Government of **Western Australia**
School Curriculum and Standards Authority

Sample Assessment Tasks

Korean: Second Language

Pre-primary (Pre-primary–Year 10 Sequence)

안녕하세요? (Greetings)

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.

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 – Pre-primary

Title of task	**안녕하세요? (Greetings)**
Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to expressing Korean greetings and phrases and sharing information about themselves.
	They also demonstrate their skills in speaking in Korean by taking part in an interview with their teacher to exchange greetings, introduce themselves, give their age and take their leave.
Type of assessment	Summative
Purpose of assessment	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to interact in spoken Korean with the teacher to exchange greetings, introduce and share information about themselves.
Assessment strategy	Oral performance – participate in an interview
Evidence to be collected	Audiovisual recording of interview
Suggested time	1–5 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Interact with teacher and peers through action-related talk and structured play to exchange greetings using culturally appropriate gestures

Introduce and share information about themselves

Respond to teacher talk and instruction

Understanding

Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and recognising some first elements of the Korean grammatical system, including:

- noticing -요 at the end of a sentence through its repetitive use in sentences such as 안녕하세요. and 주세요.

- using common forms of greetings and noticing the different levels of formality; for example, 안녕하세요? to adults and 안녕? to peers

- noticing that the Korean copula alternates between two forms (-이에요 and -예요)

- noticing that 제/저 is used to refer to self

- developing number knowledge for numbers zero to 10

Recognise that in Korean, as in English and other languages, there are different ways of greeting and interacting with people according to different ages and/or different degrees of familiarity

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- exchanging correct greetings with teachers and peers using culturally appropriate gestures
- introducing and sharing information about themselves, including name and age
- responding to teacher talk and instructions.

Assessment differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.

Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment task

Assessment conditions

The interview will take place between the teacher and the student.

Resources

- Task sheet
- Task administration script
- Recording device

Instructions for teacher

Prior to administering the task, the students will need to be:

- taught how to exchange greetings with teachers and peers using culturally appropriate gestures; for example, saying 안녕하세요? to teachers while bowing and saying 안녕? to peers while waving
- familiar with introductions and sharing information about themselves, including name and age; for example, 이름이 뭐예요? (저는/제 이름은) name 이에요/예요.; 몇 살이에요? (저는) age 이에요.
- taught how to respond to teacher talk and instructions, such as replying with 고맙습니다 or 감사합니다 to the teacher, and to recognise 주세요 as an instruction (for example, 색칠해 주세요, 일어나 주세요)
- exposed to the textual conventions of an interview and provided with opportunities to practise them.

Activities to scaffold the task

Provide opportunities for students to engage in language practice and writing activities to help them internalise the language and skills they need for this task, such as:

- singing – students sing a class greeting song that practises pronouncing both greetings as a lesson routine; for example,
  - singing '안녕? 안녕? 안녕하세요. 안녕? 안녕? 안녕하세요.' (Hi? Hi? Hello. Hi? Hi? Hello.) before greeting the whole class. When they are singing 안녕? 안녕? encourage students to wave to classmates and when they sing 안녕하세요, encourage them to bow to the teacher.
  - singing Hello Song by Mini Pang TV
    https://www.youtube.com/watch?v=CtPraDgC_QM
  - singing GoodMorning Train by BabyTiger – Nursery Rhymes
    https://www.youtube.com/watch?v=6OeL9_ods1w
    Note: students sing GoodMorning Train in Korean – '아침 기차가 옵니다, 안녕? 칙칙!', going around in a circle and introducing themselves by saying their name to the tune
- role playing – students role play both the child and adult roles to recognise and practise listening to and answering questions about their name and age
- puppet play – students use puppets (such as family or animal puppets) to recognise and say the appropriate greeting for the particular age group (see Appendix 1).

Task

Students will take part in an interview with the teacher.

Note: for students who require support, the teacher may prompt the students with gestures and/or examples, such as '저는 Ms Smith 예요.' (said while pointing to self) and '이름이 뭐예요?' (said while gesturing to the student to respond).

