



SAMPLE ASSESSMENT TASKS

KOREAN: SECOND LANGUAGE

ATAR YEAR 12

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample assessment task

Korean: Second Language – ATAR Year 12

Task 1 – Unit 3

Assessment type	Oral communication
Conditions	Time for the task: Preparation time 15 minutes, interview 6–8 minutes
Resources	Planning sheet Monolingual and/or bilingual printed dictionaries are permitted
Task weighting	25% of the school mark for this pair of units

Task 1: My travel plans

(19 marks)

당신의 여행 계획에 관심이 있는 한국어 화자와의 인터뷰에 참여하세요.

인터뷰가 시작되기 전에 계획하고 준비할 수 있는 기회가 주어집니다. 인터뷰를 준비하기 위해 계획 시트를 사용하세요.

인터뷰를 할 때 작성한 메모를 사용하여 여행 계획에 대해 이야기하세요. 가능한 한 많은 정보를 제공하세요.

Participate in an interview with a speaker of Korean who is interested in finding out about your travel plans.

Before the interview takes place, you will be given the opportunity to plan and prepare. Use the planning sheet to prepare for the interview.

At the interview, use the notes you have made to talk about your travel plans. Provide as much information as you can.

Planning sheet

You will participate in an interview with a speaker of Korean who is interested to find out about your travel plans.

Use the planning sheet below to prepare for the interview.

시작인사	
가족여행/수학여행의 목적지, 동행자, 기억에 남는 점	
국내여행과 해외여행 선호도와 이유	
해외 또는 한국에서 가고 싶은 곳/하고 싶은 것	
여행갈 때 고려하는 점	
호주에서 추천하는 여행지	
그 밖의 정보	
작별인사	

Notes for teachers

Students will participate in an interview with a speaker of Korean. This speaker may be the classroom teacher, another teacher of Korean, or a Korean guest speaker. The speaker of Korean will conduct an interview where they will ask a number of questions in Korean on the prescribed topic My travel plans.

Students may use the planning sheet to assist them in preparing for the interview. Teachers may adapt the questions on the planning sheet to suit.

Below are some questions that teachers may find helpful.

- 여행을 좋아해요? 보통 누구와 같이 여행을 해요?
- 가족과 함께 여행을 해요? 얼마나 자주 여행을 해요?
- 보통 언제, 어디로 여행을 가요? 좋아하는 여행지는 어디예요?
- 수학여행을 갔어요? 어디로 갔어요? 재미있었어요?
- 국내여행과 해외여행 중 어떤 것을 더 좋아해요?
- 해외로 여행을 간다면 가장 가고 싶은 나라는 어디예요? 왜요?
- 그 나라에서 가장 하고 싶은 것은 뭐예요?
- 이번/다음 방학 때 어디로 누구하고 여행을 가고 싶어요?
- 여행을 갈 때 미리 계획을 세워요? 보통 어떤 계획을 세워요?
- 비행기나 숙박을 예약할 때 인터넷을 통해 직접해요 아니면 여행사를 통해서 예약을 해요?
- 한국 친구가 호주에 여행을 온다면, 어디를 추천하고 싶어요? 왜요?
- 여행을 갈 때 경치, 음식, 사람, 가격, 편의성 중 가장 고려하는 것은 뭐예요?
- 여행을 하는 이유/목적은 뭐예요?

