



SAMPLE ASSESSMENT TASK

KOREAN: SECOND LANGUAGE
YEAR 9 (PRE-PRIMARY–YEAR 10 SEQUENCE)

한국과 호주의 십대 생활
(TEENAGE LIFE IN KOREA AND AUSTRALIA)

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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Sample assessment task

Korean: Second Language – Year 9

Title of task	한국과 호주의 십대 생활 (Teenage life in Korea and Australia)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to teenage life in Korea and Australia.</p> <p>In Part A, students demonstrate their skills in writing in Korean by writing the script for a presentation comparing teenage life in Australia to teenage life in Korea.</p> <p>In Part B, students demonstrate their skills in speaking in Korean by taking part in an interview with their teacher on the topic they have explored in Part A.</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 write a text in Korean about their daily life in Australia, comparing it to contemporary teenage life in Korea. It also establishes their ability to interact in spoken Korean to discuss teenage life in Australia and compare this to teenage life in Korea.
Assessment strategy	Extended response – write a script for a presentation Oral performance – participate in an interview
Evidence to be collected	Completed task sheet Audiovisual recording of speech
Suggested time	Part A – 120 minutes Part B – 5 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Initiate and participate in sustained interactions with others orally and in writing to exchange ideas and compare and justify personal opinions about aspects of childhood, teenage life and relationships

Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using language and different modes of presentation to suit different audiences or to achieve different purposes

Understanding

Identify ways in which stress, intonation and body language convey meaning

Recognise and apply basic pronunciation rules to read short texts in Korean

Extend knowledge in the sounds of further complex *Hangeul* letters, such as the complex vowels formed by combining basic vowels

Use basic punctuation in writing, including a question mark (?) for questions, an exclamation mark (!) to express emotions and a full stop (.) for other types of sentences

Using spacing and spelling rules in reading and writing, recognising their differences to English

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

- extending the use of different functions of a range of particles; for example,
 - 부터-까지 (time frame particle)
 - 에 (time/cause particle)
 - 와/과 (linking particle)
 - 의 (possessive particle)
- understanding the various functions/meanings of the topic marker -은/는; for example, 저는 버섯을 좋아하지 않아요. 그런데 양파는 좋아해요
- indicating comparative quality using superlatives; for example, 더, 덜, 가장, 제일
- using abstract nouns and verbs associated with abstract or complex concepts, processes and attitudes; for example, 생각해요.; 확신해요
- using a range of descriptive verbs to express qualities of people, animals or nature, such as character, appearance or scenery; for example, 부지런해요, 정직해요
- using some procedural vocabulary relating to some aspects of everyday life; for example, 라면을 2 분 동안 끓여요.; 1 시간 동안 공부해요.

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a wide range of texts related to teenage life and relationships in Korea
- context-related vocabulary related to teenage life
- grammatical items, including particles, topic markers, superlatives and descriptive verbs
- similarities and differences regarding teenage life and relationships in Korea and Australia
- the textual conventions of a script and an 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

The task is to be completed by students working individually.

The interview will take place between the teacher (or another speaker of Korean) and the student.

Resources

- Task sheet
- Task administration script
- Bilingual dictionary
- Recording device

Instructions for teacher

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

- provided with a variety of texts related to aspects of Korean teenage life and relationships
- taught context-related vocabulary related to teenage life
- taught grammatical items, including particles such as *와/과*, topic markers such as *-은/는*, superlatives such as *더, 덜, 가장, 제일* and descriptive verbs related to the topic
- involved in a discussion to compare the similarities and differences regarding teenage life and relationships in Korea and Australia
- taught the conventions of writing a script and engaging in 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 aimed to help them internalise the language they need for this task, such as:

