



SAMPLE ASSESSMENT TASK

KOREAN: SECOND LANGUAGE
YEAR 8 (PRE-PRIMARY–YEAR 10 SEQUENCE)

퍼스 여행 (TRAVELLING IN PERTH)

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 8

Title of task	퍼스 여행 (Travelling in Perth)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to travel.</p> <p>In Part A, students demonstrate their skills in comprehending written Korean by reading notes about a visit to Perth and providing responses to questions.</p> <p>In Part B, students demonstrate their skills in speaking Korean by presenting to a group of visiting Korean students, information on two places or activities to do in Perth.</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 a written text and convey information related to travel. It also establishes their ability to share ideas and opinions using rehearsed and spontaneous language, in a presentation to the class.
Assessment strategy	Short response – reading for information in a written text Oral performance – writing and delivering a speech
Evidence to be collected	Completed task sheets Audiovisual recording of speech
Suggested time	Part A – 40 minutes Part B – 3–5 minutes (in-class preparation time is also required)

Content description

Content from the Western Australian Curriculum

Communicating

Initiate and participate in interactions with peers and known adults orally and in writing to discuss and share ideas, opinions and experiences of special holidays and travel

Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience

Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using language and modes of presentation to compare perspectives and experiences

Understanding

Recognise the differences in intonation between statements, questions, requests and commands

Compare how loan words from English are pronounced in Korean and vice versa

Extend knowledge in the sounds of further complex *Hangeul* letters, such as the tense consonants

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

- applying standard word order subject + object + action, and understanding that word order can vary
- extending the use of the different functions of a range of particles; for example,
 - 들 (plural particle)
 - 도 (additive particle)
 - 을/를 (object particle)
 - 에/에서 (location particle)
- expressing events which occurred in the past using -었/았-; for example, 있었어요.; 좋았어요.
- asking for or offering suggestions using -어요; for example, 갔어요? 봤어요?
- using location nouns, such as 앞/뒤, 위/아래, 옆, 왼쪽/오른쪽
- identifying family members using basic kinship terms; for example, 엄마, 아빠, 언니, 오빠, 형, 누나, 동생
- using a range of common nouns and verbs to describe activities and phenomena taking place in the home, school and wider context such as transport, travel and weather; for example, 기차, 비행기, 여행, 덥다
- using basic counters and two numeral systems with appropriate pronunciation; for example, 한 마리, 두 그루, 세 켈레, 일곱 시 삼십 분.

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to travel
- context-related vocabulary, including types of transport, places to visit, things to do, days of the week and times of the day
- grammatical items, including standard word order, use of particles, expressing events which occurred in the past, use of location nouns and asking for or offering suggestions
- the textual conventions of writing and presenting a speech.

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
- Bilingual dictionary
- Recording device

Instructions for teacher

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

- provided with a variety of texts related to travel
- taught context-related vocabulary including types of transport, for example, 미니 버스, 버스, 기차, 페리; places to visit, for example, 강, 공원, 동물원, 바닷가, 마켓, 호텔, 시내, 가게; things to do, for example, 샀어요, 봤어요, 했어요, 사진을 찍었어요, 먹었어요, 쉬었어요; days of the week, for example, 토요일, 일요일, 월요일; time of the day, for example, 오전, 오후
- taught grammatical items, including standard word order, for example, 프리멘틀에서 점심을 먹었어요.; use of particles, for example, 예/에서, 을/를, 하고/랑; expressing events which have occurred in the past using -었/았-; use of location nouns, for example, 옆; and asking for or offering suggestions using -어요
- taught the conventions of writing and presenting a speech 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 they need for this task, such as:

- creating a daily or weekly travel itinerary for a hypothetical trip to Korea. Include elements such as budget, time and date as an extension to practise the use of numbers with appropriate counters. To accurately add real places in Korea in the itinerary, encourage students to use official Korean tourism websites, such as
 - Korean Cultural Center NY – Korean Information - Tourism
<https://www.koreanculture.org/korea-information-tourism>
 - VisitKOREA
<https://english.visitkorea.or.kr/enu/index.kto>
 - smartraveller.gov.au – South Korea (Republic of Korea)
<https://www.smartraveller.gov.au/destinations/asia/south-korea-republic-korea>
 - VISIT SEOUL
<https://english.visitseoul.net/index>
- designing a promotional magazine in Korean together as a class to encourage tourists to visit Perth, using resources such as
 - Destination Perth – Destination Perth Holiday Planner
<https://www.destinationperth.com.au/holiday-planner>
 - Tourism Western Australia
<https://www.westernaustralia.com/en/home>
 - Australia – Guide to Perth
<https://www.australia.com/en/places/perth-and-surrounds/guide-to-perth.html>
- writing an online or on-paper blog post of an organised travel plan of Perth or Korea, in Korean. Encourage students to brainstorm a topic to do with the location (such as places to visit, activities to do, food to eat or must-buy items) and include pictures and diagrams to engage their audience reading the blog

- using an online street view map to take the class on a virtual tour of a selected area of Perth or Korea, in Korean. Encourage students to use the street view to explicitly demonstrate activities that can be done or areas to view in the location; for example, when the street view shows 인사동 in Seoul, Korea, students would swipe and zoom in to show the various traditional shops
- practising formulating sentences related to travel using the Sentence maker for travel (Appendix 1) cards. The red cards describe the transportation taken, blue cards describe the place visited and green cards describe the activity completed. Mix and match the different cards and form a full sentence in Korean, such as 버스타고 동물원에 가서 구경해요. Extend the activity by changing the particles and tenses, such as 걸어서 공에 갔었어요
- practising formulating sentences using the past tense. As a part of a routine, start the lesson by asking students to form pairs and share an activity they did in the past. Change the past date flexibly from yesterday, last week, last weekend, last year etc.
- playing Find someone who. On a simple 3x3 grid sheet, fill out simple activities, such as 축구했었어요, 전화했었어요. Once completely filled, students raise the tone at the end of each sentence to ask and find someone who completed the specified activity yesterday.

Task

Part A: Min Jun's Perth tour notes

Provide students with Part A of the task.

The task requires students to read the itinerary and respond to the questions that follow, in English. They may look up any unfamiliar vocabulary in a bilingual dictionary.

Inform them that they have 40 minutes to complete the task.

Part B: Presentation

Explain Part B of the task to the students.

Students are to give a short presentation to a group of visiting Korean students. For their presentation they are to research two places they have visited or two activities they have done in Perth, that they would recommend to the visiting students.

For each place/activity they select, they are to include the following information:

- the name
- why they liked it and what they did
- how much it cost
- the transport used.

Provide students with one lesson to prepare for their presentation.

Explain to students that they should be prepared to speak for three to five minutes for the presentation and may bring along photographs or brochures to support their presentation.

퍼스 여행

Part A: Min Jun’s Perth tour notes

Min Jun is a Year 8 student living in Korea. Min Jun visited Perth last week with his family and took some notes on the places he visited.

Read Min Jun’s notes and answer Questions 1–8 in **English**.

You have 40 minutes to complete this part of the task. Look up any unfamiliar vocabulary in a bilingual dictionary.

가족이랑 퍼스 여행		
요일	시간	활동
토요일	오전 9:30 시	미니 버스를 타고 킹스 파크로 갔어요. 킹스 파크를 산책했어요. 킹스 파크에서 아름다운 꽃, 스완 강하고 아름다운 퍼스 시내 전망을 구경했어요.
	오후 12:00 시	킹스 파크에서 피크닉 점심을 먹었어요.
	오후 1:00 시	미니 버스를 타고 퍼스 동물원으로 갔어요. 여기서 코알라, 캥거루, 에뮤랑 덩고를 봤어요. 귀여운 동물들 사진을 찍었어요.
	오후 6:00 시	호텔로 돌아와서 쉬었어요.
일요일	오전 9:00 시	스완 강에서 페리를 타고 프리멘틀에 갔어요. 운이 좋아서 페리에서 돌고래도 봤어요.
	오후 12:30 시	프리멘틀에서 점심을 먹었어요. 유명한 피쉬 앤 칩스를 먹었어요. 옆에 갈매기가 많아서 조심했어요.
	오후 2:00 시	프리멘틀 마켓에서 쇼핑했어요. 호주 원주민 페인팅 부메랑, 퍼스 엽서랑 초콜릿을 샀어요.
	오후 5:00 시	기차를 타고 퍼스로 돌아갔어요. 기차역에서 호텔까지 걸어갔어요.