Marking key for sample assessment task 1 – Unit 3

Description	Marks
Response	
Engages in a detailed and comprehensive interview. Comprehends all questions and provides a wide range of relevant information, ideas and opinions. Observes all conversational conventions, such as taking turns, using fillers and appropriate register.	5
Engages in a detailed interview. Comprehends all questions and provides a good range of relevant information, ideas and opinions. Sometimes uses memorised text but is able to incorporate it into the conversation. Observes most conversational conventions, such as taking turns, using fillers and appropriate register.	4
Engages in a detailed interview. Comprehends all questions and provides a satisfactory range of relevant information, ideas and opinions. Relies on memorised text as part of the conversation. Observes most conversational conventions, such as taking turns, using fillers and appropriate register.	3
Participates in an interview. Comprehends most questions and provides some relevant information, ideas and opinions. Frequently uses memorised text and has difficulty incorporating it into the conversation. Observes some conversational conventions, such as taking turns, using fillers and appropriate register.	2
Participates in a fragmented interview. Comprehends anticipated and familiar questions and provides some information, ideas and opinions. Relies heavily on memorised text. Observes few conversational conventions, such as taking turns, using fillers and appropriate register.	1
Subtotal	/5
Language accuracy – Vocabulary and grammar	
Applies the rules of grammar and syntax accurately and consistently. Makes minor errors in structures which do not affect meaning.	4
Applies the rules of grammar and syntax mostly accurately and consistently. Makes errors in a range of structures which do not affect meaning.	3
Applies the rules of grammar with a satisfactory level of accuracy and reasonable consistency. Makes errors which sometimes impede meaning.	2
Applies the rules of grammar with little accuracy or consistency. Makes errors which impede meaning.	1
Subtotal	/4
Language range – Vocabulary and grammar	
Uses contextually-relevant vocabulary and a range of expressions, grammar and sentence structure.	4
Uses relevant vocabulary and some expressions, grammar and sentence structure.	3
Uses mostly relevant vocabulary, grammar and sentence structure.	2
Uses basic and repetitive vocabulary, grammar and sentence structure.	1
Subtotal	/4
Speech – Pronunciation and intonation	
Uses clear and comprehensible pronunciation and excellent intonation.	3
Uses comprehensible pronunciation and intonation most of the time.	2
Uses unclear or inaccurate pronunciation and intonation sometimes.	1
Subtotal	/3

Description	Marks
Speech – Flow	
Speaks confidently and naturally. Uses appropriate fillers where thinking time is required.	3
Speaks with some confidence but hesitates at times.	2
Speaks with hesitation and/or repetition.	1
Subtotal	/3
Total	/19

Sample assessment task

Korean: Second Language – ATAR Year 12

Task 6 – Unit 4

Assessment type	Responding to texts: Listening and responding
Conditions	Time for the task: 30 minutes
Other items	Monolingual and/or bilingual printed dictionaries are permitted
Task weighting	15% of the school mark for this pair of units

Task 6: Studying and working in Korea

(21 marks)

Listen to the phone call between Thomas and a counsellor for the Korean Language Institute at a Korean University.

The phone call will be divided into two parts. The text will be played once in its entirety and then twice in its parts, with a pause between the first and second readings. After the second reading of each text, there will be 10 minutes to answer the questions for each text part.

A total of 30 minutes will be allocated for the completion of the questions. Answer the questions in English, as specified, with the relevant information from the text. You may take notes or answer questions at any time once the audio has started. Your notes will not be marked.

Text 1: Korean Language Institute – Part 1**(10 marks)**

Listen to the phone call between the counsellor and Thomas. Thomas is seeking information about the Korean Language Institute at a Korean university. Answer the questions that follow in English.

Question 1**(2 marks)**

Listen to the phone call and tick [✓] the correct response.

(a) How did Thomas find out about the Korean Language Institute?

- through the advertisement
- through the website
- from a friend
- from social media

(b) What time do the classes start and end, and for how long do the classes run?

- from 8 am to 12 noon, 4 hours
- from 8 am to 1 pm, 5 hours
- from 9 am to 1 pm, 4 hours
- from 9 am to 2 pm, 5 hours

Question 2**(2 marks)**

When does Thomas want to start taking classes? How many days a week will he have classes?

(a) _____

(b) _____

Question 3**(3 marks)**

Complete the following sentences with information from the conversation.

(a) Korean classes are offered in spring, summer, autumn and winter. The spring semester starts

in _____.

(b) There is no entrance exam, and the Korean language course is divided into _____

according to level.