Task administration script

Teacher reads aloud:

I will be asking you a few questions in Korean. Answer the questions in Korean too. Give as much detail as you can in your answers. Do your very best.

Number one. 안녕?/안녕하세요? (Wait for the student to respond.)

Number two. 이름이 뭐예요? (Wait for the student to respond.)

Number three. 몇 살이에요? (Wait for the student to respond.)

Number four. (While giving sticker or stamp.) 잘했어요. (Wait for the student to respond.)

Sample marking key

Description	Marks
Question 1	
Responds to the greeting appropriately with 안녕하세요? or 선생님, 안녕하세요? while bowing slightly to the teacher.	2
Responds to the greeting casually with 안녕? or requires prompting to reply with a suitable greeting.	1
Subtotal	**/2**
Question 2	
Responds with their name using a full sentence; for example, 저는/제 이름은 [name] 이에요/예요 (regardless of which copula ending they choose to use).	2
Responds with their name only, or requires prompting to respond.	1
Subtotal	**/2**
Question 3	
Responds with their age using a full sentence; for example, 저는 age 이에요.	2
Responds with only the number appropriate for their age; for example, 다섯, or requires prompting to respond.	1
Subtotal	**/2**
Question 4	
Responds with appropriate leave-taking phrase; for example, 고맙습니다 or 감사합니다.	2
Responds to the statement casually with 고마워, or requires prompting to respond.	1
Subtotal	**/2**
Pronunciation	
Pronounces words accurately.	2
Pronounces most words accurately.	1
Subtotal	**/2**
Total	**/10**

Appendix 1: Puppet Play

Print one or more copies of the puppet play grid and cut out the 16 cards, which can be laminated for longer use and/or stuck on bottle caps or wooden pop sticks. Students practise identifying which pictures are young (child) and which are grown up (adult).
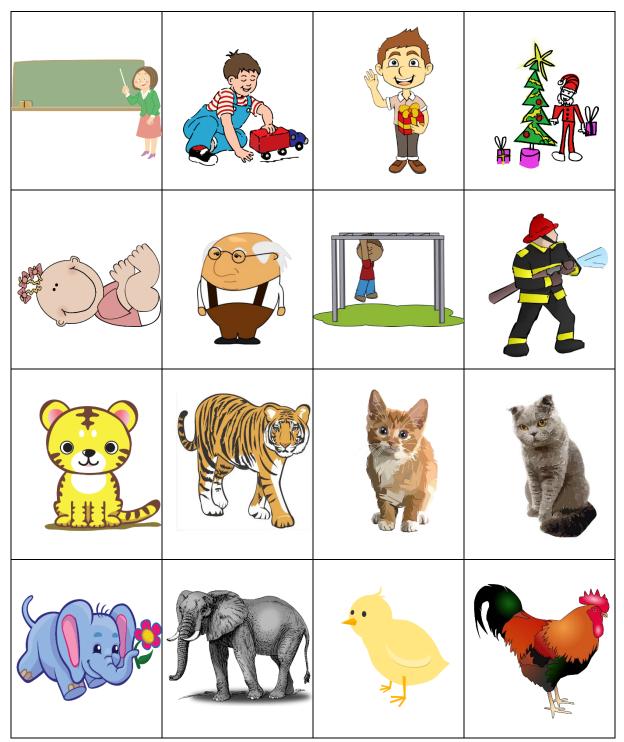
Ideas for using the puppet play:

- Place cards in a mystery box or bag. Students take turns to pull one out and practise using the correct greeting with a culturally appropriate gesture. Students can also practise using the correct appreciation word. For example, pull out the baby and say 안녕? or 고마워, and pull out the Santa Claus and say 안녕하세요? or 고맙습니다.

- Hide the cards in a designated playground and ask the class to search for them. When they pick up a card, they must greet it with the correct greeting.

- Students sort the cards into groups according to the correct greeting (or thank you) and create a class graph.