월요일	오전 9:00 시	미니 버스를 타고 코테슬로 바닷가를 갔어요. 형하고 수영도 했어요.
	오후 12:00 시	코테슬로 레스토랑에서 점심을 먹었어요.
	오후 1:30 시	미니 버스를 타고 퍼스 시내로 갔어요. 포레스트 체이스 선물가게에서 기념품을 샀어요. 귀여운 캥거루 인형을 샀어요. 한국 친구에게 선물로 주고 싶어요.
퍼스 여행 소감: 퍼스는 너무 깨끗하고 재밌었어요. 다음에 오면 로트네스트 섬에 가고 싶어요. 왜냐면 퀴카를 보고 싶어요.		

Answer all questions in **English**.

Question 1

(9 marks)

Complete the table below with information about the main activities that Min Jun and his family participated in on Saturday.

Places visited	Things seen	Things done
•	• • •	• •
•	•	•

Question 2

(2 marks)

How did Min Jun’s family travel to Fremantle on Sunday morning? What did they see on the way?

Question 3**(6 marks)**

Complete the table with information about where Min Jun and his family ate lunch each day of their trip.

Day	Place

Question 4**(2 marks)**

According to the information in Min Jun's notes, where did he and his family shop?

Question 5**(3 marks)**

List the three items Min Jun bought while in Fremantle.

1. _____
2. _____
3. _____

Question 6**(3 marks)**

What did Min Jun and his older brother do on Monday at 9.00 am?

Question 7**(2 marks)**

What was Min Jun's opinion of Perth?

Question 8**(2 marks)**

When he is next in Perth, where will he visit and why?

Part B: Presentation

A group of Korean students will be visiting your school and will be billeted by host families.

You are to give a short presentation to your visitors on two places or activities that you have previously done before in Perth and that you recommend to them.

For each place/activity you select, include the following information:

- the name of the place/activity
- why you liked that place/activity and what you did (there)
- how much it cost to visit the place/do the activity
- the transport used to get to the place/activity.

You will have one lesson to prepare your presentation. Be prepared to speak for three to five minutes, using past tense verbs. You may like to bring photographs or brochures to support your presentation.

Presentation Draft

Sample marking key

Part A: Min Jun's Perth tour notes

Description	Marks
Question 1	
Places visited:	
• Kings Park [1]	1
• Perth Zoo [1]	1
Things seen:	
• flowers [1]	1
• Swan River [1]	1
• City of Perth [1]	1
• animals [1]	1
Things done:	
• went for a walk [1]	1
• had a picnic lunch [1]	1
• took photos [1]	1
Subtotal	/9
Question 2	
by ferry	1
dolphins	1
Subtotal	/2
Question 3	
Day	
• Saturday [1]	1
• Sunday [1]	1
• Monday [1]	1
Place	
• Kings Park [1]	1
• Fremantle [1]	1
• Cottesloe [1]	1
Subtotal	/6
Question 4	
Fremantle markets	1
Forrest Chase	1
Subtotal	/2

Description	Marks
Question 5	
(Indigenous) boomerang	1
postcard	1
chocolates	1
Subtotal	/3
Question 6	
Swam [1] at Cottesloe [1] beach [1]	1–3
Subtotal	/3
Question 7	
clean [1], fun [1]	1–2
Subtotal	/2
Question 8	
Go to Rottnest Island [1] to see the quokkas [1]	1–2
Subtotal	/2
Part A total	/29

