



SAMPLE ASSESSMENT TASK

KOREAN: SECOND LANGUAGE
YEAR 3 (PRE-PRIMARY–YEAR 10 SEQUENCE)

곰 가족 (BEAR FAMILY)

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 – Year 3

Title of task	곰 가족 (Bear family)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to identifying and describing family members.</p> <p>In Part A, students demonstrate their skills in comprehending spoken and written texts by translating Korean words to English.</p> <p>In Part B, they demonstrate their skills in speaking Korean by asking questions and comprehending responses in a short interview with their teacher.</p>
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 comprehend and convey simple statements from an imaginative text. It also establishes their ability to ask questions in order to complete an activity.
Assessment strategy	Short response – listen for information in spoken text Short response – read for information in written text Oral performance – ask questions and listen for information in an interview
Evidence to be collected	Completed task sheet Audiovisual recording of interview
Suggested time	Part A – 25 minutes Part B – 25 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Interact with teacher and peers orally and in writing to exchange information about friends and family members

Participate in individual and collaborative tasks that involve following instructions, asking questions and making statements, and asking for help and permission

Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds

Translate words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret

Notice what looks or feels similar to or different from their own language and culture when interacting in Korean

Understanding

Reproduce pronunciation and intonation and recognise sound-writing relationships

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

- recognising the honorific meaning embedded in -세요 in different types of sentences; for example, 운동해요 versus 운동하세요
- using simple question words, such as 누구/누가, 무엇/뭐 or 몇, to ask about a person, object or number
- developing number knowledge beyond 10 and recognising the naming pattern
- using vocabulary to describe familiar objects or people; for example, 친구는 자상해요.; 우리 엄마예요.; 아버지는 간호사예요.

Understand and demonstrate how language use varies according to the participants' age, gender and relationship, and the context of use

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a range of texts that relate to families and friends
- context-related vocabulary, including a range of expressions relating to family
- elements of grammar, including the use of question words
- the textual conventions of a reverse interview.

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

Task is to be completed by students working individually.

Resources

- Task sheet
- Task administration script
- Pencils
- Recording device

Instructions for teacher

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

- exposed to a range of texts that relate to families and friends, including texts that describe different family dynamics
- taught context-related vocabulary, including a range of expressions relating to family, colour, age (number) and personality
- taught elements of grammar, including the recognition of different question words to ask about a person, object or number; for example, 누구, 뭐, 무슨, 뭐예요
- familiar with the textual conventions of a reverse interview, where students ask the questions and the teacher responds with an answer for which students will need to demonstrate their comprehension.

Activities to scaffold the task

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

- playing a draw and guess game. Create a pile of family cards. One student selects a card and draws the family member. Other students will attempt to guess which member of the family they have drawn. Once it is guessed correctly, students describe the family member, such as their hair or eye colour and an adjective to describe them
- engaging with a range of imaginative texts, such as poems and songs related to friends and family, and attempting to translate simple repetitive Korean songs for younger students; for example
 - 핑크퐁 (인기 동요 · 동화) @Pinkfong_Korean– Baby Shark by Pinkfong
https://www.youtube.com/watch?v=761ae_KDg_Q
 - [엄마 까투리 TV] – Finger Family by Mum Katuri TV
https://www.youtube.com/watch?v=D5Dn6E_6eZM
[주니토니 동요동화 - 키즈캐슬] – Three Bears
<https://www.youtube.com/watch?v=twjpcB6mXjk>
 - [핑크퐁 (인기 동요 · 동화)] – My Family by Pinkfong
<https://www.youtube.com/watch?v=FUptywwhf0>

Provide students with opportunities to engage in language practice and writing activities aimed to help them internalise the language they need for Part B, such as:

- holding a show and tell, with questions, in pairs rather than in front of the class. This could be about their family, an imagined family or a fictional family from a TV show
- completing The answer is ... activity. As a regular class game (or as part of a routine), draw the outline of a mystery person on the board. Students ask questions to prompt the teacher to add details to the drawing so they can see what the figure looks like.

Task

Part A: 아기 곰

Provide students with Part A of the task.

Students listen as the teacher sings and/or reads 'Baby Bear' to the tune of 'Baby Shark' by Pinkfong, twice.

Students translate the Korean song into English as best they can, beside the relevant image.

