



SAMPLE ASSESSMENT TASK

KOREAN: SECOND LANGUAGE

PRE-PRIMARY (PRE-PRIMARY–YEAR 10 SEQUENCE)

선생님, 안녕하세요! (HELLO TEACHER!)

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 – Pre-Primary

Title of task	선생님, 안녕하세요! (Hello teacher!)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to common greetings and classroom expressions in Korean.</p> <p>In Part A, they demonstrate their skills in comprehending spoken text related to common greetings.</p> <p>In Part B, they demonstrate their skills in comprehending familiar classroom vocabulary and spoken requests used in the classroom.</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 information in spoken text and convey this information using pictures.
Assessment strategy	Short response – listen for information in spoken texts
Evidence to be collected	Completed task sheets
Suggested time	Part A – 10 minutes Part B – 10 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Recognise pictures, symbols, key words and phrases of spoken and written Korean in rhymes, songs, labels and titles related to their personal worlds

Convey factual information about their personal worlds using songs, rhymes, gestures, pictures, labels, captions and familiar words

Understanding

Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and recognising some first elements of the Korean grammatical system, including:

- noticing -요 at the end of a sentence through its repetitive use in sentences, such as 안녕하세요. and 주세요.
- using common forms of greetings and noticing the different levels of formality; for example, 안녕하세요? to adults and 안녕? to peers
- developing number knowledge for numbers zero to 10
- building simple vocabulary to identify familiar objects and environments

Recognise that in Korean, as in English and other languages, there are different ways of greeting and interacting with people according to different ages and/or different degrees of familiarity

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- exchanging correct greetings with teachers and peers using culturally appropriate gestures
- context-related vocabulary, including the names of classroom objects
- some first elements of grammar, including responding to questions to elicit name and age in a conversation, and responding to teacher talk and instructions.

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 are to be completed by students working individually.

Resources

- Task sheet
- Task administration script
- Pencils
- Colouring pencils (any colour)

Instructions for teacher

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

- taught how to exchange correct greetings with teachers and peers using culturally appropriate gestures; for example, saying 안녕하세요 to teachers with a slight bow, and saying 안녕! to peers while waving their hands
- exposed to some first elements of grammar, including responding to questions; for example, 이름이 뭐예요? [이름]이에요/예요.; 몇 살이에요? [몇 살]이에요.
- given opportunities to respond to teacher talk and instructions; for example, [이름] 안녕? 선생님, 안녕하세요.; 앉아 주세요.; 일어나 주세요. 색칠해 주세요.
- taught context-related vocabulary, including the names of classroom objects; for example, 연필, 지우개, 가위.

Activities to scaffold the task

Prior to administering Part A of 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:

- meeting and greeting the teacher and students routinely before starting the lesson. This could be a simple greeting or turned into a song with actions. Set up a repetitive routine of any kind, (for example, a greeting, day of the week or mystery item), before or after the lesson
- using flashcards. Prepare pictures of people (or animals) of different age groups and ask students to guess which greeting or expression of gratitude would be appropriate for the person/people on the card
- playing musical chairs. Students (and teachers) mix around the room with music playing. When the music stops, students stop and appropriately greet their nearest neighbour. As a pair, they then practise responding to the question ‘How old are you?’ in Korean
- playing the traditional Korean game ‘여우야 여우야, 뭐 하니?’ (Fox fox, what are you doing?), which is similar to the game ‘What’s the time, Mr Wolf?’. One student stands in front of the class and shouts out a number in Korean in response to ‘여우야 여우야, 몇 시니?’ (Fox fox, what time is it?). The rest of the class takes that number of steps closer to get to the fox. When a student gets close enough to tap on the shoulder of the student at the front, he/she chases after the rest of the class.

Prior to administering Part B of the task, provide opportunities for students to engage in language practice and writing activities to help internalise the language and skills they need for this task, such as:

- playing musical chairs. Play a Korean song; for example, ‘즐겁게 춤을 추다가 그대로 멈춰라!’, and when students freeze, they look and listen to the teacher to follow given instructions
- playing Flyswatter. Create a circle on the mat and place some familiar classroom objects (or pictures of the objects) in the centre of the circle. Choose two students and give them a flyswatter each. Call out an object name in Korean, and the two students race to swat the correct item first.

Task

Sit the student/s down alongside the teacher with the Task sheet and pencils. Ensure that if more than one student is doing the task at the same time that the students are seated in such a way that they can't reproduce answers from their peers.

Task administration script

Part A: 안녕하세요! 안녕!

Student/s will listen to five statements made by the teacher and circle on the Task sheet the image that corresponds to what they have heard. For each statement, students choose one out of two images.

Teacher reads aloud:

Look at your task sheet. I will say a number. Find that number on your sheet. I will then say a greeting or phrase in Korean. Listen carefully and circle the picture that matches what I say. I will read each question twice.

Number one. (선생님,) 안녕하세요? (Read again.)

Number two. 감사합니다./고맙습니다. (Read again.)

Number three. 안녕? (Read again.)

Number four. Daniel 은 다섯 살이에요. (Read again.)

Number five. 여러분, 안녕하세요? (Read again.)

Part B: 주세요

Students will listen to five statements made by the teacher. For statements one to four, students will circle on the task sheet the image that corresponds to what they have heard. For each statement, students will choose between two images.

Students then listen to statement five and colour the image to correspond with the statement they've heard.

Teacher reads aloud:

I will then say a phrase in Korean. I would like you to circle the picture that matches the talk and instruction.

Number one. 연필 주세요. (Read again.)

Number two. 일어나 주세요. (Read again.)

Number three. 앉아 주세요. (Read again.)

Number four. 가위 주세요. (Read again.)

Number five. 색칠해 주세요. (Read again.)

Instructions to students

선생님, 안녕하세요!







Part A: 안녕하세요! 안녕!

Listen to the teacher. Look at the pictures. Circle the correct picture.

<p>1. (선생님,) 안녕하세요?</p>		
<p>2. 감사합니다/고맙습니다</p>		
<p>3. 안녕?</p>		
<p>4. Daniel 은 다섯 살이에요.</p>		
<p>5. 여러분, 안녕하세요?</p>		

Part B: 주세요

Listen to the teacher. Look at the pictures. Circle or colour the correct picture.

1. 연필 주세요.		
2. 앉아 주세요.		
3. 일어나 주세요.		
4. 가위 주세요.		
5. 색칠해 주세요.		

Sample marking key






Part A: 안녕하세요! 안녕!

Questions 1–5

Description	Marks
1. 	1
2. 	1
3. 	1
4. 	1
5. 	1
Part A: Subtotal	/5

Part B: 주세요

Questions 1–5

Description	Marks
1. 	1
2. 	1
3. 	1
4. 	1
5. *coloured in any colour 	1
Part B: Subtotal	/5
Total	/10

Reference

Concept from traditional Korean song: Fox, fox what are you doing? [여우야 여우야, 뭐 하니?].

Acknowledgements

Part A:

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Part B:

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Sample marking key: Part A

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Sample marking key: Part B

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