



SAMPLE ASSESSMENT TASK

KOREAN: SECOND LANGUAGE

YEAR 5 (PRE-PRIMARY–YEAR 10 SEQUENCE)

주문하시겠어요? (WHAT WOULD YOU LIKE TO ORDER?)

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 5

| | |
|---------------------------------|---|
| Title of task | 주문하시겠어요? (What would you like to order?) |
| Description of task | <p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to completing transactions and exchanging conversations in a restaurant.</p> <p>In Part A, they demonstrate their skills in speaking Korean by participating in a role play set in a fast food restaurant, where they play the cashier taking orders and then a customer giving a meal order.</p> <p>In Part B, they demonstrate their skills in responding to questions about emotions and feelings or opinions in Korean by participating in an interview with the teacher about the role play set in the fast food restaurant.</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 exchange information about restaurant dishes and their preferences, and their ability to complete transactions and describe their feelings. |
| Assessment strategy | Oral performance – participate in a role play simulation activity Short response – complete a menu order form Oral performance – participate in an interview with the teacher |
| Evidence to be collected | Anecdotal record of role play Audiovisual recording of interview |
| Suggested time | Part A – 30 minutes Part B – 5 minutes |

Content description

Content from the Western Australian Curriculum

Communicating

Interact in classroom activities such as creating and following shared class rules and procedures, expressing opinions and asking for permission or clarification

Engage in individual and collaborative tasks that involve organising displays, planning outings and conducting events, such as performances, group games or activities, and completing transactions

Compare ways of communicating in English-speaking and Korean-speaking contexts and identify ways in which culture influences language use

Understanding

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

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
- using question words to ask about reasons and prices in set phrases; for example, 왜요?; 얼마예요?
- expanding the use of number expressions with appropriate counters; for example, 한 개, 이천 원
- extending knowledge in the Sino-Korean numbering system to apply to appropriate contexts, such as money.
- describing emotions, feelings or viewpoints; for example, 재밌어요.; 어려워요.

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- practising pronouncing English words in Korean
- context-related vocabulary, such as food, drink and the Sino-Korean numbering system and applying this to the context of money, and adjectives to describe feelings and viewpoints.
- grammatical structures, such as number expressions with appropriate counters
- the textual conventions of a role play.

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

Part A will take place between students, with the teacher observing.

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

Resources

- Task sheet
- Task administration sheet
- Menu
- Order form
- Recording device

Instructions for teacher

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

- taught pronunciation of English words in Korean, such as 햄버거 versus hamburger
- familiar with context-related vocabulary, such as food, drink, the Sino-Korean numbering system and adjectives to describe feelings and viewpoints; for example, 어려워요., 재밌어요.
- taught and provided with opportunities to practise grammatical structures; for example, number expressions with appropriate counters, such as 이천 원, 한 개
- exposed to the textual conventions of a role play.

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:

- practising greeting and leave-taking
 - continuously and consistently practising greeting and leave-taking politely in Korean as part of the class routine
 - include greeting and leave-taking in all relevant role play activities
 - organise a teaching session for older students to teach younger students how to greet and take leave politely in Korean, using appropriate gestures
- pronouncing English loan words in Korean
 - role play using Korean menus with English loan words, such as ice cream, coffee, fast food, pasta and sandwich menus. Alternatively, students can create their own Korean menu (on paper or digitally), comprised of loan word foods written using Korean pronunciation and alphabet
 - play with stacked wooden blocks with Korean loan words or English words written on them. As a student pulls out a block, they must read it out (and, as an extension, write on a small whiteboard) using Korean pronunciation
 - jumble Korean letters and play a guessing game. Students reorganise the letters to think of a Korean word (within a topic) that is a loan word from English
 - in pairs, create a video clip of 10 (or more) Korean words for younger students. Watch *100 Korean Words You Already Know* by Talk To Me In Korean as an example to create a similar video clip or a brochure (<https://www.youtube.com/watch?v=aFJupcaRm20>)
- expressing numbers with appropriate counters
 - plan a cooking activity. Students create a recipe, including the counters in the ingredients
 - play a Korean counter memory matching game (Appendix 1). Make cards by printing Appendix 1 on thick paper (or gluing onto cards) and lay out all cards facing down. Printing in colour will allow students to self-correct their answers on the spot; printing in greyscale will challenge the students further. Students take turns flipping two cards at a time to match the picture card with the appropriate number counters. If students are not already familiar with the counters 살, 개, 명, 마리 from previous years, reduce the number of cards to match students' knowledge and make multiple copies of the same card. Exclude or include the 권 and 장 cards as needed

