



SAMPLE ASSESSMENT TASK

KOREAN: SECOND LANGUAGE
YEAR 7 (PRE-PRIMARY–YEAR 10 SEQUENCE)

우정의 날 (FRIENDSHIP DAY)

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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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 7

Title of task	우정의 날 (Friendship Day)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to friends.</p> <p>In Part A, students demonstrate their skills in comprehending written texts by accessing and summarising key information from four personal profiles.</p> <p>In Part B, students demonstrate their skills in writing Korean by completing a description of a best friend for a competition.</p> <p>In Part C, students demonstrate their skills in comprehending and speaking Korean by participating in an interview about the friend they described in Part B.</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 written text and convey this information to others in a variety of ways. It also establishes their ability to speak and write Korean, using modelled and rehearsed language.
Assessment strategy	Short response – read for information in a written Korean text Extended response – write the profile of a best friend in Korean Oral performance – respond to interview questions in Korean
Evidence to be collected	Completed task sheets Audiovisual recording of an interview
Suggested time	Part A – 40 minutes Part B – 60 minutes Part C – 30 minutes for preparation and three minutes for the interview

Content description

Content from the Western Australian Curriculum

Communicating

Initiate and participate in interactions with peers and known adults orally and in writing to exchange information about and share opinions, thoughts and feelings on people, social events and school experiences

Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds

Organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts

Understanding

Recognise and use features of the 24 basic *Hangeul* letters and sound system

Pronounce syllable blocks in a word, making appropriate changes to the sound on syllable boundaries according to pronunciation rules

Construct syllable blocks in different shapes depending on consonants and vowels

Recognise spacing and spelling rules in reading and writing

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

- understanding simple sentence structures in the subject + object + action order to make statements or ask questions
- using the different functions of a range of basic particles; for example,
 - 은/는 (topic particle)
 - 이/가 (subject particle)
 - 하고/랑 (linking particle)
- expressing future plans using -고 싶어요., 해요.; for example, 한국에 가고 싶어요.; 공부를 열심히 해야 해요.
- using basic verbs including copular (-이에요/-예요) to describe state/quality; for example, 한국 사람이에요, 요리사예요
- recognising questions asking for a reason, and responding by using justification words; for example, 저는 ...고 생각해요.
- using a range of descriptive verbs to express emotions, sensory qualities or impressions; for example, 신나요, 매워요, 짜요
- using numbers in Korean expressed in two different systems for different things; for example, 하나, 둘, 셋, ... versus 일, 이, 삼, ...
- recognising when to use honorific forms for particular audiences; for example, 나 versus 저

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- the sound and writing systems of Korean
- context-related vocabulary and elements of grammar, including simple sentence structures, basic particles, use of -고 싶어요 and -해요, copular verbs, descriptive verbs, Korean native numbering system and honorific forms referring to self
- a variety of texts related to descriptions of people
- the textual conventions of interviews, descriptions, forms and profiles.

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

Parts A and B are to be completed by students working individually.

In Part C, the preparation for the interview is to be completed by students working individually and with a partner, and the interview is to be completed between the student and the teacher.

Resources

- Task sheets
- Bilingual dictionary
- Recording device

Instructions for teacher

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

- taught the sound and writing systems of Korean, including recognising and using features of the 24 Korean basic letters and sound system
- exposed to a variety of texts related to descriptions of people; for example
 - Arirang Korean – Unit 1 Hello, I am Susie
<https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/korean/arirang/unit-1-hello-i-am-susie>
 - Rocket Languages – Describing people in Korean
<https://www.rocketlanguages.com/korean/lessons/describing-people-in-korean>
 - Yahoo! Hangugeo – Introducing myself
<https://schoolsequella.det.nsw.edu.au/file/e32f9122-bbde-475d-9472-3129cd765d0a/1/yaho-hangugeo.zip/index.htm>
 - Drops Visual Dictionary – Words for Nationalities in Korean
<https://languagedrops.com/word/en/english/korean/topics/nationalities/>
 - Dom & Hyo – Vocabulary: Hair Colors (Natural) in Korean
<https://domandhyo.com/2016/09/hair-colors-natural-in-korean.html>
 - Fluent in Korean – How to Describe a Person in Korean
<https://fluentinkorean.com/korean-descriptions-vocabulary/>
 - Korean Jun – Personality
<https://koreanjun.com/core-vocabulary/korean-words-for-personality/>
- taught context-related vocabulary and elements of grammar, including sentence structures, basic particles, use of -고 싶어요 and -해요, copular verbs, such as the use of -이에요/-예요, descriptive verbs to express emotions, sensory qualities or impressions, Korean native numbering system to describe age and honorific forms referring to self, such as 저/제
- provided with strategies for using a bilingual dictionary or familiar with the use of an online dictionary, such as <https://www.koreanclass101.com/korean-dictionary/>
- taught the conventions of interviews, descriptions, forms and profiles, 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:

