



SAMPLE ASSESSMENT TASK

KOREAN: SECOND LANGUAGE

YEAR 9 (PRE-PRIMARY–YEAR 10 SEQUENCE)

십 대들의 이야기 (TEENAGERS' STORIES)

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 9

Title of task	십 대들의 이야기 (Teenagers' stories)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to teenage life and relationships.</p> <p>Students also demonstrate their skills in comprehending written texts on the 십 대 이야기 website and conveying information relating to aspects of the texts.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend written texts, analyse ideas and information in texts and convey this information to others.
Assessment strategy	Short response – read for information in a written text
Evidence to be collected	Completed task sheet
Suggested time	45 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience

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

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

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
- understanding the various functions/meanings of the topic marker -은/는
- indicating comparative quality using superlatives
- understanding the function and meaning of a range of defective nouns
- using abstract nouns and verbs associated with abstract or complex concepts, processes and attitudes

Explore how language both reflects and shapes cultural distinctions, with reference to community, social class, gender and generation

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to relationships with others
- context-related vocabulary related to teenage life and relationships with others
- grammatical items, including particles, topic markers, superlatives and defective and abstract nouns and verbs.

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
- Bilingual dictionary

Instructions for teacher

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

- exposed to a variety of texts related to youth relationships
- taught context-related vocabulary related to teenage life and relationships with others
- taught grammatical items, including particles such as 의, 친구가, 친구랑, topic markers such as -은/는, superlatives such as 더, 덜, 가장, 제, defective nouns such as 부터, 동안, 때 and abstract nouns and verbs such as 생각해요, 우울해요, 걱정해요.

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:

- vocabulary building by developing a list of important terms for students to practise relating to friends and family. Create flashcards, play word games and practise using these words in conversations so that they become more familiar and students expand their vocabulary
 - Learn Korean 24 – Chingu – How to Say Friend in Korean
<https://learnkorean24.com/friend-in-korean/>
 - 90 Day Korean – Korean Family Terms – How to address relatives & friends
<https://www.90daykorean.com/korean-family-terms/>
- creating a paper or digital class blog to discuss the class's interests and experiences. For a paper blog, provide strips of paper to write 2–5 sentences with a nickname, on a selected topic; for example, experiences at school. Collected paper can then be glued onto a larger piece of paper and styled like a blog, then shared and discussed in class. For a digital blog, prepare a blog online using free blog building websites such as Squarespace or Wix, and create a comment section to which students can add. For public schools, use Connect for students to comment on a Discussion thread created by the teacher
- writing short diary entries of their week at school or at home in Korean. Encourage students to include interests and experiences involving relationships with others, such as friends and family, to practise vocabulary related to youth relationships. Some of the vocabulary to practise may include:
 - Dom & Hyo – Korean Adjectives to Describe People: Character and Personality
<https://domandhyo.com/2015/10/learn-korean-character-and-personality-vocabulary.html>
 - 90 Day Korean – School in Korean – Words and phrases related to education
<https://www.90daykorean.com/school-in-korean/>
- creating a collaborative storybook or yearbook in Korean related to teenage life and relationships with others. As a class, you may agree upon a certain focus topic, such as the pros and cons of teenage life or the most challenging thing about being a teenager. The book may include photographs of significant people and events in the lives of individual students with two- to five-sentence descriptions in Korean. When completed, discuss the different vocabulary used to describe different types of relationships and experiences
- discussing the Spanish term 'manito' and how it is used to mean 'secret friend' in Korean. Designate each student with an appropriate 'manito'. The student acting as a 'manito' writes an anonymous letter to their friend about the challenges of school and how they overcome their challenges. Remind students that others may go through similar challenges and therefore they should try to include sincere and sensible strategies that help them overcome their challenges. Check the letters prior to passing them onto the friend to ensure that they are appropriate.

Task

Provide students with the Task sheet.

The task requires them to read the text **십 대 이야기** and respond in English to the questions which follow.

Students may look up any unfamiliar vocabulary in a bilingual dictionary.


Inform students that they have 45 minutes in which to complete the task, and that they are to work independently.

Instructions to students

십 대들의 이야기






Carefully read the five posts on the blog **십 대 이야기** and respond to questions which follow in English.

