



## **SAMPLE ASSESSMENT TASK**

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

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**한국어를 배워요! (LEARN KOREAN!)**

## **Acknowledgement of Country**

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## Sample assessment task

### Korean: Second Language – Year 10

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<b>Title of task</b>	<b>한국어를 배워요! (Learn Korean!)</b>
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to young people’s experiences and interests in contemporary cultural issues, such as learning a language.</p> <p>Students also demonstrate their skills in writing in Korean by designing an informative poster that informs Year 10 students of the benefits of learning a language and attempts to persuade their audience to continue to study Korean in Years 11 and 12.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes the students’ ability to write texts that convey information, persuade, express feelings and justify opinions to others.
<b>Assessment strategy</b>	Extended response – write a response to a statement in the form of an informative poster
<b>Evidence to be collected</b>	Informative poster
<b>Suggested time</b>	120 minutes

## Content description

### Content from the Western Australian Curriculum

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#### Communicating

Initiate and participate in sustained interactions with others orally and in writing to discuss young people's experiences and interests in contemporary culture and social issues

Contribute ideas, opinions and suggestions in individual and collaborative tasks, exchanging resources and information, solving problems and managing diverse views

Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or reflect cultural values, social issues or experience

Reflect on the experience of learning and using Korean, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives

#### Understanding

Write in *Hangeul* independently, observing writing conventions and rules

Begin to recognise the use of consonant clusters in *batchim*, a syllable-final consonant

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:

- using a range of case markers and particles, including honorific forms as applicable, for appropriate grammatical functions
- connecting ideas in different relationships using a range of conjunctive suffixes
- expanding the range of and use of adverbs
- using specialised vocabulary drawn from other learning areas or broader topics of interests

Explain how Korean language and culture have evolved and how they continue to change over time, and understand that language use has the power to influence social and cultural relationships and practices

Understand that Korean language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to young people's experiences, interests and social issues
- context-related vocabulary related to persuasive text and selected topics
- grammatical structures, including case markers, particles, suffixes and adverbs
- the structure of a persuasive text
- the textual conventions of an informative poster.

### 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 sheet
- Paper or access to a device to develop the informative poster
- Bilingual dictionary

## Instructions for teacher

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

- exposed to a variety of texts related to young people’s experiences, interests and social issues
- exposed to context-related vocabulary related to persuasive text and selected topics
- taught grammatical items including case markers, particles, suffixes and adverbs
- taught how to write a persuasive text
- taught the conventions of an informative poster, and provided with opportunities to practise them.

## 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:

- holding a brainstorming session and discussing in English the benefits of learning Korean, based on students’ experiences, interests and social issues. Once students are comfortable discussing their reasons and justifying their opinions, practise the discussion in Korean. Allow students to view other blogs and posters to better understand other people’s reasons for learning Korean using online resources
  - Optilingo – 12 Reasons Why You Should Learn Korean  
<https://www.optilingo.com/blog/korean/10-reasons-to-learn-korean/>
  - 90 Day Korean – Why learn Korean? – 10 Reasons to Learn This Magical Language  
<https://www.90daykorean.com/why-learn-korean/>
  - Joy of Korean – 14 Good Reasons to Learn Korean  
<https://joyofkorean.com/why-learn-korean/>
- creating a TV commercial in spoken Korean advertising the benefits of learning Korean, using a video editor application or website on electronic devices. Discuss vocabulary related to persuasive language and grammatical items that can be used to persuade the viewing audience. Include Korean text in the commercial as an extension
- creating a print advertisement on the benefits of learning Korean. Encourage students to include five to 10 full Korean sentences that state the benefits to Australians of learning Korean as a second language
- writing a newspaper article about the benefits of learning Korean as a second language. Each student should choose one to three benefits and elaborate on their opinions in full Korean sentences
- writing a song or a poem outlining the benefits of learning Korean. Encourage students to include a minimum of three reasons and a statement to justify each reason in their song or poem
- writing a five-star review, in Korean, about learning Korean as a second language in Australia. Encourage students to include a minimum of three reasons and a statement to justify each reason in their review
- holding a respectful verbal debate session with a class which is learning another language. Prepare students with various benefits of choosing Korean as a second language that are unique from other languages, and provide opportunities to practise debating them in English. Have students complete a writing task in *Hangeul* after the debate.

## Task

Students design and write the Korean text for an informative poster on the benefits of learning a language which attempts to persuade Year 10 students to continue to study Korean in Years 11 and 12.