- listening to and reading descriptions of people introducing themselves and/or being introduced, and completing related cloze, matching, true/false and/or short answer activities to show understanding; for example, 안녕하세요? 저는 앤디예요. 저는 열 살이에요.; What is his name? How old is he?
- writing a paragraph to introduce themselves and a friend (real or fictional), such as 안녕하세요? 저는 샬롯이에요. 저는 12 살이에요. 제 생일은 10 월 7 일이에요. 말타기를 좋아해요. 제 친구 이름은 줄리엣이에요. 11 살이에요. 친구는 키가 작아요. 고양이가 있어요.

- asking and providing information about people; for example, 친구는 몇 살이에요? 12 살이에요. 어느 나라 사람이에요? 호주 사람이에요. 친구는 조용해요? 아니요.
- practising describing the physical attributes and interests of people in magazines or television shows as a fictional friend, such as 이 친구 이름은 켄이에요. 15 살이에요. 키가 아주 커요. 농구를 좋아해요.
- sending a text message made up of simple sentences to introduce themselves in a Blank phone messaging template (Appendix 1) in *Hangeul*. Encourage students to think about the different use of formal, polite and personal endings depending on their receiver
- drawing a cartoon introduction (Appendix 2) of themselves or their friend in full Korean sentences
- sending an email (Appendix 3) in *Hangeul*, introducing themselves or introducing their friend.

Task

Part A: 다른 친구들

Provide students with the task sheet.

Students read four profiles and respond in English to the related questions.

Prior to reading the profiles, advise students to:

- read the questions and predict the type of information required to respond
- highlight the sections of the text that may provide the information required to answer the questions
- identify words within the highlighted sections that are unfamiliar to them, and use a bilingual dictionary to find the meaning of the words.

Students may use a bilingual dictionary to complete Part A of the task.

Students have 40 minutes to complete this part of the task.

Part B: 제 친구는 ...

Prior to beginning this part of the task, students should be given time to review, as a class, the information, language and structures in the four profiles from Part A.

Provide students with Part B of the task.

As part of a radio competition for the International Day of Friendship, students complete a competition entry form which describes their best friend. They can choose to write about a fictional best friend.

Students complete the form and include the following information in the description of their best friend:

- name and age
- nationality
- two physical attributes
- two interests
- one other piece of relevant information (for example, their personality).

Discuss with students any other information that can be included in the description. Explain to students that they will be assessed on the information they provide, their language use and accuracy.

Students should aim to write approximately 100–150 *Hangeul* syllable blocks.

Students may use a bilingual dictionary to complete Part B of the task.

Inform students that they have 60 minutes to complete the task.

Part C: 친구 인터뷰

Prior to beginning this part of the task, provide students with the opportunity to listen to spoken texts of people responding to questions and providing information about themselves and others.

Provide students with Part C of the task and the profile/description they produced for Part B.

Explain to students that they will participate in an interview in which they will respond to questions in Korean about themselves as well as the friend they described in Part B. The interview will be based on the questions from the task sheet for Part C. Questions relate to name, age, nationality, physical attributes and interests.

Allow students 20 minutes to prepare their answers individually and 10 minutes to practise responding to the interview questions with a partner. Advise students that they will not be asked all the questions, and that the questions may be asked in a different order than the task sheet.

Inform students that:

- they have three minutes for the interview
- the interview will be recorded
- they will be interviewed by the teacher/language assistant
- they will be assessed on the information they provide, their language use and accuracy.

우정의 날 (Friendship Day)

Part A: 다른 친구들

Read the profiles of Lisa, Tommy, Lucas and Chloe and answer the questions that follow in English.

Use a bilingual dictionary to find the meaning of unfamiliar vocabulary.

You have 40 minutes to complete this part of the task.