(c) The dormitory has _____ from which you can choose.

Question 4

(3 marks)

Indicate with a [✓] whether the following statements are true or false.

Statement	True	False
(a) There is no Korean proficiency test for class placement.		
(b) There are no single rooms in the dormitory.		
(c) There is a cafeteria in the dorm, so Thomas can eat all three meals there if he wants.		

Text 1: Korean language Institute – Part 2**(11 marks)****Question 5****(4 marks)**

List the **four** special activities that are provided after school to experience Korean culture.

1. _____
2. _____
3. _____
4. _____

Question 6**(2 marks)**

Complete the following sentences with information from the conversation.

(a) During vacations, there are activities that provide the opportunity for you to

visit _____ .

(b) There is a *Toumi* to _____ .

Question 7**(2 marks)**

List **two** things the *Toumi* does for Thomas?

1. _____
2. _____

Question 8**(3 marks)**

Indicate with a [✓] whether the following statements are true or false.

Statement	True	False
(a) All extracurricular activities after school are free.		
(b) Exams are held only once during the semester.		
(c) Thomas doesn't like <i>Taekwondo</i> .		

Transcripts of spoken texts

Text 1 한국어 학당 Part 1

퍼스에서 고등학교를 졸업한 토마스는 한국에서 한국어를 공부해서 한국에 있는 대학교에 진학할 계획입니다. 그래서 한국대학교 국제교류과에 한국어 과정에 대해 문의를 하려고 전화를 걸었습니다.

상담원: 안녕하세요, 한국대학교 한국어 학당입니다. 무엇을 도와 드릴까요?

토마스: 안녕하세요. 저는 호주에 살고 있는 토마스입니다. 내년 부터 한국어 학당에서 한국어를 배우고 싶어서 전화를 드렸습니다.

상담원: 네, 토마스씨, 전화를 주셔서 감사합니다. 저희 대학교 한국어 학당에 대해서 어떻게 아셨어요?

토마스: 웹사이트에서 봤습니다. 한국어 학당에 대해 설명을 좀 부탁드립니다.

상담원: 네, 먼저, 봄, 여름, 가을, 겨울 학기가 있습니다. 봄학기는 4 월부터 시작됩니다. 그리고 수업은 오전 9 시 부터 오후 1 시까지 하루에 4 시간, 월요일 부터 금요일 까지 주 5 일간 있습니다.

토마스: 저는 내년 봄학기 부터 시작을 하고 싶은데, 입학 시험이 있습니까? 그리고 기숙사도 이용할 수 있습니까?

상담원: 특별히 입학 시험은 없고, 한국어 과정은 레벨에 따라 여섯 단계로 나뉘어져 있습니다. 반 배정을 위해서 간단한 한국어 능력시험이 있습니다. 그리고 모든 학생들은 기숙사를 이용할 수 있습니다. 토마스씨는 한국어를 배운 적이 있습니까?

토마스: 네, 고등학교에서 한국어를 2 년 동안 공부했습니다. 기숙사는 방을 혼자서 씁니까?

상담원: 기숙사는 3 인실과 4 인실이 있는데, 선택을 할 수 있습니다. 죄송하지만 1 인실은 없습니다. 그리고 기숙사 지하에는 식당이 있어서 원하시면 아침, 점심, 저녁을 식당에서 먹을 수 있습니다.

토마스: 아, 네. 잘 알겠습니다.

Text 1 한국어 학당 Part 2

다음은 토마스씨가 상담원에게 한국어 학당의 수업과 방과 후 활동에 대해 문의를 합니다.

토마스: 수업 내용과 그 밖의 활동에 대해서 좀 알려 주세요.

상담원: 네, 수업내용은 각 레벨에 따라 조금씩 다르지만, 한국어 학당을 졸업한 학생들이 앞으로 한국의 대학 또는 대학원에 진학하거나 취업을 하는데 도움이 되도록 과정이 짜여져 있습니다. 저희 학당에서는 한국어 공부 뿐만이 아니라, 한국 문화를 직접 체험할 수 있도록 방과 후 특별활동도 있습니다. 일주일에 두 번, 두시간 씩, 한국요리 교실, 도자기 교실, 태권도 교실, K-pop 댄스 교실 등 다양한 교실이 있습니다.