- using a Venn diagram (Appendix 1) to practise highlighting similarities and differences between different elements of Korea and Australia. Topics can vary in complexity, starting with simple topics, such as the alphabet and food, and then move onto abstract topics, such as teenage life. Students can complete the Venn diagram in English and then translate it in Korean to practise their *Hangeul* writing skills
- creating a signal word chart that targets learning specific words/phrases and grammatical items that students can use to compare and contrast two topics. To ‘compare’, these phrases may include *비슷해요, 유사해요, 공통, 같아요* and to ‘contrast’, these phrases may include *달라요, 차이, 딱, 하지만, 그런데*. Use these set words to compare and contrast simple things, such as fruits or friends in class, to familiarise students with the use of these phrases in sentences. Include superlatives as an extension to indicate comparative quality, such as *달라요 -> 많이 달라요* or *조금 달라요*
- reading *Hangeul* or English passages of selected topics, and working in pairs to identify and colour code the similarities and differences of two items (or more) in pairs. Use this strategy to then apply it to other compare or contrast activities such as creating a Venn diagram, informative poster or T-chart organiser (Appendix 2)
- designing cloze exercises made up of sentence patterns related to comparing two items with parts missing. Have students complete each sentence, written or verbal
- playing the Korean game I Am Ground, Introduce Yourself! (Korean Instinct – <https://www.youtube.com/watch?v=IJDSR0CTLzw>) to practise listing items. Instead of repeating the names (as in the video demonstration), simply select a topic and students list an item in the topic at their turn. For example, 아이엠그라운드 한국 음식 대기, (tap clap) 불고기, (tap clap) 김치. Repeat the game, only this time, changing the country to Australia; for example, 아이엠그라운드 호주 음식 대기, (tap clap) 피쉬앤칩스, (tap clap) बे지마이트. Once completed, discuss the similarities and differences in the items mentioned in each topic

- playing a game of Snowball. Place the signs Korea (한국), Australia (호주), Both (둘 다 O) and Neither (둘 다 X) at each corner of the classroom. On a blank sheet of paper, students write items or statements on a selected topic, such as places to visit, method of transport or teenage life. Once written, students crumple the piece of paper and then throw it somewhere in the classroom. Students then find one crumpled 'snowball' around the class, read the statement and move to the corner with the sign they believe matches the description. Once all students have selected a corner, discuss the similarities and differences in the items mentioned in each topic.

Task

Part A: 십 대 생활

Students are to conduct research into how similar and different teenage life is in Australia compared to teenage life in Korea, to write a script for a presentation.

Students must choose **one** of the following topics and answer the questions in the presentation script.

Advise students to write between 150 and 200 *Hangeul* blocks.

Inform students that they have 120 minutes to complete their script.

Topics	Questions
School life	How is school life in Australia similar to school life in Korean junior high schools? How is school life in Australia different from school life in Korean junior high schools?
Leisure and club activities	How do Australian teenagers spend their weekends and out-of-school time? How is this similar to, and/or different from, how Korean teenagers spend their weekends and out-of-school time?
Friends and family	What kinds of activities do Australian students do with their friends and their family? How are these activities similar to, and/or different from, what Korean students do with their friends and family?
Holidays	How do Australian and Korean students spend their school holidays? How do Australian and Korean students celebrate holiday events with their family and friends?

Part B: 십 대 생활

Interview students on the topic of teenage life in Australia and how it is similar or different to teenage life in Korea.

Ask questions based on the following topics:

- school life
- leisure and club activities
- friends and family
- holidays.

A list of sample questions has been provided for each of the topics below. Where necessary, modify questions to elicit information about teenage life in Korea or ask an additional question, to cater for the student's previous response.

School life

1. 제일 좋아하는 과목이 뭐예요?
2. 한국어는 몇 학년 때부터 배웠어요?
3. 쉬는 시간에 뭐해요?
4. 올해 학교에서 뭐가 제일 재밌었어요?
5. 호주 학교가 더 힘들까요, 한국 학교가 더 힘들까요? 왜요?

Leisure and club activities

1. 취미가 뭐예요?
2. 클럽활동을 하고 있어요?
3. 저번 주 토요일 뭐 했어요?
4. 호주 학생들은 학교 마치고 어디를 가요?
5. 호주 학생들은 어떤 운동을 제일 좋아해요?

Friends and family

1. 가족하고 시간을 보내는 게 더 좋아요, 친구하고 시간을 보내는 게 더 좋아요?
2. 쉬는 시간에 친구들과 뭐 해요?
3. 형제/자매/가족들과 운동해요?
4. 방학 때 가족들과 뭐 해요?
5. 호주 학생들은 방학 때 어디를 가요?

Holidays

1. 쉴 때 뭐해요?
2. 긴 여름 방학 때 뭐 하고 싶어요?
3. 제일 재밌었던 방학이 뭐였어요? 왜요?
4. 크리스마스에 뭐해요?
5. 가장 좋아하는 음식이 뭐예요?