친구 1	친구 2
<p>리사</p> <p>안녕하세요, 리사예요.</p> <p>저는 12 살이에요. 제 생일은 3 월 27 일이에요.</p> <p>태국 사람이에요.</p> <p>저는 키가 커요. 머리가 길어요.</p> <p>한국 음악하고 수영을 좋아해요.</p> <p>가수가 되고 싶어요.</p> <p>만나서 반가워요.</p>	<p>토미</p> <p>안녕하세요. 제 이름은 토미예요.</p> <p>저는 13 살이에요. 생일은 6 월 10 일이에요.</p> <p>프랑스 사람이에요.</p> <p>제 머리는 갈색이에요. 곱슬이에요.</p> <p>한국 음식을 아주 좋아해요. 요리를 좋아해요.</p> <p>요리사가 되고 싶어요.</p> <p>만나서 반가워요.</p>
친구 3	친구 4
<p>루카스</p> <p>반가워요. 제 이름은 루카스예요.</p> <p>12 살이에요. 제 생일은 할로윈이에요.</p> <p>호주 사람이에요.</p> <p>제 머리는 금발이에요.</p> <p>개 하고 고양이를 너무 좋아해요.</p> <p>개 한 마리가 있어요.</p> <p>수의사가 되고 싶어요.</p>	<p>클로이</p> <p>안녕하세요. 저는 클로이예요.</p> <p>저는 13 살이에요. 생일은 크리스마스예요.</p> <p>중국 사람이에요.</p> <p>제 머리는 검은색이에요.</p> <p>눈 하고 겨울을 좋아해요.</p> <p>한국을 가고 싶어요. 스노보드를 타고 싶어요.</p> <p>만나서 반가워요.</p>

Question 1**(1 mark)**

How old is Lisa?

Question 2**(2 marks)**

Describe Lisa's appearance.

Question 3**(2 marks)**

When is Tommy's birthday?

Question 4**(1 mark)**Tick (✓) which **one** of the following statements is true according to the information provided.

- Lucas is French.
- Lucas' birthday is on 31 October.
- Lucas likes the snow and winter.

Question 5**(4 marks)**

List Lucas' and Chloe's interests.

Lucas	Chloe
<ul style="list-style-type: none"> • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____

Question 6**(2 marks)**

When is Chloe's birthday?

Question 7**(4 marks)**

Based on the information in the profile of the four friends, tick which statements below are true, and which are false.

Statement	True	False
Lisa wants to become a singer.		
Tommy likes Korean food.		
Lucas likes soccer.		
Chloe likes summer.		

Question 8

(3 marks)

Read Simon’s profile. According to his interests, choose a person, from the profiles on the previous page, who would be a suitable friend for Simon. Explain your choice in **English**.

A suitable friend for Simon is ... _____

Because ...

안녕하세요. 저는 사이먼이에요.
저는 13 살이에요. 생일은 5 월
5 일이에요.
동물을 너무 좋아해요.
수의사가 되고 싶어요.

Part B: 제 친구는 ...

You are participating in a radio competition for the International Day of Friendship. Complete the competition entry form with information about your best friend. You may choose to write about a fictional best friend.

Begin by writing your name and giving your age. (2 marks)

Then, in your description of your friend, include:

- name and age (2 marks)
- nationality (2 marks)
- two physical attributes (2 marks)
- two interests (2 marks)
- one other piece of relevant information (for example, their personality). (1 mark)

You have 60 minutes to complete Part B and you may use a bilingual dictionary to complete the task.

Write approximately 100–150 *Hangeul* syllable blocks.

Radio 7942: 국제 우정의 날	
친구를 소개해 주세요!	
저는 ... (2 marks)	
이름	
나이	
제 친구는 ... (9 marks)	
설명	

Part C: 친구 인터뷰

As part of the radio competition for International Friendship Day, you will be interviewed about the best friend you described in Part B using the questions below. Prepare your answers and practise responding to them with a partner in the class. You have 20 minutes to prepare and 10 minutes to practise.

You will not be asked all the questions and they may not be asked in the same order as shown below.

A Korean radio host (a teacher/language assistant) will interview you. The interview will take approximately three minutes and it will be recorded.

1.	이름이 뭐예요?	
2.	몇 살이에요?	
3.	생일이 언제예요?	
4.	어느 나라 사람이에요?	
5.	친구 이름이 뭐예요?	
6.	친구는 몇 살이에요?	
7.	친구는 어느 나라 사람이에요?	
8.	친구의 머리색은 무슨 색이에요?	
9.	친구는 무엇을 좋아해요?	
10.	이 친구는 왜 특별해요?/이 친구의 어떤 점을 제일 좋아해요?	

