Sample Assessment Task

Korean: Second Language
Year 1 (Pre-primary–Year 10 Sequence)

대화해 봐요! (Let's have a chat!)

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.

Sample assessment task

Korean: Second Language – Year 1

Title of task	**대화해 봐요! (Let's have a chat!)**
Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to sharing information about their name, age, where they live and their favourite things.
	In Part A, they demonstrate their skills in comprehending Korean by matching images to spoken text.
	In Part B, they demonstrate their skills in speaking Korean by exchanging greetings and information about themselves in a short interview with the teacher.
Type of assessment	Summative
Purpose of assessment	This task aims to determine student learning at the time of the assessment. It establishes students' ability to comprehend short spoken texts related to personal information, such as name, age and where they live. It also establishes their ability to speak in Korean by exchanging information with their teacher in an interview.
Assessment strategy	Short response – listen for information in spoken text
	Oral performance – participate in an interview
Evidence to be collected	Completed task sheet
	Audiovisual recording of interview
Suggested time	Part A – 10 minutes
	Part B – 10 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Interact with teacher and peers orally and in writing to share information about themselves, their age and where they live, and to talk about their likes and dislikes

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

Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements

Understanding

Recognise and replicate the sounds and rhythms of spoken Korean and the forms of *Hangeul* syllable blocks

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.

- understanding and using 제/저 to refer to the self in sentences

- recognising and responding to simple questions using 네/아니요 (to express dis/agreement) and 안 (for affirmative or negative responses)

- 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:

- exchanging greetings with teachers and peers
- sharing information about themselves, their age and where they live
- talking about their likes and dislikes
- 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

Part A is to be completed by students working individually.

Part B is an interview which will take place between the teacher (or another speaker of Korean) and the student.

Resources

- Task sheet
- Task administration script
- Pencils
- Recording device

Instructions for teacher

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

- encouraged to exchange correct greetings with teachers and peers, with culturally appropriate gestures
- given opportunities to practise sharing information about themselves, their name, age and where they live; for example, 안녕하세요? 저는 미셸이에요. 저는 여섯 살이에요. 저는 퍼스에 살아요.
- given opportunities to practise sharing their likes and dislikes; for example, 강아지를 좋아해요. 고양이를 안 좋아해요.
- taught context-related vocabulary to identify and describe familiar objects and environments; for example, colours and animals
- exposed to the conventions of an interview and provided with opportunities to practise them.

Activities to scaffold the task

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

- playing a board game. The blank board game template (Appendix 1) and die template (Appendix 2) can be printed in A4 or A3 size on thick paper or laminated for durability. Explain the rules to the students and practise together on the mat as a demonstration. Students may work in pairs or small groups. Encourage students to say the number aloud in Korean when they roll the die. The board game can also be used in other ways:
  - students colour in the blank blocks on the board game with colours they have learnt in Korean. When a student lands on a block, they state the colour name in Korean and their partner checks to make sure it is correct
  - students colour in the blank blocks on the board game with colours they have learnt in Korean. When a student lands on a block, they state in a full Korean sentence whether or not they like that colour; for example, 빨간색 안 좋아해요. When they reach the end of the game, the winner asks their partner what their favourite colour is, and their partner responds in Korean
  - students fill in the blank blocks with numbers they have learnt in Korean. When a student lands on a block, they state the number name in Korean, and their partner checks to make sure it is correct
  - students fill in the blank blocks with numbers they have learnt in Korean. When a student lands on a number, they use that number to practise saying different ages in full sentences
  - students fill in the blank blocks with animal drawings (or stickers with pictures of animals on them). When a student lands on a block, they state the animal name aloud in Korean and their partner checks to make sure it is correct. When they reach the end of the game, the winner asks their partner what their favourite animal is, and their partner responds in Korean.

Task

Part A: 질문

Students listen to five questions read by the teacher and circle the image on the Task sheet that corresponds to what they have heard. For each statement, students choose one out of three images.