Provide as much detail as necessary to complete your responses. Look up any unfamiliar vocabulary in a bilingual dictionary.



십 대 이야기

친구 사이의 관계는 시시각각 변해요. 친구들과 잘 지내나요? 어떤 어려움이 있나요? 이야기해 봐요.

6 월 2 일		<p>샌디</p> <p>십 대는 너무 어려워요. 학교는 스트레스만 있어요. 선생님들은 우리에게 숙제를 너무 많이 줘요. 집에서도 방학에도 공부만 해요. 여행을 가고 싶어요.</p>
7 월 4 일		<p>클레어</p> <p>저는 조용하고 수줍어요. 운동도 안 좋아해요. 그래서 친구가 많이 없어요. 그런데 게임은 좋아해요. 쉴 때 인터넷 친구들과 비디오 게임을 하는 게 더 좋아요. 학교에도 진짜 친한 친구가 있으면 좋겠어요.</p>
7 월 19 일		<p>마이클</p> <p>가장 친한 친구가 우울해서 슬퍼요. 친구 부모님은 항상 다뤄요. 친구는 밥을 많이 먹지 않아요. 그래서 걱정이예요. 어떻게 도와줘야 할지 모르겠어요. 저는 부모님과 좋아요. 부모님께 뭐든 이야기할 수 있어요. 다행이에요. 감사해요.</p>
8 월 20 일		<p>제이미</p> <p>친한 친구가 있어요. 그 친구랑 싸웠어요. 내가 안 좋아하는 사진을 다른 친구들과 공유했어요. 그래서 울었어요. 친구랑 싸우고 싶지 않아요.</p>
9 월 16 일		<p>손</p> <p>키가 작아서 고민이에요. 빨리 크고 싶어요. 키 큰 친구들이 부러워요.</p>

샌디

Question 1

(3 marks)

Indicate with a tick [✓] the three statements that are true:

- (a) Sandy thinks that being a teenager is easy.
- (b) Sandy thinks there is no stress at school.
- (c) Sandy's teachers give too much homework.
- (d) Sandy's parents give too much homework.
- (e) Sandy thinks there is too much studying to do.
- (f) Sandy wants to relax.
- (g) Sandy wants to travel.

클레어

Question 2

(3 marks)

What three reasons does Claire give for why she doesn't have many friends?

1. _____
2. _____
3. _____

Question 3

(2 marks)

How does Claire prefer to spend her free time?

Question 4

(2 marks)

What does Claire hope to have at school?

마이클

Question 5

(3 marks)

Why is Michael worried about his friend?

Question 6

(3 marks)

How does Michael describe his relationship with his parents?

제이미

Question 7

(6 marks)

Indicate with a tick [✓] whether the statements below are True or False.

	True	False
Jamie has many friends.		
Jamie has a best friend.		
Jamie had a fight with his friend about a photo shared with others.		
Jamie had a fight with his friend about name-calling.		
Jamie cried after the fight.		
Jamie yelled after the fight.		

숀

Question 8

(3 marks)

What is Shaun worried about? How does he feel about it?

Sample marking key

십 대들의 이야기

Description	Marks
Question 1	
(c) Sandy's teachers give too much homework.	1
(d) Sandy thinks there is too much studying to do.	1
(e) Sandy wants to travel.	1
Subtotal	/3
Question 2	
1. Quiet	1
2. Shy	1
3. Does not play any sports	1
Subtotal	/3
Question 3	
Play video games	1
With her internet friends	1
Subtotal	/2
Question 4	
Best/close	1
Friend	1
Subtotal	/2
Question 5	
His friend is depressed.	1
His friend's parents argue (all the time).	1
His friend does not eat much.	1
Subtotal	/3
Question 6	
Positive/good	1
Relieved	1
Thankful	1
Subtotal	/3

Description	Marks
Question 7	
Jamie has many friends. False	1
Jamie has a best friend. True	1
Jamie had a fight with his friend about a photo shared with others. True	1
Jamie had a fight with his friend about name-calling. False	1
Jamie cried after the fight. True	1
Jamie yelled after the fight. False	1
Subtotal	/6
Question 8	
His height/being short	1
Wants to grow taller	1
Envies other (tall) friends	1
Subtotal	/3
Total	/25

Acknowledgements

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