Sample marking key

Part A: 다른 친구들

Description	Marks
Question 1	
12 (years old)	1
Question 2	
Tall [1] and long hair [1]	1–2
Question 3	
10 [1] June [1]	1–2
Question 4	
Lucas' birthday is on 31 October.	1
Question 5	
Lucas <ul style="list-style-type: none"> cats [1] dogs [1] 	1–2
Chloe <ul style="list-style-type: none"> snow [1] winter [1] 	1–2
Question 6	
25 [1] December [1]	1–2
Question 7	
Lisa wants to become a singer. True [1] Tommy likes Korean food. True [1] Lucas likes soccer. False [1] Chloe likes summer. False [1]	1–4
Question 8	
Lucas	1
Reasons must include any two of the following: <ul style="list-style-type: none"> they both like animals they both want to become a veterinarian they both have dogs. 	1–2
Part A total	/19

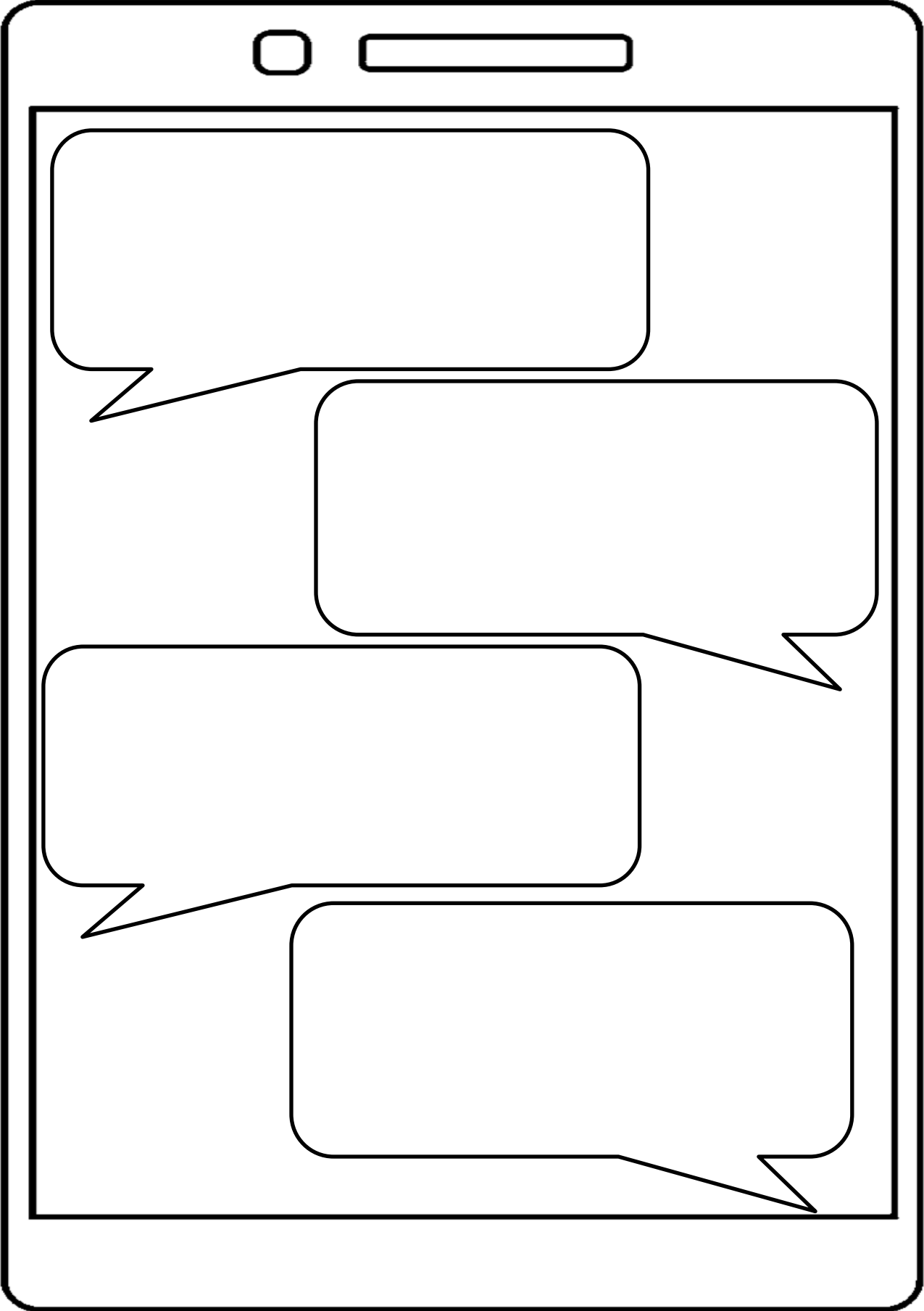
Part B: 제 친구는 ...

