



SAMPLE ASSESSMENT TASK

KOREAN: SECOND LANGUAGE
YEAR 4 (PRE-PRIMARY–YEAR 10 SEQUENCE)

뭐 해요? (WHAT ARE YOU DOING?)

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 4

Title of task	뭐 해요? (What are you doing?)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to daily routines at home.</p> <p>In Part A, they demonstrate their skills in comprehending spoken texts by completing a table with information on time, family members and common activities.</p> <p>In Part B, they demonstrate their skills in speaking Korean by exchanging information about their routine at home on the weekend.</p> <p>In Part C, they demonstrate their skills in writing Korean word blocks by gathering information from Hyunwoo’s picture diary and conveying it in their response.</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 spoken Korean and convey factual information about what they have heard. It also establishes their ability to read and write text in Korean.
Assessment strategy	Short response – listen for information in a spoken text Oral performance – participate in an interview Short response – write a short picture diary
Evidence to be collected	Completed task sheet/s Completed picture diary Audiovisual recording of oral presentation
Suggested time	Part A – 15 minutes Part B – 5 minutes Part C – 25 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Interact with teacher and peers orally and in writing to exchange information about aspects of their personal worlds, including their daily routines at home and school, their important days and their interests

Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds

Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds

Understanding

Recognise characteristics of Korean pronunciation and intonation patterns

Recognise the alphabetical nature of *Hangeul* and the structural features of individual syllable blocks, including *batchim*

Recognise that there are combined vowels and consonants that derive from the basic characters by adding extra strokes

Begin to read and write simple words using *Hangeul* in familiar contexts

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 word order in sentences, such as subject + object + verb
- using some adverbs as part of formulaic language; for example, 아침/점심/저녁에 뭐 해요?
- recognising and using the particle ‘에’ as an indicator of location of things, including abstract things like times; for example, 아침에 노래해요.
- developing knowledge in the Sino-Korean numbering system and applying it to appropriate contexts, such as date
- developing knowledge in and using basic verbs with the -어/아요 ending in sentences; for example, 읽어요.; 놀아요.
- using basic, common action and descriptive verbs to describe their daily lives or preferences
- using vocabulary related to the calendar, such as the days of the week, month and date
- using vocabulary related to school, home, sports and leisure activities

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to daily routines at home
- context-related vocabulary related to daily routines at home
- the textual conventions of a picture diary
- participating in conversations about routines at home on weekends
- grammatical elements such as basic case markers
- reading and writing *Hangeul* in syllable blocks in familiar contexts.

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

Tasks A and C are to be completed by students working individually.

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

Resources

- Task sheet
- Task administration script
- *Hangeul* chart
- Recording device

Instructions for teacher

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

- exposed to a variety of texts related to daily routines at home and school
- taught context-related vocabulary, including basic, common actions and descriptive verbs, vocabulary related to the calendar and vocabulary related to home and leisure activities
- taught grammatical elements, including basic case markers, word order in sentences and using some adverbs as part of formulaic language
- provided with opportunities to read and write *Hangeul* in syllable blocks in familiar contexts
- taught the textual conventions of a picture diary and exchanging conversations about weekend plans and provided with opportunities to practise these.

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:

- using the 그림 일기 (picture diary) template (Appendix 1) in one or more of the following ways
 - solve a sentence puzzle. Students fill out the picture diary sentence in advance and cut into word blocks. Allow students to re-order the word blocks to form a sentence and draw a matching picture. Once students are familiar with this activity, move onto writing a matching sentence for a pre-filled picture with the help of a *Hangeul* chart
 - ask individual students to draw an illustration in their picture diary about their holiday. Show each picture to the class. In a circle, one student states a word block and passes it to the next person, until a full sentence is formed. For example, a student draws a picture of the zoo. In a circle, each student states '방학 때' '동물원에' '갔어요' verbally. Once students are familiar with this activity, move onto writing a matching sentence for a pre-filled picture with the help of a *Hangeul* chart
 - play Charades. Ask individual students to draw an illustration in their picture diary. Use these pictures as Charades cards. One student picks out a card to act out while other students try to guess what the phrase is in Korean
 - fill out the picture diary step by step. Print a large copy and go through a part of the picture diary each day. Start from how to fill out the date in Korean, then circling and describing the weather, writing the title, completing the illustration and, lastly, writing the content
 - compare and contrast English and Korean. Print a large copy and go through a part of the picture diary each day, comparing it with the English writing system. Discuss why young students in Korea may commonly use this format to practise writing instead of starting to write on a line or a dotted third as they would in Australia. Compare the format of writing the date in Korea and in Australia
 - print and laminate a large (A3) copy in order to demonstrate, and enable the whole class to practise, how to use a picture diary
 - make multiple copies of the diary for each student to keep as a booklet. Use this booklet as a school diary of special occasions, such as excursions, carnivals and assemblies. Students practise filling out the date, describing the weather, writing memorable parts of the day and recording their feelings associated with the day