Task administration script

Teacher reads aloud:

Look at your Task sheet. I will slowly sing [or read] the 'Baby Bear' song, to the tune of 'Baby Shark' by Pinkfong. Listen carefully to the words, as they are slightly different from the original song. Listen out for the family member, what they are like and how old they are. I will sing the song twice.

아기 곰 두루루 두루
귀여운 두루루 두루
일곱 살 두루루 두루
아기 곰!
엄마 곰 두루루 두루
어여쁜 두루루 두루
스물 아홉 두루루 두루
엄마 곰!
아빠 곰 두루루 두루
힘이 센 두루루 두루
서른 하나 두루루 두루
아빠 곰!
할머니 곰 두루루 두루
자상한 두루루 두루
마흔 여섯 두루루 두루
할머니 곰!
할아버지 곰 두루루 두루
귀여운 두루루 두루
신 여덟 두루루 두루
아기 곰!
우리는 두루루 두루
사랑스러운 두루루 두루
다섯 가족 두루루 두루
곰 가족!

Now, use the blank template to fill in the gaps. You are welcome to ask me in Korean to repeat certain phrases.

Part B: 물어보세요

Provide students with Part B of the task.

Students are shown images of three bears, and need to ask questions to find out their role in the family, their name, their colour and what they are doing.

Each student will ask the teacher about the three bears, using some question words such as 누구, 뭐, 무슨, 뭐예요.

Once they hear the teacher's responses, they will fill out the information in English.

Task administration script

Teacher reads aloud:

This is a different bear family. We don't know which family members they are, what their names are, what colours they are and what they are doing. Ask questions to find out about this other bear family. Don't forget to use your question words, such as 누구, 뭐, 무슨, 뭐예요. Once you have gathered the necessary information, you can write your answers in English in the blank spots.

1. Wait for student to ask 누구예요?
엄마예요.
2. Wait for student to ask 이름이 뭐예요?
엠마예요.
3. Wait for student to ask 무슨 색이에요?
노란색이에요.
4. Wait for student to ask 누구예요?
형이에요.
5. Wait for student to ask 이름이 뭐예요?
해리예요.
6. Wait for student to ask 무슨 색이에요?
초록색이에요.
7. Wait for student to ask 누구예요?
할머니예요.
8. Wait for student to ask 이름이 뭐예요?
조앤이에요.
9. Wait for student to ask 뭐 해요?
독서하세요./책 읽으세요.

Instructions to students







아기 곰

Part A: 아기 곰

1. Listen as the teacher sings the story, to the familiar tune of 'Baby Shark' by Pinkfong.


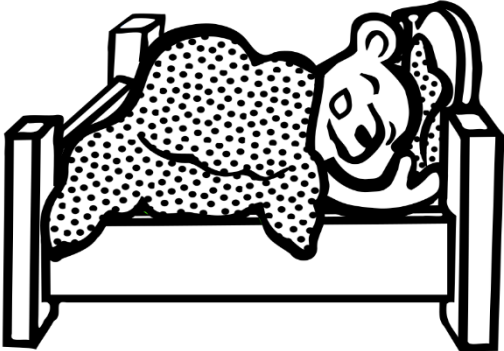

 <p>1. 아기 곰 뚜루루 뚜루 귀여운 뚜루루 뚜루 일곱 살 뚜루루 뚜루 아기 곰!</p>	<p>2. 엄마 곰 뚜루루 뚜루 어여쁜 뚜루루 뚜루 스물 아홉 뚜루루 뚜루 엄마 곰!</p> 
 <p>3. 아빠 곰 뚜루루 뚜루 힘이 센 뚜루루 뚜루 서른 하나 뚜루루 뚜루 아빠 곰!</p>	<p>4. 할머니 곰 뚜루루 뚜루 자상한 뚜루루 뚜루 마흔 여섯 뚜루루 뚜루 할머니 곰!</p> 
 <p>5. 할아버지 곰 뚜루루 뚜루 멋있는 뚜루루 뚜루 쉰 여덟 뚜루루 뚜루 할아버지 곰!</p>	<p>6. 우리는 뚜루루 뚜루 사랑스러운 뚜루루 뚜루 다섯 가족 뚜루루 뚜루 곰 가족!</p> 