Description	Marks
Content	
Completes the form with required information about their name [1] and age [1].	1–2
Writes a detailed description of a best friend that addresses the following points: <ul style="list-style-type: none"> name [1] and age [1] nationality [1–2] two physical attributes [1–2] two interests [1–2] one other piece of relevant information. [1] 	1–2 1–2 1–2 1–2 1
Subtotal	/11
Grammatical elements and accuracy	
Uses simple sentences and makes mostly successful attempts at compound sentences. Applies rules of grammar accurately and consistently, including simple sentence structures, basic particles, use of -고 싶어요 and -해요, copular verbs and honorific forms referring to self. Makes few errors.	4
Uses simple sentences and makes mostly successful attempts at compound sentences. Applies rules of grammar mostly accurately and consistently. Makes some errors.	3
Uses structures that satisfy the requirements of the task. Attempts at using compound sentences are sometimes unsuccessful, though the intended meaning is clear. Applies rules of grammar inconsistently.	2
Uses a limited range of structures and grammatical elements. Errors are numerous and the meaning is sometimes unclear.	1
Subtotal	/4
Vocabulary and accuracy	
Uses a variety of context-related vocabulary and expressions appropriately, including some that are less rehearsed. Applies rules of spelling and punctuation consistently and with a high level of accuracy.	4
Uses a variety of context-related vocabulary and expressions appropriately. Spelling and punctuation are mostly consistent and correct.	3
Uses a variety of familiar and relevant context-related vocabulary and expressions. Makes some spelling and punctuation errors, though the intended meaning is clear.	2
Uses repetitive, basic vocabulary and expressions. Applies rules of spelling and punctuation with limited accuracy.	1
Subtotal	/4
Sequencing	
Sequences information coherently.	2
Shows limited sequencing of information. Relies on listing.	1
Subtotal	/2
Part B total	/21

Part C: 친구 인터뷰

Description	Marks
Comprehension	
Comprehends all or most questions with minimal support/clarification.	3
Comprehends most questions, may require some support/clarification.	2
Requires support.	1
Subtotal	/3
Response	
Responds with relevant and detailed information.	5
Responds with relevant information and descriptions are somewhat detailed.	4
Responds with relevant information and descriptions are simple.	3
Responds with some relevant information.	2
Responds with single words and includes limited information.	1
Subtotal	/5
Grammatical elements and accuracy	
Uses simple sentences and makes mostly successful attempts at compound sentences. Applies rules of grammar mostly accurately and consistently. Makes some errors.	3
Uses structures that satisfy the requirements of the task. Attempts at using the present tense, compound sentences and negative statements are sometimes unsuccessful, though the intended meaning is clear.	2
Uses a limited range of structures and grammatical elements. Errors are numerous and meaning sometimes unclear.	1
Subtotal	/3
Vocabulary and accuracy	
Uses a variety of context-related vocabulary and expressions accurately.	4
Uses a variety of familiar context-related vocabulary and expressions mostly accurately.	3
Uses repetitive, familiar vocabulary and expressions mostly accurately.	2
Uses repetitive, basic vocabulary and expressions with errors.	1
Subtotal	/4
Pronunciation	
Uses clear and accurate pronunciation.	3
Shows some inconsistency in pronunciation but meaning is clear.	2
Use of inaccurate pronunciation impedes comprehension at times.	1
Subtotal	/3
Part C total	/18
Total	/58


Appendix 1: Blank phone messaging template



Appendix 2: Introduction cartoon template

<p>_____ 소개 해요!</p>	

Appendix 3: Introduction via email

	<h1>이메일</h1>
보낸사람 이메일	
받는사람 이메일	
날짜	
제목	

Acknowledgements

Appendix 3: Adapted from: Vexagrafi, (2016). *Phone vector* [Clipart]. Retrieved October, 2023, from <https://openclipart.org/detail/254827/phone-vector>

Gezegen. (2012). *Email Rectangle Simple-4* [Clipart]. Retrieved October, 2023, from <https://openclipart.org/detail/170587/email-rectangle-simple4>