토마스: 와, 저는 태권도를 꼭 배워 보고 싶었어요. 그리고 한국요리도 만들어 보고 싶어요. 수업료를 내야 하나요?

상담원: 방과 후 특별활동강좌는 모두 무료입니다. 그리고 방학때도 한국의 문화유적지를 탐방할 수 있는 활동도 있습니다. 꼭 참여해 보세요.

토마스: 네, 꼭 참여하고 싶습니다. 마지막으로 시험이 있습니까? 그리고 한국어를 연습할 수 있는 기회가 있습니까?

상담원: 시험은 학기중 두 번, 중간시험과 기말시험이 있습니다. 그리고 한국어를 연습할 수 있도록 한국어 학습 도우미가 있습니다.

토마스: '도우미' 가 뭐예요?

상담원: '도우미'는 도와 주는 사람이라는 뜻입니다. 저희 대학교에 다니는 한국 학생이 토마스씨와 같이 만나서 한국어로 같이 대화도 하고 한국생활에 잘 적응할 수 있도록 도와줄 겁니다.

토마스: 네, 잘 알겠습니다. 빨리 한국에 가고 싶어요.

상담원: 내년엔 꼭 한국어 학당에서 봐요. 더 문의하실 내용이 있으시면 언제든지 연락주세요.

Marking key for sample assessment task 6 – Unit 4

Responding to texts: Listening and responding

(21 marks)

Text 1 – Korean Language Institute

Part 1

(10 marks)

Description	Marks
Question 1	
(a) through the website	1
(b) from 9 am to 1 pm, 4 hours	1
Subtotal	/2
Question 2	
(a) from next spring semester	1
(b) five days a week	1
Subtotal	/2
Question 3	
(a) April	1
(b) six courses	1
(c) triple rooms and rooms for four	1
Subtotal	/3
Question 4	
(a) False	1
(b) True	1
(c) True	1
Subtotal	/3
Part 1 total	/10

Part 2

(11 marks)

Description	Marks
Question 5	
1. Korean cooking class	1
2. pottery class	1
3. <i>Taekwondo</i> class	1
4. K-pop dance class	1
Subtotal	/4
Question 6	
(a) historical sites	1
(b) help you practise your Korean	1
Subtotal	/2

Description	Marks
Question 7	
(a) meets with him and talks in Korean	1
(b) helps with his settlement in Korea	1
Subtotal	/2
Question 8	
(a) True	1
(b) False	1
(c) False	1
Subtotal	/3
Part 2 total	/11
Total	/21

Sample assessment task

Korean: Second Language – ATAR Year 12

Task 2 – Unit 3

Assessment type	Responding to texts: Reading and responding
Conditions	Time for the task: 50 minutes
Other items	Monolingual and/or bilingual printed dictionaries are permitted
Task weighting	15% of the school mark for this pair of units

Task 2: Cultural heritage

(34 marks)

Read the following two texts in Korean related to the topic Cultural heritage, and write responses in Korean or English, depending on the requirement of the question.

You will have 50 minutes to answer the questions.

Text 1 아홉 개의 탈의 매력 속으로

(21 marks)

Read the short flyer about Korean cultural heritage *Into the Charm of Nine Masks* and answer the questions that follow in **Korean**.

아홉 개의 탈의 매력 속으로



안동을 대표하는 문화유산 하회탈을 아시나요? 교과서는 물론, 신문, 잡지, TV, 여행가이드북에서 늘 소개되는 하회탈!

하회탈은 모두 열 두 개가 있었어요. 안타깝게도 이 중에서 총각, 떡다리, 별채와 같이 세개의 탈은 분실되어 지금은 아홉 개의 탈, 양반, 선비, 초랭이, 백정, 중, 각시, 이매, 부네, 할미탈만 남았습니다.