The informative poster must include four reasons why students should continue with the study of Korean. Students should base their reasons on four of the following benefits of learning a language:

- enjoyment
- brain training
- profession
- travel
- culture
- entertainment
- international relations
- intercultural understanding
- world peace.

Students should aim to write approximately 100–150 *Hangeul* blocks in Korean.

Students may use a bilingual dictionary.

The informative poster may be either handwritten and drawn or created with the use of an electronic device.

Students have 120 minutes to complete the poster.

## Instructions to students

### 한국어를 배워요!

It is subject selection time for the Year 10 students going into Year 11 at your school.

After having learnt about and experienced some of the positive benefits of learning a second language, you decide to share your ideas with your peers.

Design and write the Korean text for an informative poster that will aim to persuade your classmates to continue with their Korean learning journey in Year 11.

In your informative poster, you must include four reasons why students should continue with the study of Korean. Base your reasons on four of the following benefits of learning a language:

- enjoyment
- brain training
- profession
- travel
- culture
- entertainment
- international relations
- intercultural understanding
- world peace.

You should aim to write about 100–150 *Hangeul* blocks in Korean. You may use a bilingual dictionary.

Your final informative poster can either be handwritten and drawn or created with the use of an electronic device.

You have 120 minutes to complete your poster.

#### **Informative poster Draft**



## Sample marking key

### 한국어를 배워요!

Description	Marks
<b>Response</b>	
Designs an informative poster with content that addresses the requirements of the task. Uses details to elaborate.	5
Provides most of the required content and includes some details to elaborate.	4
Provides generally relevant content and some details.	3
Provides superficial content and limited detail.	2
Provides content with little relevance or detail.	1
<b>Subtotal</b>	<b>/5</b>
<b>Vocabulary</b>	
Uses context-related vocabulary and a wide range of expressions. Uses vocabulary effectively to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with a very high level of accuracy.	5
Uses context-related vocabulary and a range of expressions. Includes vocabulary to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with a high level of accuracy.	4
Uses mostly context-related vocabulary and expressions. Includes some vocabulary to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with a satisfactory level of accuracy.	3
Uses repetitive, basic vocabulary and expressions. Includes limited vocabulary to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with some accuracy.	2
Uses limited vocabulary. Applies rules of spelling and punctuation with a limited level of accuracy.	1
<b>Subtotal</b>	<b>/5</b>
<b>Grammar</b>	
Demonstrates an extensive knowledge of grammar (including case markers, particles, suffixes and adverbs) and syntax. Uses a wide range of complex structures correctly. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	5
Demonstrates a thorough knowledge of grammar (including case markers, particles, suffixes and adverbs) and syntax. Uses a range of complex structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	4
Demonstrates a sound knowledge of grammar (including case markers, particles, suffixes and adverbs) and syntax. Uses a range of structures with some errors. Makes errors, but inaccuracies do not always affect meaning or flow.	3
Demonstrates some knowledge of grammar and syntax. Uses a limited range of structures. Relies on the syntax of another language. Makes errors that impede understanding.	2
Demonstrates a limited knowledge of grammar and syntax. Uses a limited range of structures. Relies heavily on the syntax of another language. Makes frequent errors that impede meaning.	1
<b>Subtotal</b>	<b>/5</b>

Description	Marks
<b>Hangeul letter formation</b>	
<i>Hangeul</i> syllable blocks are legible and correct.	3
<i>Hangeul</i> syllable blocks are legible and mostly correct.	2
<i>Hangeul</i> syllable blocks are legible, but some are incorrectly formed.	1
<b>Subtotal</b>	<b>/3</b>
<b>Text type and sequencing</b>	
Uses all the key conventions of an informative poster and includes information about why classmates should continue learning Korean in Year 11, using pictures, images and photographs. Uses the Korean language in an informal register appropriate to peers. Sequences information cohesively and coherently.	3
Uses most of the key conventions of the text type. Generally uses the informal register. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience. Limited organisation of the information impedes the flow and understanding.	1
<b>Subtotal</b>	<b>/3</b>
<b>Persuasive language</b>	
Uses a range of persuasive devices to enhance the writer's position and persuade the reader, including reasons to support their viewpoint.	3
Uses some persuasive devices to enhance the writer's position and persuade the reader, including reasons to support their viewpoint.	2
Uses few persuasive devices to enhance the writer's position and persuade the reader, including reasons to support their viewpoint.	1
<b>Subtotal</b>	<b>/3</b>
<b>Total</b>	<b>/24</b>