



## **SAMPLE ASSESSMENT TASK**

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**KOREAN: SECOND LANGUAGE**  
**YEAR 5 (PRE-PRIMARY–YEAR 10 SEQUENCE)**

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**우리 동네 (MY NEIGHBOURHOOD)**

## **Acknowledgement of Country**

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## Sample assessment task

### Korean: Second Language – Year 5

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<b>Title of task</b>	<b>우리 동네 (My neighbourhood)</b>
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to places in their neighbourhood.</p> <p>In Part A, they demonstrate their skills in writing by labelling places in <i>Hangeul</i> on a neighbourhood map.</p> <p>In Part B, Part C and Part D, they demonstrate their skills in comprehending written text by locating information on a neighbourhood map. They convey this information in short written responses in Korean, verbally and by circling the correct response in English.</p> <p>In Part E, they demonstrate their skills in comprehending written text by gathering information from Yeonghee’s article and conveying it in their response.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This task aims to determine student learning at the time of the assessment. It establishes the students’ ability to comprehend short written texts about the location of common places in the local neighbourhood and to convey this information. It also establishes their ability to write in Korean by labelling a map and writing short phrases in <i>Hangeul</i> .
<b>Assessment strategy</b>	Short answer – read for information in a written text Short response – write short phrases and label a map
<b>Evidence to be collected</b>	Completed task sheets
<b>Suggested time</b>	Part A – 10 minutes Part B – 10 minutes Part C – 10 minutes Part D – 5 minutes Part E – 20 minutes

## Content description

Content from the Western Australian Curriculum

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### Communicating

Initiate interactions with teacher and peers orally and in writing to exchange information about their home, neighbourhood and local community

Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds

Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds

### Understanding

Reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning

Recognise basic punctuation in writing

Read and write simple words using *Hangeul*

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

- recognising and using the particle -하고
- recognising and using the particle -에서
- using 가까워요 and 멀어요 to describe distance between two places
- using vocabulary to describe basic activities in and locations of school, home and surrounding environments

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to the neighbourhood and local community
- words, phrases and sentences using *Hangeul*
- context-related vocabulary and grammatical elements, including:
  - understanding and identifying elements of different sentence structures and the use of particles; for example, -에, -에서, -하고
  - places in the neighbourhood and local community; for example, 우리 집, 친구 집, 학교, 도서관, 공원
  - grammatical structures for expressing location of places; for example, 가까워요, 멀어요, 옆에 있어요.

### 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

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### Assessment conditions

Task is to be completed by students working individually.

### Resources

- Task sheets
- *Hangeul* chart

## Instructions for teacher

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

- provided with a variety of texts related to people and places in their neighbourhood and local community
- taught context-related vocabulary and grammatical elements, including:
  - understanding and identifying elements of different sentence structures and the use of particles; for example, -에, -에서, -하고
  - places in the neighbourhood and local community; for example, 우리 집, 친구 집, 학교
  - grammatical structures for expressing location of places; for example, 가까워요, 멀어요, 옆에 있어요.

## Activities to scaffold the task

Provide sufficient 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:

- mapping a book character's travel. Choose a children's story that explores an adventure from a character's perspective (such as *Little Red Riding Hood* or *We're Going on a Bear Hunt*). Create a map of the main character's journey and practise verbally describing the character's journey to peers or younger students in Korean
- creating a treasure map on a piece of paper. In pairs, practise asking and responding to questions in Korean about the location of the treasure, such as 보물이 나무에서 가까워요? 보물이 나무에서 멀어요.
- making a class anchor chart. As a class, create and hang a large map anchor chart of the school community. Use this chart to practise describing locations in Korean, modelling the appropriate particles, as a weekly routine during warm-up
- using a large map as an exit ticket before students are dismissed. Students practise making verbal statements in Korean about locations of different features on the map before they are dismissed, such as 공원에 나무가 있어요., 도서관 옆에 집이 있어요.
- playing a robot game. Map out a grid on the floor using wool, string or masking tape, and place an object somewhere on the grid. One student acts as a robot and the robot can only move one step at a time. Other students take turns giving the robot clues in Korean on how to reach the object. This activity can be extended by using further directional vocabulary, such as left, right, forward and back
- creating a map of the school, working individually or in small groups. Use this map to practise, in Korean, asking, responding, reading and writing about the location of different school buildings, such as 킨디반, 놀이터, 운동장, 도서관, 우리 반
- playing a grid guessing game. In pairs, students are each given two grid sheets with a few pre-drawn pictures. Label one axis with the Korean consonant alphabet and the other with numbers. Students mark their 'battleship' (or use terms like the Turtle Ship as a cultural reference) horizontally or vertically across the grid spaces on one of their sheets. Then students take turns asking questions in Korean about the location of their opponent's ship. This activity

can be extended by allowing students to ask what is close to, far from and next to the pre-drawn pictures