- making multiple copies of the 한글 쓰기 (Korean writing) template (Appendix 2) for each student to keep as a booklet to practise forming syllable blocks and writing simple words in Korean. In this booklet they can
 - practise writing the Korean *Hangeul* alphabet individually, using correct strokes
 - practise writing their Korean names, in correct placement
 - practise writing simple Korean words in familiar contexts, in correct placement
 - practise placing consonants and vowels in a syllable block
 - practise placing *batchim* in a syllable block
- holding a timetable quiz. In pairs, students practise asking and responding to questions about what their partner does on what day and at which time of the day at school (in Korean). For example, 월요일 아침에 뭐 해요? 월요일 아침에 스펠링 해요
- chatting about the weekend. In pairs, students ask about and share their weekend or evening plans. If they are not doing anything, students come up with an activity they would like to do. For example, 토요일에 뭐 해요? 토요일에 댄스 해요.; 저녁에 뭐 해요? 저녁에 태권도 해요
- creating a written list of potential activities students will do throughout the week at school and at home. Include some things related to school subjects, such as 책을 읽어요, and some activities related to social activities, such as 쇼핑을 가요. The whole class reads through the list and individual students select relevant activities to create a short book or poster. As an extension, students add in the day of the week and time of the day to the Korean sentences
- playing Two facts and a lie. Students create two facts and one lie about their weekend plans, including the day and the time. In small groups, students share their statements and attempt to identify the false statements
- playing Find someone who. As a class, students brainstorm a list of activities they may do over the weekend (or holiday). Then each student selects some of the activities and lists them in a personal grid. Once all students have completed their grids, students walk around the classroom to interview their peers in Korean. Students must find someone who does an activity listed on their grid by interviewing them. Once they find a person, students can cross off that block and move onto the next activity. Continue the game until they have crossed off all the activities on their list
- playing Rumour has it (소문에...). As a class, each student completes a page (or more) out of a class book called 소문에... On each page, students write and draw a fictional activity about their week's plan, including the day of the week and the time of the day; for example, 소문에 토요일 아침에 버스를 운전해요
- playing Charades. Taking turns, individual students act out a weekend activity without speaking, while the group (or team) attempts to guess what the phrase is in Korean
- writing a social media post. On a paper template of a social media page, students draw a picture of their factual or fictional weekend activity and write the matching description in Korean.

Task

Part A: 그때 뭐 해요?

Students are prepared with the Task sheet, a pencil and an eraser.

Read each statement twice. Read the statements again if requested.

Task administration script

Teacher reads aloud:

Look at your Task sheet. A family member will introduce their family and their routines to you. I will say four sentences in Korean. Listen carefully to what I say and write your answer in English in the space provided. I will read each sentence twice.

The first line is an example and the answers have been filled out: 남동생이 일요일 점심에 축구를 해요.

Number one. 형이/오빠가 월요일 아침에 책을 읽어요.

Number two. 여동생이 일요일 점심에 친구를 만나요.

Number three. 아빠가 금요일 저녁에 영화를 봐요.

Number four. 누나/언니가 토요일 아침에 공원을 가요.

Repeat each phrase twice and allow time for students to fill out the table.

Part B: 주말에 뭐 해요?

Students take part in an interview with the teacher. Ask them a series of questions about their plans for the weekend. If students are unsure of their weekend plans, they can choose an activity they would like to do.

Task administration script

Teacher reads aloud:

I will ask you a question in Korean about your plans for the weekend. If you have no plans for the weekend, think about an activity you would like to do. Respond in Korean in full sentences.

토요일 점심에 뭐 해요?

