Diploma Programme
Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2022

Korean / Coréen / Coreano B

Higher level
Niveau supérieur
Nivel superior

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Criterion A: Language

How successfully does the candidate command written language?
- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	**Command of the language is limited.** Vocabulary is sometimes appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language contains errors in both basic and more complex structures. Errors interfere with communication.
4–6	**Command of the language is partially effective.** Vocabulary is generally appropriate to the task and varied. A variety of basic and some more complex grammatical structures is used. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
7–9	**Command of the language is effective and mostly accurate.** Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.
10–12	**Command of the language is mostly accurate and very effective.** Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions. A variety of basic and more complex grammatical structures is used selectively in order to enhance communication. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.

언어

모든 오류의 중요도가 같지 않으며 평가자들은 이 점을 기억하여야 합니다. 뜻을 전달하는데 있어서 중대한 영향을 미치는 오류가 있고, 그렇지 않은 오류도 있습니다. 또한, 어떤 오류는 순간 착각을 하여 한 실수일 수도 있지만 어떤 오류는 그 언어 사용에 대한 기본적인 이해가 되어 있지 않아서 저지르는 오류입니다.

실수 (Slips) – 모든 난이도에서 일어날 수 있는 실수이지만 가끔, 그리고 일정치 않게 일어나야 합니다. – 예를 들어, 학생이 보통은 과거 시제를 잘 사용하였지만 가끔 실수를 하는 경우입니다.

결점 (Flaws) – 보다 규칙적으로, 특히 특정 문법 구조에 일어나는 오류입니다. – 예를 들어, 과거 시제를 바르게 쓰는 경우가 많이 있어도 정확도가 안정적이지 못 하여 학생이 기본적으로 다른 시제와 혼동 하고 있는 경우입니다.

결함 (Gaps) – 어떤 언어 구조가 올바로 사용되는 경우가 거의 없거나 아예 없는 경우입니다. – 예를 들어, 과거 시제가 필요한 경우에도 과거 시제를 사용하지 못 하는 경우입니다.

Criterion B: Message

To what extent does the candidate fulfil the task?

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

The "descriptor unpacked" explain the assessment criteria in greater detail. Where a candidate's response does not correspond exactly to a single mark band, the statements in bold should be used as a guide for the 'best fit' approach.

Marks	Level descriptor	Descriptor unpacked
0	The work does not reach a standard described by the descriptors below.	
1–3	**The task is partially fulfilled.** Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.	**The link between the response and task tends to be unclear; the reader has difficulty understanding the message.** The response touches upon some aspects of the task but there is also much unrelated information. The response addresses the task in a simple manner, and supporting details and/or examples barely feature, if at all. The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.
4–6	**The task is generally fulfilled.** Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.	**The link between the response and the task is mostly detectable; the reader's general understanding of the message is not impeded, despite some ambiguity.** The response covers some aspects of the task, or touches upon all aspects but superficially. The response includes some supporting details and examples. The ideas are organized in a logical way; some cohesive devices are used appropriately to aid the delivery of the message, although there may be areas of confusion at times.
7–9	**The task is fulfilled.** Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.	**The link between the response and the task is clear; the reader has a good understanding of the message conveyed.** The response covers all aspects of the task, despite losing focus at times. The response uses supporting details and examples to clarify the message. The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.
10–12	**The task is fulfilled effectively.** Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples.	**The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.** The response covers all aspects of the task fully, and maintains focus throughout.

	Ideas are clearly presented and the response is structured in a logical and **coherent** manner that supports the delivery of the message.	The response uses well-chosen supporting details and examples to illustrate and explain ideas persuasively. The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease.

Note: When marking candidate responses, keep in mind that neither the **factual accuracy** of the information presented, nor the **validity** of the candidates' personal opinions, are being assessed. Therefore, scripts that are factually inaccurate should not be marked down, provided the ideas presented have coherence and are sufficiently developed.

Criterion C: Conceptual understanding

To what extent does the candidate demonstrate conceptual understanding?

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	**Conceptual understanding is limited.** The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
3–4	**Conceptual understanding is mostly demonstrated.** The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.
5–6	**Conceptual understanding is fully demonstrated.** The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

Note: Examiners must balance all three elements in criterion C (choice of text type, appropriateness of tone and register, and use of text type conventions) to arrive at the final mark.

Question specific guidance (Criterion B and C)

Task 1

여러분의 학교는 환경을 보호하기 위해 다음 달부터 학교 급식 메뉴를 바꾼다고 발표했습니다. 학생 대표로서 학교의 학생들에게 이런 상황에 대한 설명과 환경보호의 중요성 및 채식이 어떻게 환경보호에 도움이 될 수 있는지에 대한 글을 쓰세요.