- learning Korean money language
 - focus on practising skip counting in the Sino-Korean numbering system. Ensure students have adequate opportunities to skip count by 1000s and 10 000s in Sino-Korean through routines (such as counting the number of students in 1000s) and games (such as skip counting around the circle or passing a ball around the room as they skip count)
 - role play money-exchanging activities in settings such as a café, market or restaurant. Print Korean notes to provide a hands-on counting experience
 - play a board game that allows students to deal with money. Replace the prices on the board with Korean *won* (원) and use printed Korean notes to play. Alternatively, print and play the Korean money board game (Appendix 2). Students can practise naming the note they land on, add all the notes they land on to increase the number value, and/or add pluses and minuses to the board to add variety to the number values
 - play a money game, such as telling each student they have 50 000 *won* to spend in any way they wish. Go through Korean magazines or menus to find items for students to ‘spend’ on and have them create a list.

Task

Part A: 패스트푸드 역할극

Students work cooperatively in small groups to conduct a simple role play in Korean, ordering food and drink at a Korean restaurant.

Students take turns playing the part of the cashier and then the customer.

The cashier records each customer's preferences on the order form (in Korean or in English).

In the role of a cashier, students interact with their peers by:

- greeting the customer politely with 안녕하세요?
- recording the customer's order on the order form
- calculating the total cost of the customer's meal and receiving payment, using the correct numbering system and counter; for example, 이천 원이에요.
- expressing gratitude to the customer politely.

In the role of a customer, students interact with their peers by:

- greeting the cashier politely with 안녕하세요.
- ordering **three** items verbally using 주세요.
- extending their order by using adjectives to describe how many of the item they want, using the correct numbering system and counter; for example, 한 개 주세요.
- asking the total cost of the dishes using 얼마예요?
- expressing gratitude to the cashier politely.

Remind students to use Korean pronunciation when ordering the food items with English names.

Part B: 이야기 해 봐요

Interview the student about their experience of taking part in the role play.

Task administration script

Teacher reads aloud:

I'm going to ask you some questions about the role play you just took part in.

Think about the words we use to describe emotions, feelings and viewpoints.

1. 역할극 어땠어요? (give time for the student to respond)
2. 왜요? (give time for the student to respond)
3. 손님이 무엇을 주문했어요? (give time for the student to respond)
4. 총 얼마였어요? (give time for the student to respond)

Instructions to students

What would you like to order?

Part A: 패스트푸드 역할극

This part of the task will prepare you for the assessment in Part B. You will work in small groups to take part in a simple role play in Korean, ordering food and/or drink at a fast food restaurant.

You will take turns playing the part of the cashier and then the customer.

Remember to use Korean pronunciation for the items with an English name.

Cashier:

- Start by greeting your customer.
- Record your customer's order on the order form in Korean.
- Calculate the total cost of your customer's order, and inform them of the total bill using Korean *won*.
- Express gratitude to the customer politely.

Customer:

- Choose **three** items to order in Korean.
- Respond to your cashier's greeting politely.
- Give your order/s using 주세요. Remember to use adjectives to describe how many of the items you'd like; for example, 햄버거 한 개 주세요.
- Ask your cashier for the total bill using 얼마예요?
- Express gratitude to the cashier politely.

When everyone in the group has had a turn to be both the cashier and the customer, hand your order forms to the teacher.

패스트푸드 메뉴



햄버거

2000 원



더블 패티 햄버거

2000 원



샌드위치

2000 원



샐러드

2000 원



감자튀김

2000 원



치킨너겟

2000 원



소다

1000 원



주스

1000 원



아이스크림

1000 원

메뉴 주문 양식

이름: _____ 반

| 주문 메뉴 | 갯수 | 가격 |
|-------|----|----|
| | | 원 |
| | | 원 |
| | | 원 |
| 총 합산 | | |
| 원 | | |

When everyone in the group has had a turn to be both cashier and customer, hand your order forms to the teacher.

메뉴 주문 양식

이름: _____ 반

| 주문 메뉴 | 갯수 | 가격 |
|-------|----|----|
| | | 원 |
| | | 원 |
| | | 원 |
| 총 합산 | | |
| 원 | | |

When everyone in the group has had a turn to be both cashier and customer, hand your order forms to the teacher.

Part B: 이야기 해 봐요

Listen to your teacher’s questions about the role play activity.

Your teacher will ask you about your feelings regarding your performance in the role play activity.

You may use the chart below to help you with your responses.

| | |
|--------|----------|
| 재밌어요. | 안 재밌어요. |
| 신나요. | 안 신나요. |
| 좋아요. | 싫어요. |
| 쉬워요. | 어려워요. |
| 부끄러워요. | 안 부끄러워요. |

Next, you will be asked about your customer’s order.

Use the menu form you filled out as a cashier to help you with your response.