하회탈의 표정을 자세히 보세요. 오른쪽 얼굴과 왼쪽 얼굴이 비대칭이에요. 그래서 어디에서 보느냐에 따라 다른 표정을 지어요.

양반탈은 위로 향하면 웃는 얼굴, 밑을 향하면 성낸 얼굴로 표정의 변화가 있어요.

초랭이탈은 양반을 모시는 하인 탈로 왼쪽 입은 위로 올라가 웃는 얼굴이지만, 오른쪽 입은 밑으로 내려가 화나고 경직된 표정이에요. 하층민을 대변하는 초랭이는 양반 앞에서는 오른쪽 얼굴로 출랑거리고 까불지만, 때로는 왼쪽 얼굴을 보이며 매섭게 부조리를 지적하고 양반들의 검은 속내를 폭로해요. 입은 비뚤어져도 말은 바르게 하는 초랭이를 보며 조선시대의 사람들은 통쾌함을 느끼지 않았을까요?

여러분들도 이번 휴가 때는 안동 하회세계탈 박물관에서 인간의 희로애락을 담은 탈의 세상을 만끽해 보세요!

Question 1

(3 marks)

안동을 대표하는 문화유산은 뭐예요? 하회탈은 현재 몇 개가 남아 있으며, 그 이유에 대해 쓰세요.

What is the cultural heritage that Andong is known for? How many Hahoe masks does Korea currently have left, and why?

(a) 안동을 대표하는 문화 유산	
(b) 현재 남은 하회탈 숫자	
(c) 그 이유	

Question 2

(4 marks)

다음 내용이 맞는지 틀린지 (✓) 하세요.

Indicate with a (✓) whether the following statements are true or false.

내용	맞아요	틀려요
(a) 하회탈은 얼굴이 대칭이에요. 그래서 어디에서 봐도 표정이 항상 같아요.		
(b) 양반탈에서 표정의 변화를 읽을 수 있어요.		
(c) 조선시대의 사람들은 양반탈을 보면서 통쾌함을 느꼈어요.		
(d) 하회탈은 인간의 희로애락을 모두 담고 있어요.		

Text 2 유네스코 세계문화유산 강강술래

(13 marks)

Read the short article about a cultural journey and answer the questions that follow in English.

문화기행

추석 민속 놀이

유네스코 세계문화유산 강강술래



한국의 대표적인 명절에는 크게 설날과 추석이 있다. 설날은 영어로 'Korean New Year day' 추석은 'Thanksgiving day' 이다. 일년에 두 번 설날과 추석이 되면 '민족대이동' 이라고 불릴 만큼 천만 서울 인구의 절반 이상이 귀향을 하게 되는데 이때가 되면 고속도로는 매우 혼잡하고 모든 열차와 비행기는 만석이다.

이 중에서 오늘은 추석에 대해서 알아보자. 추석은 '한가위 (Hangawi)' 라고도 하는데, 예로부터 민족 최대의 명절인 추석이 되면 씨름, 줄다리기 등 다양한 민속놀이를 즐겼다. 이 중에서 추석의 대표적인 놀이로 2009 년 유네스코 세계문화유산으로 지정된 강강술래에 대해 알아 보자.

강강술래는 커다란 보름달 아래에서 젊은 여성들이 손을 잡고 보름달과 같은 원을 그리면서 빙글빙글 돌며 노래를 부르는데 노래를 부를 때는 '강강수월래'로 길게 발음한다. 이 놀이는 처음에는 천천히 시작하지만, 나중에는 빨라지는 놀이다.

기록에 의하면, 강강술래는 16 세기 남쪽 해안 지역에서 일종의 군사전략으로 사용되었다고 한다. 전쟁에 참여하지 않은 여인들에게 남자 옷을 입힌 후 산을 돌게 했는데, 이것으로 적의 군대에 비해 숫자가 적은 조선의 병사가 많은 것 처럼 보이게 해 적군을 속여 나라를 지키는데 기여했다고 한다.