Part B: Presentation

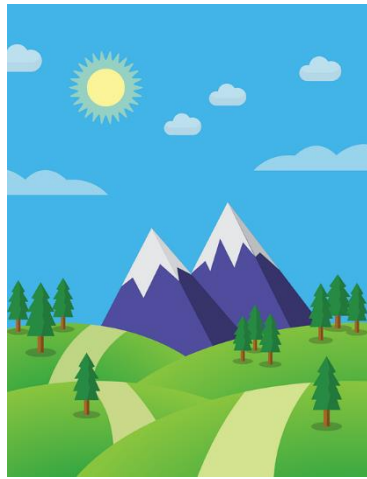
Description	Marks
Content	
Place 1: Provides the name of the place/activity.	1
Provides information on why they liked the place/activity and what they did (there).	1
Provides information on how much the place/activity cost.	1
Provides information on the transport used to get there.	1
Place 2: Provides the name of the place/activity.	1
Provides information on why they liked the place/activity and what they did (there).	1
Provides information on how much the place/activity cost.	1
Provides information on the transport used to get there.	1
Subtotal	/8
Vocabulary	
Uses context-related vocabulary. Information on the places or activities the student would recommend to visitors is detailed and clear.	3
Uses vocabulary that is generally related to the context. Presentation covers sufficient information on the places or activities the student would recommend to visitors.	2
Uses a limited vocabulary and single words. Occasional short phrases are used, but meaning is not always clear.	1
Subtotal	/3
Grammar	
Uses appropriate word order, particles and past tense sentences, mostly accurately.	3
Uses word order that is generally correct. Uses an adequate range of particles and attempts to use past tense with a satisfactory level of accuracy. Generally, intended meaning is clear.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	/3
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Uses acceptable pronunciation and intonation inconsistently.	2
Inaccurate pronunciation makes meaning unclear.	1
Subtotal	/3
Part B total	/17
Total	/46

Appendix 1: Sentence makers for travel (Perth and Korea) cards

 <p>자동차</p>	 <p>비행기</p>	 <p>버스</p>
 <p>택시</p>	 <p>페리</p>	 <p>기차</p>
 <p>지하철</p>	 <p>걸어서</p>	 <p>자전거</p>



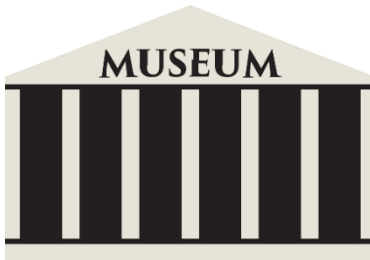
공원



산



바닷가



박물관



동물원



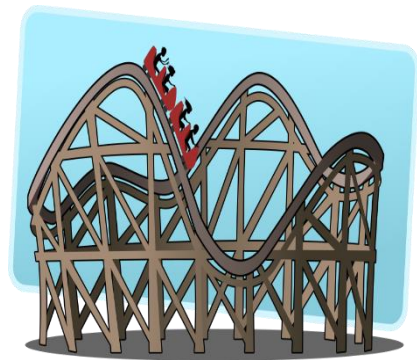
시내



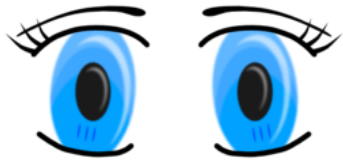
섬



궁



놀이동산



구경해요/봐요.



사진 찍어요.



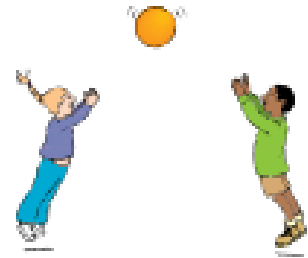
산책해요.



먹어요.



수영해요.



놀아요.



쇼핑해요.



쉬어요.



기다려요.

Acknowledgements

Appendix 1

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