

**2017학년도 수시모집 논술전형 논술고사 출제의도 및 채점기준**  
**- 경제통상대학 국제학부 -**

시험유형

영어강의 듣기 + 영어에세이 작성

## 1. 출제의도 및 문제해설

### [제시문 1]

Question 1: Nationalism and Globalization

Note: If a student argues both sides (status quo and change of policy) and does it well and shows some ability to weigh out both sides well then I read that as a positive.

The highest score does not require perfect or even the best English. If a student surprises us with a fresh or interesting perspective then I may overlook grammatical or mechanical English errors and put them in the hard-to-explain quality category.

### [제시문 2]

The following provides specific guidance on grading the answers.

#### 1) When should a country be required to accept refugees?

At a minimum, students should provide criteria for accepting or rejecting refugees. These may include reasons the refugee fled, whether the refugee can safely return to her country, age of the refugee, health of the refugee, how easy it is for the refugee to integrate into the host country, the wealth of the host country, among other reasons.

Better answers will discuss a moral aspect, for example, rich countries should share their wealth and accepting refugees is a way of doing this. Another moral argument is that rich, developed countries have often been responsible for the economic crises, failed states, climate change, wars that lead to the refugees.

More open-minded students will raise Korea's obligation to accept refugees (other than North Korean refugees). Korea has a poor record in accepting refugees and a 'global,' introspective student will raise this.

2) Propose at least one solution to current global refugee crisis.

Students should be evaluated based on the creativity of their solution. A solution that proposes simply increasing country's quotas (letting more people in) scores lower than creative ones like allowing countries to pay other countries to accept refugees (Australia does this), giving refugees a legal claim against their home country which they can trade for entering the host country, dealing with directly with the cause of refugee crisis (wars, famine, global climate change, etc.) through aid, peace-keeping, reducing climate gasses, etc.

**제시문별 세부 채점기준**

rubric of 1 <sup>st</sup> question
<p><b>100-90</b> Shows full comprehension of the question and all or most of the lecture. They reference the lecture for structure, examples, and details. In addition, they may add more relevant examples and details to support their opinion. You enjoy or barely work to understand their writing. (They convey preparation, motivation, or some other hard-to-explain quality that we value in our department.)</p>
<p><b>89-80</b> Shows full or majority comprehension of the question. However, it is not clear if they understood the lecture. They take a position but their argument is not especially clear, logical, practical, or emotionally-compelling. There is some reference to the lecture but it is not relevant to their argument and/or hard to understand. You have to work some to understand their writing, but not excessively. (They leave a positive impression and you see some potential that we can work with in our dept.)</p>
<p><b>79-70</b> Shows some comprehension of the question and limited understanding of the lecture. Their position is unclear and/or poorly supported. There is almost no reference to the lecture and no specificity. They may have moments of good (a flash of reference to the lecture or another good idea), but the overall essay goes off topic too often and/or struggles to communicate too much. You find yourself working too hard to understand and the payoff is not that high. (They do not leave any impression at all or somewhat of a negative impression. There is little to no potential.)</p>

**69-60** Shows little comprehension of the question and does not reference the lecture at all. There is nothing of interest to save their limited writing skills or their writing skills are good but their ideas are especially bad or totally off topic. They seem to lack English and/or basic conceptual ideas.

(They leave a definite negative impression; you see no potential.)

**59-0** No response or so little it cannot be evaluated. Lacking any basis to make a judgment.

**rubric of 2<sup>nd</sup> question**

**100-90**

**Substantively**, the answer shows full comprehension of the question and all or almost all of the lecture. The answer references and uses facts/arguments from the lecture. But, the answer adds to the lecture's basic points.

**Stylistically**, the argument is clear, logical, practical, and well supported with specifics. The argument shows thought and organization before writing, rather than just free-range thinking. Fewer, detailed, organized arguments are better than several broad, conclusory statements. The English is average to good, relative to our students. But the highest score does not require perfect or even the best English. Substance is most important.

**89-80**

**Substantively**, the answer shows a complete or majority comprehension of the question, but it is not clear that the student fully understood the lecture or the student has not sufficiently fully integrated the lecture into her arguments. The student takes and defends a position, but does not cover enough of the points listed in the 100-90 category or fails to add her own original ideas. The argument is not especially clear, specific, logical, practical, but is still a good essay.

**Stylistically**, a greater effort is required to understand the writing, but the answer is still well organized, reveals thought before writing, and is clear. Their English is average or somewhat below average compared to our department's students.

These students will not be the best, but you see potential for them to become very good students in the department.

**79-70**

**Substantively**, the answer shows some comprehension of the question and understanding of the lecture. However, the answer may not reference or barely reference the lecture or it may simply repeat the lecture, showing little or no originality. This student is someone who would likely get a C in your classes.

**Stylistically**, the student is struggling to communicate and you struggle to understand/follow the argument. These answers may be unclear, go off topic, and show little effort to organize the answer before beginning to write. The English is below average, though mostly understandable.

**69-60**

**Substantively**, the answer shows little comprehension of the question and does not reference the lecture at all. The answer is too short, disorganized, or empty. The student may mention some interesting things, but she is off topic – does not answer the question. Even if English or other writing skills are good, the essay is so lacking in content that you see no potential. The student would likely receive a D in your class.

**Stylistically**, the student's writing skills are neither up to our standards, nor indicate an ability to sufficiently improve without great and unlikely effort. Their English is well below that of our department's students.

**59-0**

No response or so little it cannot be evaluated. You lack a basis to make a judgment, or it is clear that the student would not be able to complete our program.