Question 1

(2 marks)

List **two** representative holidays in Korea.

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Question 2

(1 mark)

Give another word for *Chuseok*.

Question 3

(1 mark)

Give the reason for New Year’s Day and *Chuseok* being referred to as ‘mass population movement events’.

Question 4

(5 marks)

Complete the following sentences with information from the article.

(a) *Ganggangsullae* is a game in which _____ women hold hands under the moon and sing songs while drawing a circle like the _____.

(b) This is a game that starts _____ at first but then _____.

Question 5

(4 marks)

Indicate with a [✓] whether the following statements are true or false.

Statements	True	False
(a) <i>Chuseok</i> was designated as a UNESCO intangible cultural item in 2009.		
(b) <i>Ganggangsullae</i> is pronounced with a longer pronunciation when singing.		
(c) In the 16th century, the women who participated in the war dressed as men and moved around the mountain.		
(d) It is said that the soldiers of Joseon, who were smaller in number than the enemy, contributed to protecting the country through deceit.		

Marking key for sample assessment task 2 – Unit 3

Responding to texts: Reading and responding

(34 marks)

Text 1 – 아홉 개의 탈의 매력 속으로

(21 marks)

Question 1

Description	Marks
(a) 하회탈	1
(b) 아홉 개	1
(c) 분실되어서	1
Subtotal	/3

Question 2

Description	Marks
(a) 틀려요	1
(b) 맞아요	1
(c) 틀려요	1
(d) 맞아요	1
Subtotal	/4

Question 3

Description	Marks
Content	
Writes a blog post to promote an aspect of culture or cultural heritage in their country or community. Includes the following information: <ul style="list-style-type: none"> describes the chosen aspect of culture or cultural heritage discusses the meaning and importance of the aspect of culture or cultural heritage. 	0–8
Subtotal	/8
Linguistic resources – Accuracy and range	
Uses a suitable range of language, including vocabulary, expressions and grammar, with accuracy.	3
Uses mostly suitable language, including vocabulary, expressions and grammar, with inaccuracies.	2
Uses generally suitable language, including vocabulary and grammar, with errors that impede meaning.	1
Subtotal	/3

Description	Marks
Text types and style of writing	
<p>Uses all the key conventions accurately for the audience, context, purpose, text type and style of writing. The blog post should:</p> <ul style="list-style-type: none"> • use informal or formal language consistently • use descriptive and informative language. <p>Content is well-organised and sequenced logically throughout the writing as a whole.</p>	3
<p>Uses some of the key conventions appropriately for the audience, context, purpose, text type and style of writing. Content is organised and sequenced logically throughout the writing as a whole.</p>	2
<p>Uses a few of the key conventions appropriately for the audience, context, purpose, text type and style of writing. Ideas are disjointed with little attempt to organise or sequence them.</p>	1
Subtotal	/3
Total	/21

Sample assessment task

Korean: Second Language – ATAR Year 12

Task 3 – Unit 3

Assessment type	Written communication
Conditions	Time for the task: 50 minutes
Other items	Monolingual and/or bilingual printed dictionaries are permitted
Task weighting	10% of the school mark for this pair of units

Task 3: Travelling today

(15 marks)

현대 사회에서는 여행에 대한 인식과 여행 목적, 방법 등 많은 변화가 생겼습니다. 특히 코로나로 인해 여행 제한 등 그동안의 여행에 대한 인식이 크게 변화했습니다.

현대사회에서의 여행/관광이란 무엇인지, 여행에 대한 인식 등이 과거에 비해 어떻게 변화되었는지 자신의 생각을 인기 있는 청소년 잡지에 게재할 유익한 기사를 쓰십시오.

기사에 아래의 내용을 포함하십시오.

