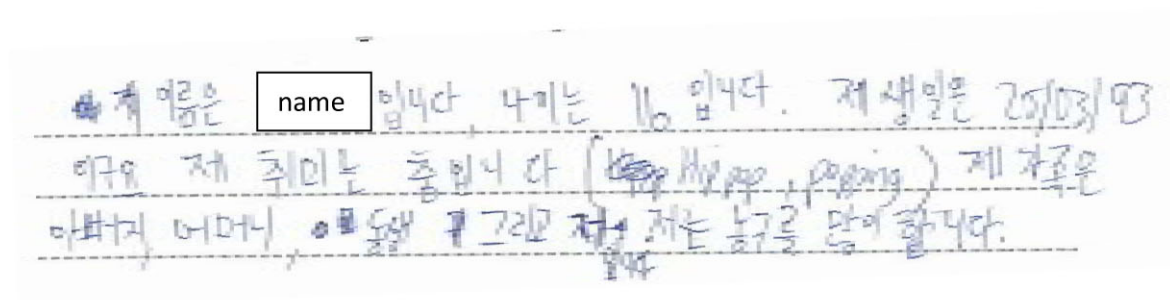


## Year 10 Background Language Learners

### Writing — Average



### Commentary

#### *Learner Background and Program Context*

This student is a background language learner who was born in Australia and has declared both 'Korean' and 'English' to be his first language before schooling. Both his parents were born in Korea. He spent 3 months in Korea but received no schooling in Korean during his stay. He has studied Korean for 10 years at school in Australia since he was in Year 1 and he has attended a Korean Saturday/after-hours/community school for 4 years. The Saturday community language school he currently attends offers a Korean program with one 2-hour lesson per week. The student has not studied any language other than Korean and English.

#### *Features of Achievement in this Sample*

The student has covered most topics, as required in the original task description for self-introduction, with minimal information. He writes short text consisting of simple, short sentences each containing single factual pieces of information. Although the range of vocabulary and forms used in the text is considerably restricted, there are no errors across the categories considered for assessment except for the absence of a classifier *-살* for the expression of his own age. The student expresses topic case and accusative case using a correct alternative for each case. When he lists his family members he uses a conjunctive adverb *그리고* to link the last two words. He uses a qualifying word (adverb) *많이* in order to highlight basketball (농구) as his hobby. He uses only two verbs—the copula and *하다* (do) with a polite formal ending. He uses different forms of the humble first person singular pronoun accurately and consistently. This contributes to the cohesiveness of the text together with the consistent use of the polite formal ending for the sentence-final verbs.