



## **SAMPLE ASSESSMENT TASK**

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

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**배고픈 일주일 (A HUNGRY WEEK)**

## **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

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<b>Title of task</b>	<b>배고픈 일주일 (A hungry week)</b>
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to daily routines, and in particular meals.</p> <p>In Part A, they demonstrate their skills in comprehending spoken and written texts by responding to the imaginative text 배고픈 애벌레.</p> <p>In Part B, they demonstrate their skills in writing by creating their own version of the story, stating what they eat in a week.</p> <p>In Part C, they demonstrate their skills in speaking Korean by retelling their imaginative story to the class and answering questions posed by the teacher.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend spoken and written texts and convey information in their spoken and written responses. It also establishes their ability to create stories and perform imaginative scenarios, through scaffolded writing activities and an oral presentation, using familiar words and modelled language.
<b>Assessment strategy</b>	Short response – listen for information in a spoken text Short response – read for information in a written text Extended response – write an imaginative story Oral presentation – present an imaginative story and respond to questions
<b>Evidence to be collected</b>	Completed task sheets Imaginative story Audiovisual recording of presentation
<b>Suggested time</b>	Part A – 10 minutes Part B – 30 minutes

## Content description

### Content from the Western Australian Curriculum

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#### 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

Participate in and respond to imaginative texts, discussing messages and using modelled language to make statements about characters or themes

Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language

Translate words, phrases and expressions in simple texts to compare meanings and share understandings about aspects of Korean language and culture that are different from English

#### 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
- recognising and using the particle ‘어|’ as an indicator of location of things
- continuing the use of number expressions with appropriate counters
- developing knowledge in and using basic verbs with the -어/-아요 ending in sentences
- using basic, common action and descriptive verbs to describe their daily lives or preferences, for example, 먹어요
- using vocabulary related to the calendar, such as the days of the week

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- a range of simple imaginative texts
- context-related vocabulary related to daily routine at home, particularly related to meals
- elements of grammar, including adverbs as part of formulaic language, the particle ‘어’, number expressions with appropriate counters and basic verbs with the -어/-아요 ending in sentences
- the textual conventions of a story.

### 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 sheets
- Task administration script
- Recording device

## Instructions for teacher

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

- provided with opportunities to listen to, view and read the storybook 배고픈 애벌레 and other texts related to days of the week and eating routine
- taught context-related vocabulary, including days of the week and food words
- taught elements of grammar, including adverbs as part of formulaic language, the particle ‘에’, number expressions with appropriate counters and basic verbs with the -어/-아요 ending in sentences.

## Activities to scaffold the task

Provide opportunities for students to engage in language practice and writing activities to help them internalise the language they need for this task, such as:

- translating children’s books. Translate words and phrases from familiar childhood texts, such as *Where is the Green Sheep?* and *Brown Bear, Brown Bear, What Do You See?* to create Korean versions. These versions can be read and presented to younger students or displayed in the school library for other students to access. *Diary of a Wombat*, *Today is Monday* and *Cookie’s Week* are other children’s books that students can explore, translate and extend by recreating the story using a different animal (such as the national animal of Korea, the tiger), different activities the animal does and food the animal eats on different days of the week. Take the time to practise responding to questions such as 월요일에 뭐 해요? 아침에 뭐 해요? after viewing the stories
- writing a food diary. View videos about meals served at Korean primary schools; for example, Korean School Meals (급식) in Elementary by JL Kim (<https://www.youtube.com/watch?v=DP-r8C01mCI>). Discuss the differences between a typical meal in Korea and a typical meal in Australia. Using the Food Diary Template (Appendix 1), students envision themselves as a school nutritionist and think about what meals will be served as a daily routine throughout the week at their school. They include two servings a day (recess and lunch) to practise using adverbs as part of formulaic language and different food names. For an additional challenge, encourage students to include the number of each food item; for example, ‘two carrots’. Students can draw or write the food name in English and present the food diary in Korean. Prior to presenting, provide opportunities for students to interview each other about their food diary, using phrases such as 아침에 뭐 먹어요? 아침에 딸기 5 개 먹어요. 점심에 뭐 먹어요? 점심에 치킨 샌드위치 먹어요.
- completing a meal preparation plan (Appendix 2) of the food they would like to cook and eat throughout the week. Print the template as A3 size to allow students more room to draw their meals. Once they have finished, practise asking and responding to questions related to what food they eat on what day and at which meal. Take the time to complete small portions of the chart each week if students are being taught different food categories, such as fruits, vegetables and Korean food. Alternatively, browse completed meal preparation charts online and practise asking and responding to questions about what is being eaten on which day and at which meal.

## Task

### Part A: 배고픈 애벌레

Prior to the task, read to the students the storybook 배고픈 애벌레 and have them collaboratively retell the story.

Provide students with the Task sheet for Part A and ask them to write the name of the fruit and the number of the fruit the caterpillar ate to complete each frame.

Tell students that they may choose the words from the list below the table.

### Part B: 배고픈 나

Having listened to and viewed the story of 배고픈 애벌레, students recreate the imaginative text by writing and illustrating their own fictional story.

Students will complete seven pages. On the page where it says 이름, students will write their name in Korean and draw themselves. This will be the cover page.

On every other page with a day of the week, students will draw a particular food or dish. Encourage students to draw multiples of the food to make their story more interesting.

Once they have finished, students will cut around the booklet and follow the following instructions to turn it into a mini book.