2. Fill in the missing words to the song in English. You may ask your teacher, in Korean, to repeat certain phrases.

 <p>1. _____ Bear do do, do do do _____ do do, do do do _____ do do, do do do _____ Bear</p>	 <p>2. _____ Bear do do, do do do _____ do do, do do do _____ do do, do do do _____ Bear</p>
 <p>3. _____ Bear do do, do do do _____ do do, do do do _____ do do, do do do _____ Bear</p>	 <p>4. _____ Bear do do, do do do _____ do do, do do do _____ do do, do do do _____ Bear</p>
 <p>5. _____ Bear do do, do do do _____ do do, do do do _____ do do, do do do _____ Bear</p>	 <p>6. _____ do do, do do do _____ do do, do do do _____ do do, do do do _____</p>

Part B: 물어보세요

This is another bear family that lives next door to Baby Bear's family. Ask your teacher, in Korean, some questions to find out about this other bear family. Don't forget to use your question words such as 누구, 뭐, 무슨, 뭐예요. Once you have gathered the necessary information, write it in English in the spaces below.

	<p>1. Family member: _____</p> <p>2. Name: _____</p> <p>3. Colour: _____</p>
	<p>4. Family member: _____</p> <p>5. Name: _____</p> <p>6. Colour: _____</p>
	<p>7. Family member: _____</p> <p>8. Name: _____</p> <p>9. What it's doing: _____</p>

Sample marking key

Part A: 곰 가족

Questions 1–6

Description	Marks
1. Baby [1], cute [1], 7 [1], baby [1]	4
2. Mum/Mummy [1], pretty [1], 29 [1], mum/mummy [1]	4
3. Dad/Daddy [1], strong [1], 31 [1], dad/daddy [1]	4
4. Grandma [1], nice/kind [1], 46 [1], grandma [1]	4
5. Grandpa [1], cool/awesome [1], 58 [1], grandpa [1]	4
6. We [1], lovely [1], 5 [1], bear family [1]	4
Subtotal	/24
Part A total	/24

Part B: 물어보세요

Description	Marks
1. Asks using a full sentence, such as ‘누구예요?’ [2] Asks using only a question word, such as ‘누구?’ [1] Mum [1]	1–3
2. Asks using a full sentence, such as ‘이름이 뭐예요?’ [2] Asks using only a question word, such as ‘이름?’ [1] Emma [1]	1–3
3. Asks using a full sentence, such as ‘무슨 색이에요?’ [2] Asks using only a question word, such as ‘무슨?’ or ‘색?’ [1] Yellow [1]	1–3
4. Asks using a full sentence, such as ‘누구예요?’ [2] Asks using only a question word, such as ‘누구?’ [1] Brother [1]	1–3
5. Asks using a full sentence, such as ‘이름이 뭐예요?’ [2] Asks using only a question word, such as ‘이름?’ [1] Harry [1]	1–3
6. Asks using a full sentence, such as ‘무슨 색이에요?’ [2], or Asks using only a question word, such as ‘무슨?’ or ‘색?’ [1] Green [1]	1–3

7. Asks using a full sentence, such as ‘누구예요?’ [2], or Asks using only a question word, such as ‘누구?’ [1] Grandma [1]	1-3
8. Asks using a full sentence, such as ‘이름이 뭐예요?’ [2], or Asks using only a question word, such as ‘이름?’ [1] Joanne [1]	1-3
9. Asks using a full sentence, such as ‘뭐 해요?’ or ‘뭐 하세요?’ [2], or Asks using only a question word, such as ‘뭐?’ or ‘해요?’ [1] Reading [1]	1-3
Subtotal	/27
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Uses acceptable pronunciation and intonation.	2
Uses inaccurate pronunciation, at times impeding comprehension.	1
Subtotal	/3
Part B total	/30
Total	/54

Acknowledgements

Part A:

Wille, K. (2014). [Purple bear sitting with a bee hive and bees vector image]. Retrieved August, 2023, from <https://pixabay.com/vectors/teddy-bear-bear-cuddly-447422/>

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hellocatfood. (2012). *Bow Tie* [Clipart]. Retrieved May, 2023, from <https://openclipart.org/detail/169467/bow-tie>

Wille, K. (2014). [Clipart of a green bear holding a flower]. Retrieved May, 2023, from <https://pixabay.com/vectors/teddy-bear-bear-knuffig-cuddly-447420/>

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Part B:

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frankes. (2015). *Hibernating Bear* [Lineart]. Retrieved July, 2022, from <https://openclipart.org/detail/232007/hibernating-bear-lineart>

frankes. (2015). *Resting bear* [Lineart]. Retrieved July, 2022, from <https://openclipart.org/detail/232005/dormating-bear-lineart>