Criterion B:

- 채식 급식이 무엇인지에 대한 설명은 가능하지만 전체적인 내용은 환경보호를 위한 채식 급식에 초점이 맞추어져야 함
- 채식 급식이 어떻게 환경보호에 도움이 될 수 있는지에 대한 구체적인 설명

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	발표문	학생 대표로서 학생들에게 새로운 급식 방식에 대해 소개하기 가장 좋은 방법
Generally appropriate	신문 기사	학교에서 실시하는 새로운 급식 형태를 다른 학생들에게 정리하여 학교뉴스, 기사로 알리기 좋음
Generally inappropriate	블로그	학생 대표로서 학교의 소식을 전체에게 알리는데 개인적인 블로그보다는 학교 신문이나 연설문이 적절함

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the stated task, the “generally appropriate” text type may be considered “appropriate”, or the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:
- 호소력 있는 말투
- 연설문에 알맞는 격식체 사용

Please refer to the appendix for a list of text type conventions.

Task 2

여러분 지역의 많은 학교는 학생들의 교육 기회를 다양화하기 위해서 비대면 수업과 대면 수업을 번갈아서 실시한다고 발표했습니다. 여러분은 비대면 수업을 먼저 경험하고, 많은 생각이 들었습니다. 지역사회의 학생들의 위해 비대면 수업에서 무엇을 배웠는지, 어려운 점과 좋은 점은 무엇인지, 비대면 수업을 잘 들으려면 어떤 준비가 필요한지에 대한 글을 쓰세요.

Criterion B:

- 비대면 수업이 어떻게 진행되었는지 예시 제시
- 대면 수업과 비교해서 비대면 수업의 장점과 단점 제시
- 비대면 수업을 하게 된 배경 제시 (안전과 건강)

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	블로그	최근의 경험을 개인적 블로그에 공유할 수 있음
Generally appropriate	신문 기사	학교에서 겪은 새로운 경험을 다른 학생들에게 정리하여 학교뉴스, 기사로 알리기 좋음
Generally inappropriate	일기	개인적인 경험이므로 공식적인 감상문에는 어울리지 않음

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the stated task, the “generally appropriate” text type may be considered “appropriate”, or the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:
- 비슷한 또래의 독자들 또는 친구들에게 쓰는 친근한 표현, 말투 사용
- 격식 있는 말투는 부적절함

Please refer to the appendix for a list of text type conventions.

Task 3

여러분은 가상현실 (VR) 개발업체가 주최하는 가상현실을 이용한 한국 방문 프로그램에 당첨됐습니다. 가상현실 개발업체는 여러분의 피드백을 기대하고 있습니다. 개발업체 담당자에게 가상현실을 활용한 한국 방문 경험과, 가상 현실 투어가 여러분의 기대를 충족했는지, 가상 현실 투어를 더 발전시킬 수 있는 방향에 대한 글을 쓰세요.

Criterion B:

- 가상현실이 무엇인지에 대한 설명은 가능하지만 전체적인 내용은 가상현실을 이용한 한국 방문 경험에 초점이 맞추어져야 함
- 가상현실을 이용하여 어떻게 한국 방문을 했는지 구체적인 예시 및 흥미로운 점 제시

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	이메일	개발업체 담장자에게 개인적인 경험을 얘기하고 발전 방향을 제안하기에 적합함
Generally appropriate	발표문	개발업체 담장자에게 발표 형식으로 개인의 경험과 제안을 얘기하기 적합함
Generally inappropriate	일기	학교 대표로서 공식적인 안내를 하는 내용이 아니라 개인적인 경험을 공유하는 것이므로 신문기사는 부적합함 **개발업체 담장자에게 전하는 내용을 개인적인 일기에 적는 것은 부적합함**

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the stated task, the “generally appropriate” text type can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:
- 비슷한 또래의 독자들 또는 친구들에게 쓰는 친근한 표현, 말투 사용
- 격식있는 어투는 부적합함

Please refer to the appendix for a list of text type conventions.

Appendix: Text type conventions (Criterion C)

The most common and recognisable conventions of the text types are given below:

연설문

- 발표문 서두에 적절한 인사 표현이 있음
- 발표의 주제에 대해 간단히 소개
- 적절한 결론 및 마무리 인사

이메일

- 제목 기재
- 서두에 받는이 이름과 적절한 인사 표현
- 이메일의 목적 간단히 소개
- 마지막에 보내는이 이름 적절한 인사말 기재
- 수신자 정보 기재

블로그

- 제목 제시
- 독자들에 대한 직접적이고 적절한 호칭, 지칭 사용
- 날짜와 이름 기재

신문 기사

- 제목/헤드라인 제시
- 독자층에 대한 이해를 바탕으로 한 내용 기술
- 적절한 서론, 본론, 결론 전개

감상문
- 제목 제시
- 이름 기재
- 간단한 서론 및 명료한 결론