#### Task administration script

Teacher reads aloud:

*Once you have finished drawing the pictures, cut out around the booklet. Then follow these steps to turn it into a mini book.*

*Step one, fold it in half horizontally.*

*Step two, fold it in half again.*

*Step three, fold it in half again.*

*Step four, unfold the paper and make sure you can see the folds on each line.*

*Step five, fold the paper in half vertically.*

*Step six, cut along the dotted line.*

*Step seven, unfold the paper again. There should be a straight slit in the middle of the paper.*

*Step eight, fold it in horizontally with the slit on the top and slide the two ends together.*

*Step nine, push the ends together until the slit closes.*

*Step ten, fold the left end towards the slit and let the book fold.*

*Now you have a mini book!*

### Part C: 배고픈 나 이야기

Students take turns to stand in front of the class and read aloud, in full Korean sentences, the text in their mini book.

Students will need to include in their sentences the day of the week, what they eat and how many portions of the food they eat.

They will then be asked four questions related to their story.

Ask students the following questions:

1. 월요일에 뭐 먹어요?
2. 수요일에 뭐 먹어요?
3. 목요일에 뭐 먹어요?
4. 토요일에 뭐 먹어요?




**Instructions to students**

**배고픈 일주일**

**Part A: 배고픈 애벌레**

We are going to listen to the story 배고픈 애벌레. After watching and listening, complete each of the boxes by writing what fruit and how many pieces of that fruit the caterpillar eats on each day of the week.

<p>배고픈 애벌레가</p> 	<p>월요일에</p> <hr/> <p>_____개를 먹어요.</p>	<p>화요일에</p> <hr/> <p>_____개를 먹어요.</p>
<p>수요일에</p> <hr/> <p>_____개를 먹어요.</p>	<p>목요일에</p> <hr/> <p>_____개를 먹어요.</p>	<p>금요일에</p> <hr/> <p>_____개 먹어요.</p>

Choose from the fruit words below to complete the sentences and then write the number of the fruit the caterpillar ate.

배	딸기	사과	오렌지	자두
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## Part B: 배고픈 나

You have listened to the story about 배고픈 애벌레. Now you will create a mini storybook about yourself and what you eat in a week.

Write your name in Korean next to 이름 and draw a picture of yourself on that page. This will be the cover page of your mini book. Then complete each page with your own drawings, showing what you eat during the week and how many portions of that food you eat. Draw multiples of the same food on a page to make your story more interesting.

Monday has been done as an example.

Once you have finished, listen to the teacher's instructions to make your mini book.

'배고픈 나 Mini Storybook'

<p>토요일</p>	<p>토요일</p>	<p>토요일</p>	<p>토요일</p>
<p>일요일</p>	<p>일요일: _____</p>	<p> 일요일</p>	<p>일요일</p>

### **Part C: 배고픈 나 이야기**

Practise reading your story to a partner. When you are ready, the teacher will ask you to read to the class, in full Korean sentences, the text in your mini book.

Make sure to include in your sentences the day of the week, what you eat, and how many portions of that food you eat.

Speak clearly.

The teacher will also ask you some questions about what you have written.

Listen carefully to the teacher's questions.

## Sample marking key

### Part A: 배고픈 애벌레

#### Table

Description	Marks
월요일 – 사과 [1], 1 [1].	[1] + [1]
화요일 – 배 [1], 2 [1].	[1] + [1]
수요일 – 자두 [1], 3 [1]	[1] + [1]
목요일 – 딸기 [1], 4 [1].	[1] + [1]
금요일 – 오렌지 [1], 5 [1].	[1] + [1]
<b>Subtotal</b>	<b>/10</b>
<b>Part A total</b>	<b>/10</b>

### Part B: 배고픈 나

#### Mini book

Description	Marks
한글 이름 [1] + drawing of themselves [1].	[1] + [1]
화요일 – one or more drawings of a dish/type of food.	1
수요일 – one or more drawings of a dish/type of food.	1
목요일 – one or more drawings of a dish/type of food.	1
금요일 – one or more drawings of a dish/type of food.	1
토요일 – one or more drawings of a dish/type of food.	1
일요일 – one or more drawings of a dish/type of food.	1
<b>Part B total</b>	<b>/8</b>

## Part C: 배고픈 나 이야기

Description	Marks
<b>Content</b>	
Presents information with a high level of accuracy and confidence.	3
Conveys a satisfactory amount of information mostly accurately.	2
Communicates little relevant information.	1
<b>Subtotal</b>	<b>/3</b>
<b>Responding to questions</b>	
Answers question 1 correctly.	1
Answers question 2 correctly.	1
Answers question 3 correctly.	1
Answers question 4 correctly.	1
<b>Subtotal</b>	<b>/4</b>
<b>Grammar and vocabulary</b>	
Uses a good range of vocabulary, such as Korean food names and days of the week, and grammatical elements, such as number counters and the use of the particle ‘어  ’, mostly accurately.	3
Uses a sufficient range of vocabulary to communicate information. Makes some errors in grammatical structures, but responses are more accurate than inaccurate, and meaning is clear.	2
Uses a limited range of vocabulary and often gives one-word responses. Offers occasional short phrases, but meaning is not always clear.	1
<b>Subtotal</b>	<b>/3</b>
<b>Pronunciation</b>	
Uses clear and accurate pronunciation and intonation.	3
Uses some inconsistent pronunciation and intonation, but meaning is clear.	2
Uses inaccurate pronunciation, at times impeding comprehension.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part C total</b>	<b>/13</b>
<b>Total</b>	<b>/31</b>

Appendix 1: Food diary template



# 우리 학교 급식 일기

	월요일	화요일	수요일	목요일	금요일
아침 간식 					
점심 					

Appendix 2: Weekly meal preparation template

  <b>일주일 식사 준비</b>  							
	일요일	일요일	일요일	일요일	일요일	일요일	일요일
<b>저녁</b> 							
<b>점심</b> 							
<b>아침</b> 							



## Acknowledgements

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