- drawing a 3D map of the school community. Build a 3D map of the school and surrounding community. Practise writing and reading Korean statements about the location of different features on this map
- filling out a mystery map. Provide students with blank grid sheets labelled with the Korean alphabet on one axis and numbers on the other. Starting with a selected point (such as  $\neg$ , 1), give instructions (orally or in writing) in Korean for students to label various features and places on the map.

## Task

### Part A: 우리 동네 지도

Provide students with Part A of the Task sheet and a *Hangeul* chart.

Students label the neighbourhood map using *Hangeul*.

Advise students that they have 10 minutes to complete Part A of the task.

### Part B: 멀어요, 가까워요?

Provide students with Part B of the Task sheet and a *Hangeul* chart.

Students answer questions in *Hangeul*, using the neighbourhood map as a reference.

Advise students that they have 10 minutes to complete Part B of the task.

### Part C: 진실 혹은 거짓

Provide students with Part C of the Task sheet and a *Hangeul* chart.

Students read the sentences and circle whether the sentences are true or false, using the map as a reference.

Advise students that they have 10 minutes to complete Part C of the task.

### Part D: 이야기 해 봐요

Provide students with Part D of the Task sheet.

Students are to state three facts about the location of different places using the map as a reference.

Advise students that they have 5 minutes to complete Part D of the task.

### Part E: 영희네 집

Provide students with Part E of the Task sheet and a *Hangeul* chart.

Students are to read the text written by Yeonghee and answer the questions in English.

Advise students that they have 20 minutes to complete Part E of the task.



### Task administration script

Teacher reads aloud:

*Look at your Task sheet. For Part A, label the five places from one to five on the map using Hangeul. You have 10 minutes to label the map.*

(Allow 10 minutes for students to complete the task.)

*For Part B, I will read you three sentences with blanks. Fill in the blanks using the map as a reference. Write your answers in Hangeul. You have 10 minutes to fill in the blanks.*

6. Blank 는 우리 집에서 멀어요.

7. Blank 는 우리 집에서 가까워요.

8. 도서관은 우리 집에서 blank.

(Allow 10 minutes for students to complete the task.)

*For Part C, I will read you four sentences about things on the map. Listen carefully and circle whether the sentences are true or false using the map as a reference. You have 10 minutes to circle the correct answers.*

9. 학교 옆에 학교가 있어요.

10. 공원에 나무가 있어요.

11. 도서관 옆에 친구 집이 있어요.

12. 우리 집 옆에 도서관이 있어요.

(Allow 10 minutes for students to complete the task.)

*For Part D, state two facts about the location of the 영화관 and the 슈퍼마켓, using the map as a reference. Use words like 가까워요., 멀어요. and 옆에 to describe the location of the two places. You have 5 minutes to write your two facts.*

(Allow 5 minutes for students to complete the task.)

*For Part E, I will read a short article written by Yeonghee about her neighbourhood. Listen carefully and answer the three questions. I will read the article twice. You have 20 minutes to answer the three questions.*

우리 집은 퍼스 프리멘틀에 있어요.

우리 집 옆에 바다하고 학교가 있어요. 가까워요.

도서관하고 공원은 우리 집에서 멀어요.

*Read all the questions carefully and write the answers in English.*

(Allow 20 minutes for students to complete the task.)

## Instructions to students

### 우리 동네

Listen carefully as your teacher reads out the questions.

#### Part A: 우리 동네 지도

Label the following places on the map in Korean using *Hangeul*.

Write your label clearly inside the blank box where the place is located.

1. 우리 집
2. 친구 집
3. 학교
4. 도서관
5. 공원

#### Part B: 멀어요, 가까워요?

Using the map as a reference, read the sentences and then write the missing words in the boxes below.

