**STAGE 2 Korean Continuers**

**Assessment Type 1 - Folio:** Interaction

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SACE Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Task description** | **Assessment conditions** | **Learning Requirements** | **Assessment Design Criteria** |
| **Theme** The Changing World  In this task you will need to prepare to exchange information, ideas, feelings, opinions, and experiences about environmental issues which are of concern or interest to you in a prepared but unscripted small group discussion.  You may wish to include   * Statistics or information about the issue/s * Suggestions of how people can live a more sustainable lifestyle or how you personally contribute to solving the issue you raised * Why you are interested in this issue/ why it is important * Ideas to raise awareness about the issue * Comparison of the issue in Australia and Korea   You will need to be prepared to   * Ask others questions about the issue they raise and about their thoughts and opinions to ensure the conversation flows naturally   You will be assessed on your ability to   * sustain and initiate communication in Korean * handle unpredictable elements of discussion * provide evidence of depth and variety of content in the treatment of your ideas and; * use a range of expression accurately | **Task length**: Approximately 5 - 7 minutes discussion time per student  Students will undertake the assessment in small groups.  Each student must be identifiable for assessment purposes  No notes or cue cards permitted but students may refer to pictures or other support materials. | 1. interact with others to exchange information, ideas, opinions, and experiences in Korean  2. create texts in Korean to express information, feelings, ideas, and opinions  3. analyse texts that are in Korean to interpret meaning  4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. | Ideas. The specific features are as follows:  I1 Relevance   * relevance to context, purpose, audience, and topic * conveying appropriate detail, ideas, information, or opinions * creating interest and engaging the audience.   I2 Depth of treatment of ideas, information, or opinions   * depth and breadth of content * elaboration of ideas and support of opinions * planning and preparation.   Expression. The specific features are as follows:  E1 Capacity to convey information accurately and appropriately   * range of expression (i.e. linguistic structures and features) * accuracy of expression (i.e. linguistic structures and features, grammar) * use of cohesive devices * appropriateness of expression, including cultural appropriateness * clarity of expression, including fluency, pronunciation, and intonation.   E2 Coherence in structure and sequence   * organisation of information and ideas * use of the conventions of text types.   E3 Capacity to interact and maintain a conversation and discussion   * interaction on topics (i.e. relating to the interlocutor, interest in the topic) * use of communication strategies (i.e. comprehension, responding to cues) * fluency of responses. |