Task administration script

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. Think about who I am talking to. I will read each question twice.

Number one. 이름이 뭐예요? (Wait for students to respond.)

Number two. 몇 살이에요? (Wait for students to respond.)

Number three. 어디에 살아요? (Wait for students to respond.)

Number four. 고양이 좋아해요? (Wait for students to respond.)

Number five. 초록색 좋아해요? (Wait for students to respond.)

Part B: 대화해 봐요!

Students take part in an interview with the teacher who will ask them a series of questions about themselves.

Task administration script

Teacher reads aloud:

This time, I am going to ask you some questions about yourself in Korean. Please answer in Korean too. Give as much detail as you can in your answers and speak in full sentences. Do your very best.

Number one. 안녕/안녕하세요/좋은 아침이에요.

Number two. 이름이 뭐예요?

Number three. 몇 살이에요?

Number four. 어디에 살아요?

Number five. 강아지 좋아해요? 어떤 동물을 (제일) 좋아해요?

Number six. 빨간색 안 좋아해요? 어떤 색깔을 (제일) 안 좋아해요?

Number seven. 잘했어요. 감사합니다 *or* 고맙습니다.

Instructions to students

대화해 봐요!

Part A: 질문

Listen to the teacher. Look at the pictures. Draw a circle around the picture that matches the question you hear.

1.			
2.			
3.			
4.			
5.			

Sample marking key

Part A: 질문

Questions 1–5

Description	Marks
1.	1
2.	1
3.	1
4.	1
5.	1
Part A total	**/5**

Part B: 대화해 봐요!