Sample marking key





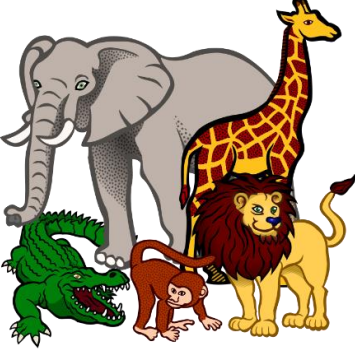
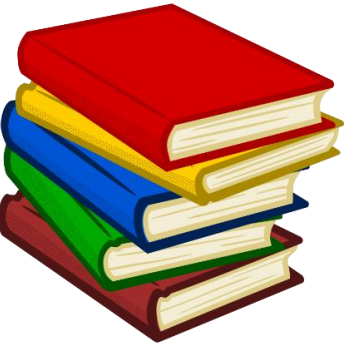
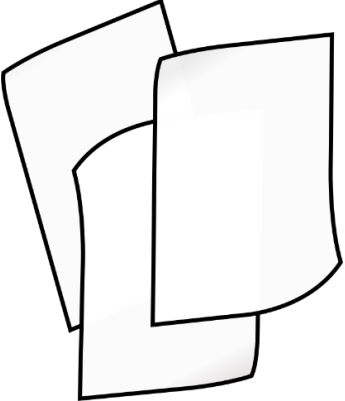


Part A: 패스트푸드 역할극

| Description | Marks |
|---|------------|
| Cashier role | |
| Greets customer with a suitable greeting and gesture. | 1 |
| Correctly records three items on the order form. | 1+1+1 |
| Informs customer of the total cost using the correct number system. | 1 |
| Informs customer of the total cost using the correct counter. | 1 |
| Expresses a suitable phrase of appreciation. | 1 |
| Subtotal | /7 |
| Customer role | |
| Responds to the greeting from the cashier with a suitable greeting and gesture. | 1 |
| Reads and orders three items from the menu, using the correct number system. | 1+1+1 |
| Reads and orders three items from the menu, using the correct counter. | 1+1+1 |
| Uses question words to ask about the total cost. | 1 |
| Expresses a suitable phrase of leave-taking. | 1 |
| Subtotal | /9 |
| Pronunciation | |
| Uses clear and accurate pronunciation and intonation. | 3 |
| Shows some inconsistency in pronunciation and intonation, but meaning is clear. | 2 |
| Uses inaccurate pronunciation, making meaning unclear. | 1 |
| Subtotal | /3 |
| Part A total | /19 |

Part B: 이야기 해 봐요

| Description | Marks |
|--|------------|
| Content | |
| Responds with an appropriate feeling word. | 1 |
| Responds with an appropriate viewpoint word. | 1 |
| Responds with the three items from their order form. | 1 |
| Responds with the total cost from their order form. | 1 |
| Subtotal | /4 |
| Grammar and vocabulary | |
| Uses a good range of vocabulary and grammatical elements, mostly accurately. | 3 |
| Uses a sufficient range of vocabulary to communicate information. Errors in grammatical structures are present, but responses are mostly accurate, and meaning is clear. | 2 |
| Uses a limited range of vocabulary and gives one-word responses. Offers occasional short phrases, but meaning is not always clear. | 1 |
| Subtotal | /3 |
| Pronunciation | |
| Uses clear and accurate pronunciation and intonation. | 3 |
| Shows some inconsistency in pronunciation and intonation, but meaning is clear. | 2 |
| Uses inaccurate pronunciation, making meaning unclear. | 1 |
| Subtotal | /3 |
| Part B total | /10 |
| Total | /29 |

Appendix 1: Korean counter memory matching game

| | | |
|--|---|---|
|  <p style="text-align: center;">😊</p> |  <p style="text-align: center;">😊</p> |  <p style="text-align: center;">😊</p> |
|  <p style="text-align: center;">😊</p> |  <p style="text-align: center;">😊😊</p> |  <p style="text-align: center;">😊</p> |
|  <p style="text-align: center;">😊</p> |  <p style="text-align: center;">😊😊</p> |  <p style="text-align: center;">😊😊</p> |

| | | |
|---|--------|--------|
| 원 | 살 | 개 |
| 명 | 마 리 | 권 |
| 장 | 월 일 | 요 일 |

Appendix 2: Korean money board game

| | | | | | | | |
|--|---|---|---|---|---|---|---|
|  |  |  | 앞으로 2 칸! |  |  |  | |
|  | |  | |  |  | 끝! | |
|  | | 뒤로 2 칸! | |  | 한번 더!  |  | |
|  | |  | |  |  |  | |
| 시작! | |  | |  |  |  | |
|   | |  |  |  |  |  |  |

Acknowledgements

Part A: Fast food menu

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Appendix 1: Korean counter memory matching game

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Appendix 2: Korean money board game

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