



SAMPLE ASSESSMENT TASK

KOREAN: SECOND LANGUAGE

YEAR 1 (PRE-PRIMARY–YEAR 10 SEQUENCE)

필통 속의 물건들 (ITEMS IN THE PENCIL CASE)

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 – Year 1

Title of task	필통 속의 물건들 (Items in the pencil case)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structure and grammatical elements related to objects in the classroom.</p> <p>In Part A, Part B and Part C, they also demonstrate their skills in comprehending spoken text and respond by numbering the object named by the teacher, colouring it in the correct colour and identifying whether the teacher likes or dislikes the object.</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 text and respond by locating and conveying or demonstrating the information in writing.
Assessment strategy	Short response – listen for information in spoken text
Evidence to be collected	Completed task sheet
Suggested time	Part A – 10 minutes Part B – 10 minutes Part C – 5 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Respond to teacher talk and instruction

Locate key words, simple *Hangeul* and information in simple spoken and written texts, such as charts, lists, labels and captions, rhymes and songs related to their personal worlds

Understanding

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

- recognising that -요 at the end of a sentence can be used with different intonation for a question or statement; for example, 좋아해요? and 좋아해요.
- recognising and responding to simple questions using 네/아니요 (to express dis/agreement) and 안 (for affirmative or negative response)
- recognising simple vocabulary to identify and describe familiar animals, objects and environments, including colours

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- recognising intonation to identify questions and statements
- recognising and responding to simple questions
- context-related vocabulary.

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
- Task administration script
- Pencil
- Colouring pencils (red, blue, yellow, pink, green)

Instructions for teacher

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

- encouraged to recognise that -요 at the end of a sentence can be used with different intonation in a question or a statement; for example, 좋아해요? and 좋아해요 require different responses
- encouraged to recognise and respond to simple questions using 네/아니요 (to express dis/agreement) and 안 (for affirmative or negative responses)
- taught context-related vocabulary to identify and describe familiar objects, such as familiar classroom stationery items and their colours.

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:

- taking turns speaking. Students pair up and place familiar classroom objects between them. Students take turns taking one object from the pile, and saying what it is in Korean, until all the objects are taken. Students may add whether they like or dislike the item as an addition
- playing Musical chairs. Put pictures of multiple colours and classroom items on the screen. Students roam around the room with music playing. When the music stops, students pair up. Students look at the board and state one object and/or colour to each other, correcting each other's statement if necessary. Start the music again and repeat this activity, encouraging students to select a different item and colour when they meet a new partner
- playing Flyswatter. Create a circle on the mat with objects in the middle 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. When they swat the correct item, the student states whether or not they like or dislike the item
 - use familiar classroom objects or pictures of familiar classroom objects
 - use pictures of a variety of colours
 - use everyday, non-classroom objects of various colours, or pictures of these objects
- playing Celebrity heads. Prepare pictures of familiar classroom items and play Celebrity heads. The students may ask the questions in English, but the item name and simple phrases, such as 'yes' or 'no' are provided in Korean
- playing Hot potato. Place familiar classroom objects in a box. Play music or set a timer and pass the box around in a circle until the music (or timer) goes off. The person holding it then picks out an object from the box and states the item colour and name in Korean. Students may add whether they like or dislike the item as an addition
- playing Pass it on. Create a circle on the mat and place some familiar classroom objects in the centre of the circle. Choose a student at random and give them an item name (or a sentence) in Korean. The student whispers the word (or sentence) to the next student and this word is passed around the circle. The last student picks out the heard item from the centre of the circle, and the first student checks to ensure it is the correct item
- playing Charades. Create classroom action cards (these can be printed photos of students performing the action) and play a game of Charades. Students guess the action in Korean. Charade cards could also show class instructions, classroom objects or colours
- playing with numbered cards. Students play with a deck of numbered and coloured cards in small groups or pairs. When they lay a card out, they state the colour and the number on the card. Depending on ability, the teacher may remove any special cards or keep them and refer to them in Korean.

Task

Part A: 내 필통 속에는...