한국과 호주의 십 대 생활 (Teenage life in Korea and Australia)

Part A: 십 대 생활

Your task is to write the script for a presentation about teenage life in Australia and how it is similar or different to teenage life in Korea.

Choose **one** of the following topics and answer the questions in your presentation script.

You will have 120 minutes to complete your script.

Write between 150 and 200 *Hangeul* blocks.

Topics	Questions
School life	<p>How is school life in Australia similar to school life in Korean junior high schools?</p> <p>How is school life in Australia different from school life in Korean junior high schools?</p> <p style="text-align: center;">or</p>
Leisure and club activities	<p>How do Australian teenagers spend their weekends and out-of-school time?</p> <p>How is this similar to, or different from, how Korean teenagers spend their weekends and out-of-school time?</p> <p style="text-align: center;">or</p>
Friends and family	<p>What kinds of activities do Australian students do with their friends and their family?</p> <p>How are these activities similar to, or different from, what Korean students do with their friends and family?</p> <p style="text-align: center;">or</p>
Holidays	<p>How do Australian and Korean students spend their school holidays?</p> <p>How do Australian and Korean students celebrate traditional events with their family and friends?</p>

Part B: 십 대 생활

Your teacher will interview you about teenage life in Australia and how it is similar or different to teenage life in Korea.

You will be asked questions based on one of the following topics:

- school life
- leisure and club activities
- friends and family
- holidays.

Use the space below to write notes in preparation for your interview. You may have your notes during your interview.