- Make two copies and play a memory game with the cards. When students get a match, they say the correct greeting or appreciation aloud.

- Make a Silly Soup in Korean. Label two soup bowls with the two different greetings or appreciation, sing a song together ('요상한 수프를 만들자, 요상한 수프를 만들자. 안녕하세요!') and place the correct picture cards inside the bowls.

- Use the cards one at a time as part of a lesson routine. Chosen student takes one out of a mystery bag and the classroom decides how they are going to greet and thank today.

- Turn the cards into badges or necklaces for individual students. Students role play how to greet and thank each other (or even ask and respond to questions about their name and age).

- Turn the cards into badges or necklaces for individual students and play a Korean song. When the song stops, students must turn to their nearest neighbour and greet them appropriately.

- Leave the play grid uncut and play a game of Bingo on the screen (or print out for individual or small group games). Teacher shouts a greeting or an appreciation targeted at a particular age group and students cover up one correct picture at a time. If they cover four pictures in a row, they yell 빙고!

Appendix 1: Puppet play (to print)

Acknowledgements

oksmith. (2018). *Female Teacher (#3)* [Clipart]. Retrieved June, 2023, from
https://openclipart.org/detail/296157/female-teacher-3

johnny_automatic. (2006). *Boy Playing with Toy Truck* [Clipart]. Retrieved June, 2023, from
https://openclipart.org/detail/724/boy-playing-with-toy-truck

Canals, F. (2017). *Drawn Christmas Tree* [Clipart]. Retrieved May, 2023, from
https://openclipart.org/detail/292601/navidad-christmas-sant-claus-papa-noel-tree-present-arbol-regalos

knollbaco. (2013). *Child Gift* [Clipart]. Retrieved June, 2023, from
https://openclipart.org/detail/177664/child-gift

Canals, F. (2017). *Drawn Christmas Tree* [Clipart]. Retrieved May, 2023, from
https://openclipart.org/detail/292601/navidad-christmas-sant-claus-papa-noel-tree-present-arbol-regalos

papapishu. (2007). *Baby Girl Lying* [Clipart]. Retrieved May, 2023, from
https://openclipart.org/detail/5397/baby-girl-lying

Maia, R. (2011). *Old Man 2* [Clipart]. Retrieved April, 2023, from
https://openclipart.org/detail/122575/old-man-2

Strickland, L. (n.d.). *Kid on the Monkey Bars* [Clipart]. Retrieved May, 2023, from
https://www.mycutegraphics.com/graphics/school/kid-on-monkey-bars.html

nicubunu. (2010). *Fire Fighter* [Clipart]. Retrieved June, 2023, from
https://openclipart.org/detail/89629/fire-fighter

hund. (2020). *Cute Tiger* [Clipart]. Retrieved June, 2023, from
https://openclipart.org/detail/325212/cute-tiger

oksmith. (2019). *Tiger* [Clipart]. (n.d.). Retrieved June, 2023, from
https://openclipart.org/detail/318238/tiger

Priatna, P. (2018). [Clipart of ginger kitten]. Retrieved May, 2023, from
https://pixabay.com/illustrations/cute-pet-little-cat-animal-funny-3344888/

rejon. (2015). *Chucky the Cat* [Clipart]. Retrieved May, 2023, from
https://openclipart.org/detail/218757/Chucky-the-Cat

Johnson, G. (2019). *Elephant by Dilivr* [Clipart]. Retrieved May, 2023, from
https://openclipart.org/detail/315140/elephant-by-dilivr

pitr. (2009). *Coloured Elephant* [Clipart]. Retrieved May, 2023, from
https://openclipart.org/detail/26942/colored-elephant

Weichler, J. (2019). *Chick Solo* [Clipart]. Retrieved May, 2023, from
https://openclipart.org/detail/315010/chick-solo

In the public domain.

nello. (2018). *Welsummer Cockerel* [Clipart]. Retrieved May, 2023, from
https://openclipart.org/detail/301394/welsummer-cockerel