Remember to write in *Hangeul*.

6.

는 우리 집에서 멀어요.

7.

는 우리 집에서 가까워요.

8.

도서관은 우리 집에서

**Part C: 진실 혹은 거짓**

Using the map as a reference, read the following sentences and circle whether they are true or false.

- 9. 학교 옆에 학교가 있어요. True / False
- 10. 공원에 나무가 있어요. True / False
- 11. 도서관 옆에 친구 집이 있어요. True / False
- 12. 우리 집 옆에 도서관이 있어요. True / False

**Part D: 이야기 해 봐요**

Using the map as a reference, make a factual statement about each of the places listed below.

Use words like **가까워요**, **멀어요** and **옆에** to describe the location of each place.

- 13. 영화관

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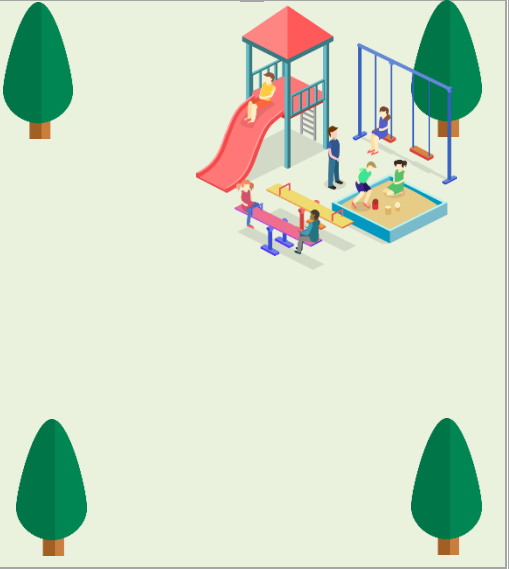


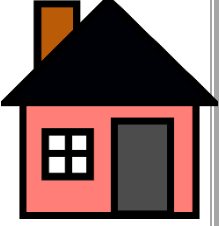


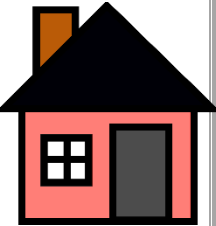








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- 14. 슈퍼마켓

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지도 (Map)

				
				
				
				
			<p><b>Key</b></p>  my house  my friend's house  school  park  library	
				

## Part E: 영희네 집

Read the article that Yeonghee wrote about her neighbourhood.

우리 집은 퍼스 프리멘틀에 있어요.

우리 집 옆에 바다하고 학교가 있어요. 가까워요.

도서관하고 공원은 우리 집에서 멀어요.

Answer the following questions in English.

15. Where is Yeonghee's house located? Include the city and the suburb.

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16. What two things are located near Yeonghee's house?

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17. What two things are located far away from Yeonghee's house?

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## Sample marking key

### Part A: 우리 동네 지도

Description	Marks
1. 우리 집 (my house) is written correctly below the correct picture.	1
2. 친구 집 (my friend's house) is written correctly below the correct picture.	1
3. 학교 (school) is written correctly below the correct picture.	1
4. 도서관 (library) is written correctly below the correct picture.	1
5. 공원 (park) is written correctly below the correct picture.	1
<b>Subtotal</b>	<b>/5</b>
<b>Part A total</b>	<b>/5</b>

### Part B: 멀어요, 가까워요?

Description	Marks
6. 친구 집 or 학교	1
7. 공원 or 도서관	1
8. 가까워요.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part B total</b>	<b>/3</b>

### Part C: 진실 혹은 거짓

Description	Marks
9. False	1
10. True	1
11. False	1
12. True	1
<b>Subtotal</b>	<b>/4</b>
<b>Part C total</b>	<b>/4</b>

### Part D: 이야기 해 봐요

Description	Marks
13. Makes a correct statement about the location of the cinema.	1
14. Makes a correct statement about the location of the supermarket.	1
<b>Subtotal</b>	<b>/2</b>
<b>Part D total</b>	<b>/2</b>

**Part E: 영화네 집**

Description	Marks
15. Fremantle, Perth	2
16. Beach and school	2
17. Library and park	2
<b>Subtotal</b>	<b>/6</b>
<b>Part E total</b>	<b>/6</b>
<b>Total</b>	<b>/20</b>

## Acknowledgements

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