Students listen to the teacher read out a number in English and then the name of a stationery item in Korean. They write the number that matches the item name they have heard.

Task administration script

Teacher reads aloud:

Here is the answer sheet for today's task. I am going to say a number in English and then an item name in Korean in random order. Write the number that you hear next to the matching item in the box.

Number one. 연필.

Number two. 연필 깎기.

Number three. 지우개.

Number four. 풀.

Number five. 가위.

Part B: 색깔

Students listen to the teacher read five statements. Students colour in the items according to the colour they hear.

Task administration script

Teacher reads aloud:

This time, I'm going to say an item name in random order. When I say the item name, I will also tell you what colour it is. Colour in the item with the colour name that you hear.

초록색 풀.

노란색 지우개.

파란색 가위.

빨간색 연필 깎기.

분홍색 연필.

Part C: 좋아해요/ 안 좋아해요

Students listen to the teacher read five statements. Students tick either the smiley face or the sad face, depending on whether the teacher says they like or dislike the item.

Task administration script

Teacher reads aloud:

This time, I'm going to say whether or not I like a particular coloured item in random order. Smiley face is for like and sad face is for dislike. Tick the correct face that matches what you hear.

노란색 지우개. 좋아해요.

빨간색 연필 깎기. 너무 좋아해요.

초록색 풀. 안 좋아해요.

분홍색 연필. 아니요, 안 좋아해요.

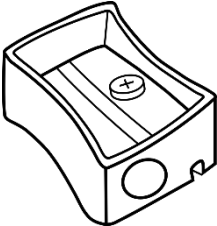

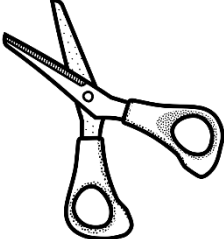

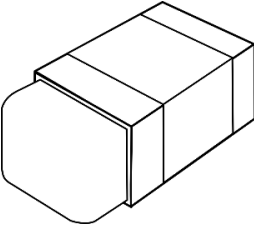

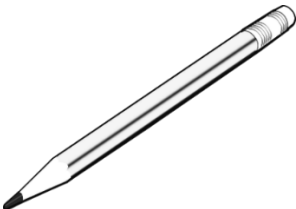



파란색 가위. 네, 좋아해요.

Instructions to students

필통 속의 물건들

Part A: 내 필통 속에는...

1. Listen carefully to the teacher.
2. Look at the pictures.
3. There is an empty box next to each item. You will hear a number in English and an object name in Korean. Write the number that you hear in the box next to the matching item.

Number	Item	Like or dislike
		
		
		
		
		

Part B: 색깔

1. Listen carefully to the teacher.
2. Look at the pictures.
3. The teacher will say what colour the stationery item is. Colour the stationery item in the colour that the teacher says.

Part C: 좋아해요/ 안 좋아해요

1. Listen carefully to the teacher.
2. Look at the pictures.
3. The teacher will tell you whether they like or dislike that coloured item. The smiley face is for like and the sad face is for dislike. Tick the face that matches what the teacher says.
4. You may ask the teacher whether they like or dislike a specific-coloured item, in Korean.

Sample marking key

Part A: 내 필통 속에는...

Questions 1–5

Description	Marks
Writes number 1 next to the pencil.	1
Writes number 2 next to the pencil sharpener.	1
Writes number 3 next to the eraser.	1
Writes number 4 next to the glue.	1
Writes number 5 next to the scissors.	1
Part A total	/5

Part B: 색깔

Questions 1–5

Description	Marks
Colours the glue green.	1
Colours the eraser yellow.	1
Colours the scissors blue.	1
Colours the pencil sharpener red.	1
Colours the pencil pink.	1
Part B total	/5

Part C: 좋아해요/ 안 좋아해요

Questions 1–5

Description	Marks
Ticks the smiley face next to the yellow eraser.	1
Ticks the smiley face next to the red pencil sharpener.	1
Ticks the sad face next to the green glue.	1
Ticks the sad face next to the pink pencil.	1
Ticks the smiley face next to the blue scissors.	1
Part C total	/5
Total	/15

Acknowledgements

Part A:

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