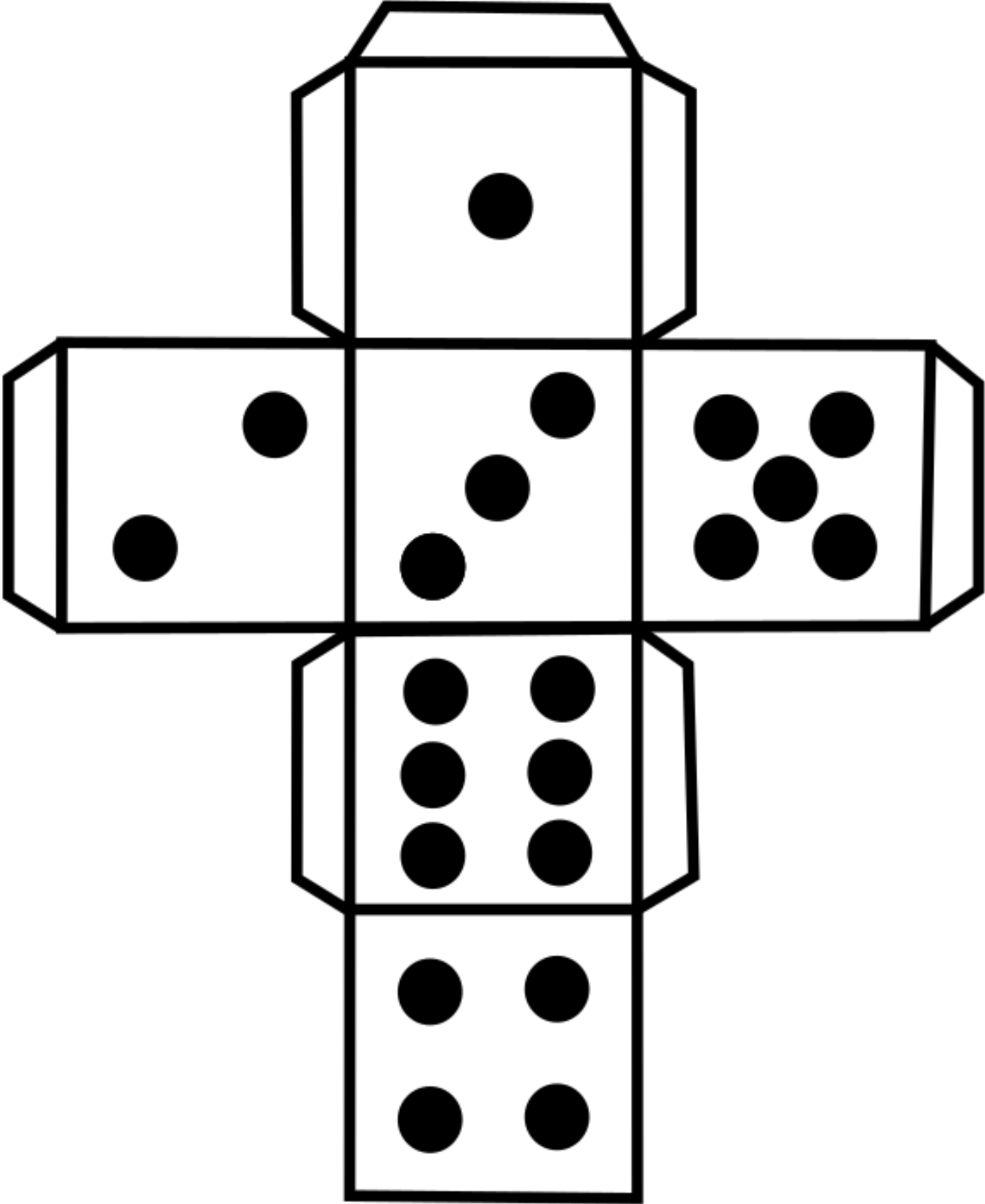| Description	Marks
Question 1	
Responds to the greeting from the teacher with a suitable greeting and gesture; for example, 안녕하세요, 안녕하세요 선생님, 좋은 아침이에요.	2
Responds to the greeting informally; for example, 안녕. May require prompting to respond.	1
Subtotal	**/2**
Question 2	
Gives their name in a full sentence; for example, 제 이름은 매튜예요. or 저는 미셸이에요.	2
Gives their name only; for example, 피터 or 피터요.	1
Subtotal	**/2**
Question 3	
Responds with an accurate phrase stating their age; for example, 저는 여섯 살이에요. or 여섯 살이에요.	2
Responds by saying their age or a number; for example, 여섯. May require prompting to respond.	1
Subtotal	**/2**
Question 4	
Responds with an accurate phrase about where they live using a full sentence; for example, 퍼스에 살아요. or 저는 퍼스에 살아요.	2
Responds by stating where they live in an incomplete sentence; for example, 퍼스. May require prompting to respond.	1
Subtotal	**/2**
Question 5	
Responds yes/no to the initial question and responds with an accurate phrase about an animal they like, using a full sentence; for example, 아니요. 고양이 좋아해요. (regardless of what particle they use after the animal noun)	2
Responds with yes/no and does not continue, or responds with only an animal name; for example 네 or 고양이.	1
Subtotal	**/2**

Description	Marks
Question 6	
Responds yes/no to the initial question and responds with an accurate phrase about a colour they dislike, using a full sentence; for example, 네. 빨간색을 안 좋아해요. (regardless of what particle they use after the colour noun).	2
Responds with yes/no and does not continue, or responds with only a colour name; for example, 아니요 or 파란색.	1
Subtotal	**/2**
Question 7	
Says 감사합니다 or 고맙습니다 as a suitable phrase of leave-taking and bows, without being prompted.	2
Requires prompting and/or repetition of a leave-taking phrase by the teacher before responding.	1
Subtotal	**/2**
Pronunciation	
Pronounces all or most words accurately.	2
Pronounces some words accurately.	1
Subtotal	**/2**
Part B total	**/16**
Total	**/21**

Appendix 1: Blank board game template

시작!

뒤로
2 칸!

앞으로
5 칸

한 번 더!

끝!

Appendix 2: Die template

Acknowledgements