일요일 아침에 뭐 해요?

일요일 저녁에 뭐 해요?

Part C: 그날 뭐 해요?

Provide students with Part C of the Task sheet.

Students view the picture diary. There is one pre-filled entry and the illustrations for two other diary entries. Students fill in the missing words in these two diary entries.

Students need to include the missing date and day and write what Hyunwoo does on Saturday and Sunday under the picture and title.

Give students access to a *Hangeul* chart. This may be a large poster on the wall or an individual chart on their desk.

If students are unsure about what the picture refers to, the teacher may say the word in English for the students; for example, 'In question 1, Hyunwoo is reading a book.'

Instructions to students

뭐 해요?

Part A: 그때 뭐 해요?

Listen to your teacher as one family member introduces you to their family in Korean and describes their routines.

Fill out the table below in English, giving as much information as you can.

The first one has been done for you.

Each sentence will be read twice.

	Family member	Day of the week	Time of the day (morning, midday, evening)	Activity
Example	Younger brother	Sunday	Midday	Plays soccer
1.				
2.				
3.				
4.				

Part B: 주말에 뭐 해요?

Now it is your turn to talk about your routine on the weekend.

You will be asked some questions about your plans for different times of the weekend.

If you have no plans for the weekend, say an activity you would like to do at that time of the weekend. Answer in Korean and in full sentences.

Part C: 그날 뭐 해요?

Here is Hyunwoo’s picture diary of his daily routine at home on Friday, 9 August.

There are some missing words in Hyunwoo’s diary entries for the two days after Friday.


Your task is to look at the picture and title and fill in the missing date and day, then write in Korean what Hyunwoo does on Saturday and Sunday.

Look carefully at the completed entry below the title and picture. Use the *Hangeul* chart to help you fill in the gaps.

To help you write your words, think about the sounds you hear in a syllable block.

8	월	9	일	금요일		
						
제목: 보기						
금	요	일	에		영	화
를		봐	요	.		

1. **원** **일** **요일**



제목: 읽기

						피
	읽	어	요	.		

2. **원** **일** **요일**



제목: 먹기

를		먹	어	요	.	

Sample marking key

Part A: 그때 뭐 해요?

Questions 1–4

Description	Marks
1. Older brother	1
Monday	1
Morning	1
Reads a book	1
2. Younger sister	1
Sunday	1
Midday	1
Meets a friend	1
3. Dad	1
Friday	1
Evening	1
Watches a movie	1
4. Older sister	1
Saturday	1
Morning	1
Goes to the park	1
Subtotal	/16
Part A total	/16

Part B: 주말에 뭐 해요?

Description	Marks
Content	
Responds to the teacher’s question by accurately stating the day, time and activity.	3
Responds to the teacher’s question adequately, with two of the three required details.	2
Responds to the teacher’s question with insufficient information.	1
Subtotal	/3
Grammar and vocabulary	
Uses a good range of vocabulary, such as the day of the week, time of the day and activity, and grammatical elements such as 에, 을/를, 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 one-word responses are often given. Offers occasional short phrases, but meaning is not always clear.	1
Subtotal	/3







Description	Marks
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Shows some inconsistency with pronunciation and intonation, but meaning is clear.	2
Uses inaccurate pronunciation making meaning unclear.	1
Subtotal	/3
Part B total	/9

Part C: 그날 뭐 해요?

Questions 1–2

Description	Marks
1. 8 월 10 일	1
토요일	1
토요일에	1
책	1
2. 8 월 11 일	1
일요일	1
일요일에	1
피자	1
Subtotal	/8
Letter formation	
Writes clear and well-formed <i>Hangeul</i> syllable blocks with minimal errors.	2
Writes clear <i>Hangeul</i> syllable blocks with some errors in character positioning, but meaning is clear.	1
Subtotal	/2
Part C total	/10
Total	/35

Appendix 1: 그림 일기 template

<h1 style="margin: 0;">_____의 그림 일기</h1>						
월	일	요일				
날씨:						
제목:						

Appendix 2: 한글 쓰기 template

이							
리							

Acknowledgements

Adapted from: chanellelloyd1. (2017). *Cappy Boy Remix 3 Expressions* [Clipart]. Retrieved August, 2022, from <https://openclipart.org/detail/283239/cappy-boy-remix-3-expressions>

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