Interview notes

Sample marking key

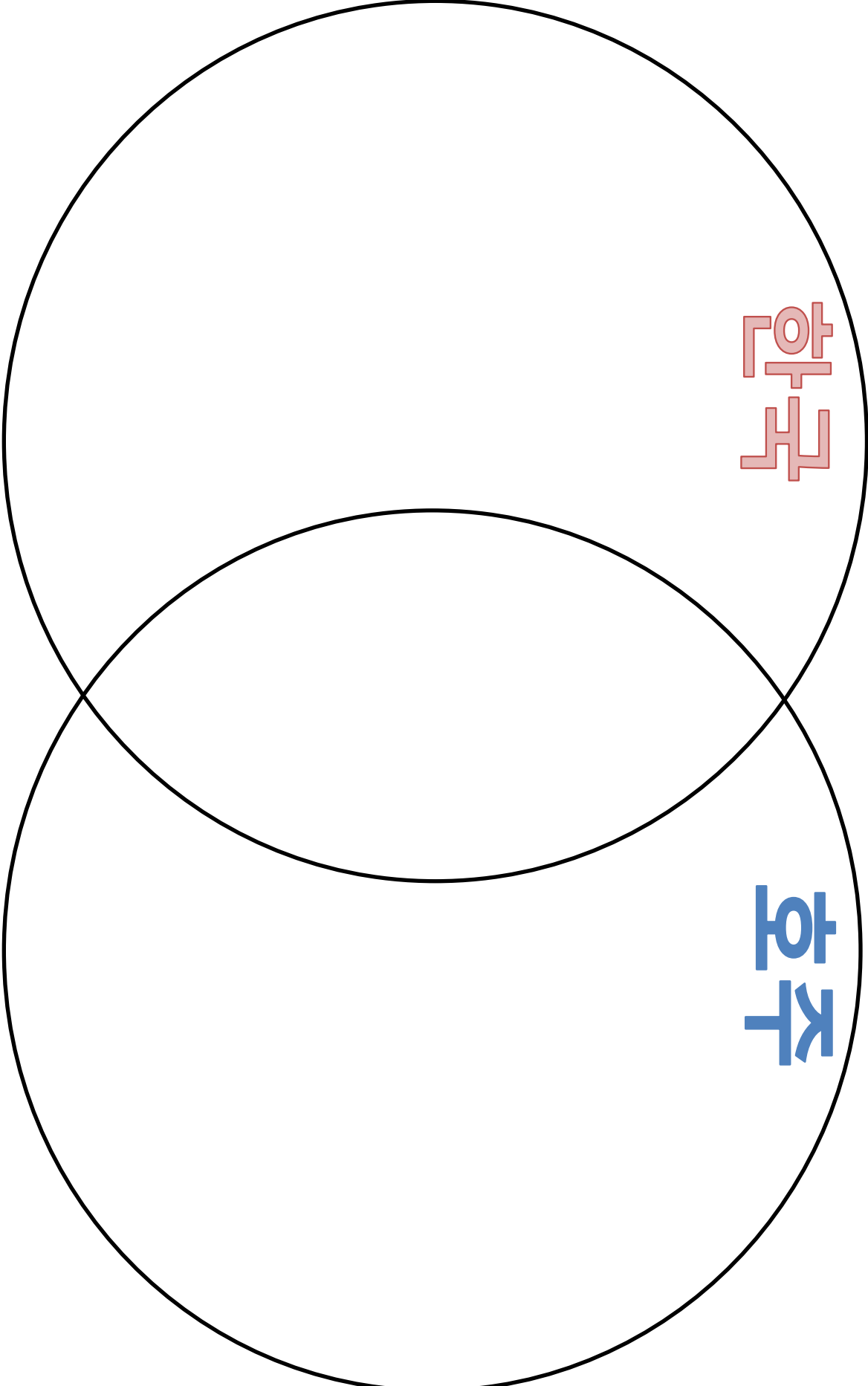
Part A: 십 대 생활

Description	Marks
Content	
Writes a script giving comprehensive information on their chosen topic. Provides appropriate examples and gives a justification of their personal opinion.	4
Writes a script giving information on their chosen topic. Provides examples and some reasons for their opinions.	3
Writes a script and provides some accurate information on their chosen topic. Gives few examples and little justification for their opinions.	2
Provides a minimal amount of well-scaffolded sentences on their chosen topic.	1
Subtotal	/4
Vocabulary	
Uses context-related vocabulary. Spelling is mostly clear.	3
Uses vocabulary that is generally related to the context. Some inconsistency with spelling; however, meaning is clear.	2
Uses limited vocabulary. Frequent errors in spelling make meaning unclear.	1
Subtotal	/3
Grammar	
Uses various grammatical items in the Korean language, such as particles, topic markers, superlatives and descriptive verbs, mostly accurately.	3
Uses an adequate range of grammatical items in Korean, such as particles, topic markers, superlatives and descriptive verbs, with a satisfactory level of accuracy. Generally, intended meaning is clear.	2
Shows a limited use of simple sentences and application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	/3
Hangeul formation	
Uses characters that are well-formed and spaced.	3
Uses characters that are legible, with minor errors.	2
Makes errors in character choice, formation, strokes and/or spacing.	1
Subtotal	/3
Textual conventions	
Writes the text of a presentation introducing themselves and the topic, and concludes by thanking their audience. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a presentation. Sequences information to some extent.	2
Uses a few of the key conventions of a presentation. Limited organisation impedes flow and understanding.	1
Subtotal	/3
Part A total	/16

Part B: 십 대 생활

Description	Marks
Content	
Provides comprehensive information in response to the questions posed. Provides clear examples and gives a justification for their personal opinion.	4
Provides information in response to the questions posed. Provides examples and some reasons for their opinion.	3
Provides some accurate information in response to the questions posed. Provides few examples and gives little justification for their opinion.	2
Provides little information in response to the questions posed. Provides no examples or opinions.	1
Subtotal	/4
Vocabulary	
Uses context-related vocabulary.	3
Uses vocabulary that is generally relevant to the context.	2
Shows limited use of vocabulary related to the context.	1
Subtotal	/3
Grammar	
Uses various grammatical items in the Korean language, such as particles, topic markers, superlatives and descriptive verbs, mostly accurately.	3
Uses an adequate range of grammatical items in Korean, such as particles, topic markers, superlatives and descriptive verbs, with a satisfactory level of accuracy. Generally, intended meaning is clear.	2
Shows limited use of simple sentences and application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	/3
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Uses acceptable pronunciation and intonation inconsistently.	2
Uses inaccurate pronunciation, which makes the meaning and intonation unclear.	1
Subtotal	/3
Part B total	/13
Total	/29

Appendix 1: Venn diagram – Korea and Australia



Appendix 2: T-chart organiser – Korea and Australia

주제: _____

한국

호주