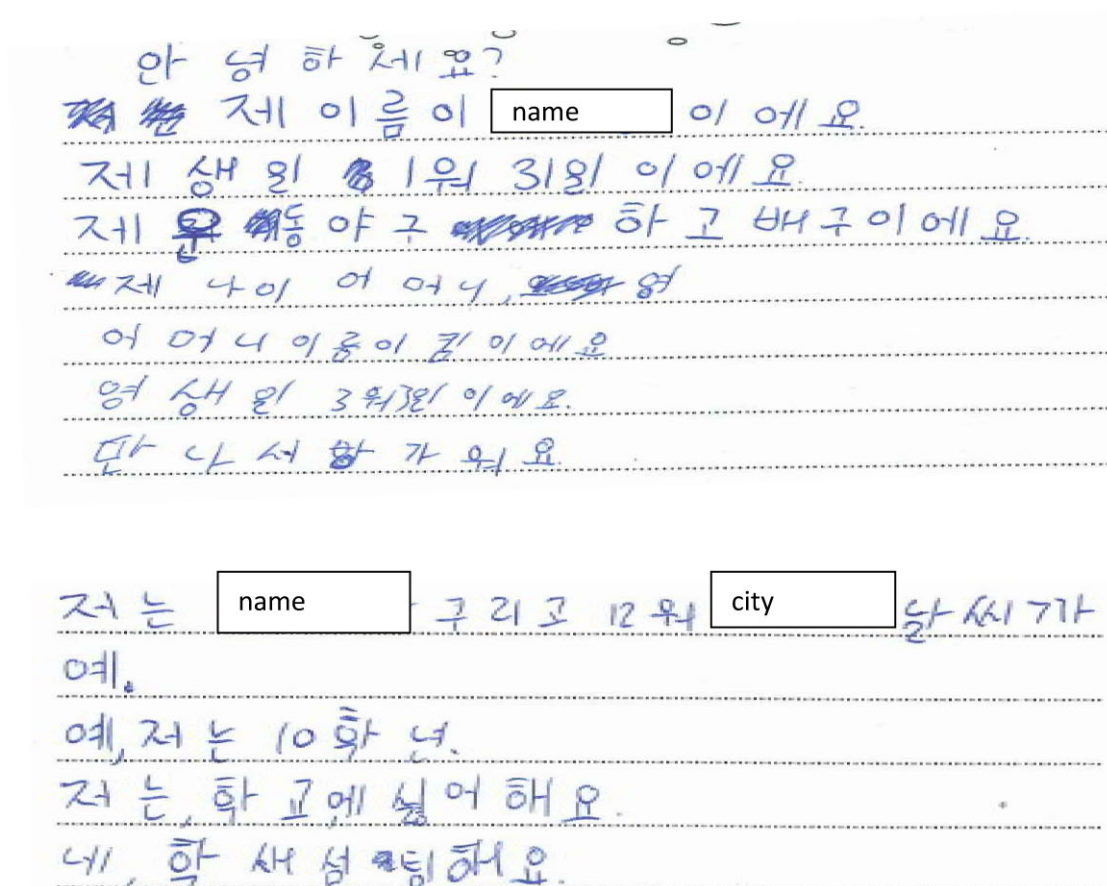


## Year 10 Second Language Learners

### Writing — Average (1)



### Commentary

#### Learner Background and Program Context

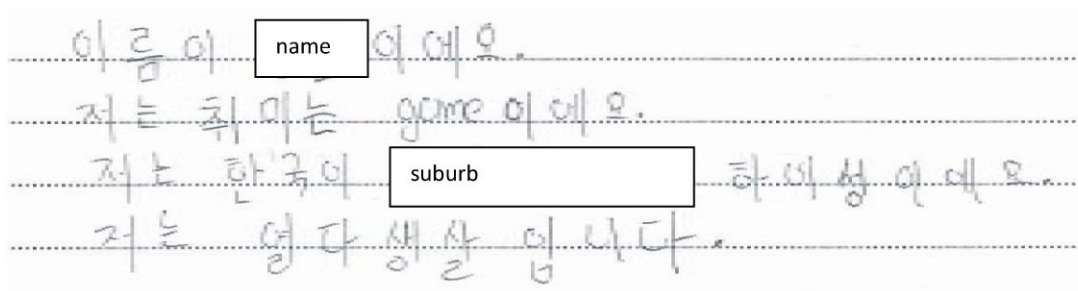
This student is a second language learner who was born in Australia and has declared English to be his first language before schooling. Both his parents were born in Vietnam. He has studied Korean for 2 years. His current school offers a Korean program for non-background students and has seven 50-minute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

#### Features of Achievement in this Sample

The student has attempted to address some key topics with basic information, as required by the task. In the task for self-introduction, he uses basic, formulaic expressions of greeting and rehearsed structures to give names and birth dates. He uses a limited range of vocabulary and presents isolated ideas in short sentences or in phrasal structures, which are incomprehensible at times. He manages to use a few common verbs (e.g. 싫어해요; 해요) other than the copula. He uses classifiers to express his school year and birth dates, but chooses 월 as a classifier for the month instead of the correct character 월. He uses subject and topic case particles and the connective '-하고' correctly. He uses different forms of the humble expression for the first person singular according to the case with some errors. His difficulties in producing text are more evident in the blog response, which requires more comprehensive ability beyond using rehearsed forms/structures and vocabulary. His limited resources in vocabulary and forms/structures seem to restrict his overall performance significantly.

## Year 10 Second Language Learners

### Writing — Average (2)



### Commentary

#### Learner Background and Program Context

This student is a second language learner who was born in Cambodia and arrived in Australia at the age of 13. Both his parents were born in Cambodia and his first language before schooling was Khmer. 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 has not studied any languages other than Korean and English.

#### Features of Achievement in this Sample

The student has attempted to address some key topics with basic information, as required by the task. In the task for self-introduction, he uses simple, rehearsed structures to give basic information about himself. Although the only verb used in his text is the copula, he uses this in both polite formal form and polite informal form correctly. The student uses only two case particles –이 and –는, which are the correct alternatives for the respective cases. He expresses one idea per sentence and shows flexibility by using an English word for an unknown vocabulary item. He manages to give his age using the pure Korean number system using a correct classifier ‘-살’, in spite of the incorrect spelling in the number written in Korean (열다생 [sic] 살). Difficulties in expressing more than a single idea in a sentence are evident in the sentence ‘저는 한국어 [school/suburb] 하이생 [sic—i.e. 학생] 이에요.’ It is also evident that he has difficulties in selecting Korean characters perhaps because his pronunciation is affected by the phonological system of his L1. Although his limited resources in vocabulary and forms/structures significantly restrict his overall expression, he manages to maintain basic textual coherence and show minimal awareness of the audience by using the humble form of the first person singular pronoun 저 to refer to himself, and by using the polite sentence enders consistently.