- 예약 또는 여행지를 결정하는 방법
- 여행의 목적과 일상생활에 미치는 여행의 중요성
- 코로나 19 팬데믹이 미친 영향

In modern society, many changes have occurred regarding the perception, purpose and methods of travel. In particular, the perception of travel has changed significantly, triggered by factors such as travel restrictions due to recent pandemics.

Write an informative article for a popular Korean teen magazine. Share your thoughts with your audience on the meaning of travel/tourism in modern society and how the perception of travel has changed.

In your article, include:

- the methods of booking travel or deciding on a travel destination
- the purpose of travel and importance of travel in daily life
- the impact of the recent pandemic.

Marking key for sample assessment task 3 – Unit 3

Description	Marks
Topic – Content and relevance of response	
Writes an informative article on travel/tourism in modern society that includes an introduction and detailed content and descriptions related to the following focus points: <ul style="list-style-type: none"> the methods of booking travel or deciding on a travel destination the purpose of travel and importance of travel in daily life the impact of the recent pandemic. Uses relevant details to elaborate on the topic.	4
Provides most of the required content and relates it to the question. Uses relevant details to elaborate on the topic.	3
Provides generally relevant content and relates it somewhat to the question. Uses limited details to elaborate on the topic.	2
Provides some content that includes basic information.	1
Subtotal	/4
Linguistic resources – Accuracy (grammar)	
Applies the rules of grammar and syntax accurately and consistently. Uses a range of complex structures with occasional minor errors, but inaccuracies do not affect meaning or flow.	4
Applies the rules of grammar and syntax mostly accurately and consistently. Uses a range of complex structures with some errors, but inaccuracies do not affect meaning or flow.	3
Applies the rules of grammar and syntax with a satisfactory level of accuracy and reasonable consistency. Uses simple structures with errors, with inaccuracies affecting meaning. Relies on syntax of another language.	2
Applies the rules of grammar with little accuracy or consistency. Makes errors which impede meaning. Relies heavily on syntax of another language.	1
Subtotal	/4
Linguistic resources – Range (vocabulary and grammar)	
Uses contextually-relevant vocabulary related to travel and a wide range of expressions. Uses a wide range of grammar (synonyms, phrases) and sentence structures.	4
Uses contextually-relevant vocabulary and a range of expressions. Uses a good range of grammar and sentence structures.	3
Uses adequate vocabulary and a range of expressions. Uses a satisfactory range of grammar and sentence structures.	2
Uses repetitive, basic vocabulary and set structures. Relies on cognates. Uses a limited range of grammar.	1
Subtotal	/4

Description	Marks
Text types and styles of writing – Conventions and sequencing	
<p>Uses all the key conventions appropriately for the context, audience, purpose, text type and style of writing. Produces an article that:</p> <ul style="list-style-type: none"> • includes a title and ends with a statement of conclusion or advice to the reader • uses formal descriptive language and the writing engages the reader’s attention • develops ideas and opinions, and conveys information clearly, comprehensively and accurately. <p>Content is well-organised and sequenced logically, within and between paragraphs and throughout the writing.</p>	3
<p>Uses most of the key conventions appropriately. Content is mostly organised and sequenced throughout the writing.</p>	2
<p>Uses few of the key conventions appropriately. Content is satisfactorily organised and sequenced to some extent.</p>	1
Subtotal	/3
Total	/15

Acknowledgements

Sample assessment task

Task 2 – Unit 3

- Text 1** Lee, E. (2014). [Photograph of colourful Hahoe Korean masks on display]. Retrieved April, 2024, from <https://pixabay.com/photos/mask-republic-of-korea-hahoe-mask-515258/>
- Text 2** Information from: Dong-kwon, L. (n.d.). 강강술래. Retrieved April, 2024, from <http://encykorea.aks.ac.kr/Article/E0000958>
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- [Photograph of people in white dresses holding hands and moving in a circle with the full moon above them]. Retrieved April, 2024, from <http://encykorea.aks.ac.kr/Article/E0000958>
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