



SAMPLE ASSESSMENT TASK

KOREAN: SECOND LANGUAGE
YEAR 6 (PRE-PRIMARY–YEAR 10 SEQUENCE)

나의 하루 (MY DAY)

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 6

Title of task	나의 하루 (My day)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to free time and scheduling activities.</p> <p>In Part A, students demonstrate their skills in comprehending written text and convey information about Jiyoung’s plan for her school holiday.</p> <p>In Part B, students demonstrate their skills in writing Korean by designing a Free day fun day storyboard to exchange information about time and activities.</p> <p>In Part C, students demonstrate their skills in speaking Korean by participating in an interview with their teacher to share information about their storyboard.</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 and convey simple statements. It also establishes their ability to write and speak in Korean, using simple modelled vocabulary related to hobbies and activities to exchange basic information about aspects of their personal world.
Assessment strategy	Test or quiz – order jumbled sentences Extended response – write and design a storyboard Oral response – participate in an interview about the storyboard
Evidence to be collected	Completed task sheet Audiovisual recording of interview
Suggested time	Part A – 25 minutes Part B – 60 minutes Part C – 5 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Initiate interactions with teacher and peers orally and in writing to exchange information, relate experiences about free time and schedule activities

Participate in routine exchanges to express feelings, opinions and personal preferences

Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds

Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts

Experiment with bilingual dictionaries and/or online translators, considering the relative advantages and limitations of each resource

Understanding

Pronounce high-frequency words following basic pronunciation rules

Notice spacing and spelling rules in reading and writing

Apply basic principles of stroke order to write *Hangeul*

Read and write simple sentences and phrases using *Hangeul*

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

- expressing simple events occurring in the future using -고 싶어요.; -거예요.
- responding to question words about states or opinions
- using basic adverbs to describe ways in which a certain action takes place and to indicate time
- applying knowledge of the two Korean numbering systems to appropriate contexts, such as time
- using vocabulary related to basic hobbies, activities, interests and experiences

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to scheduling
- context-related vocabulary, such as telling the time and verbs related to basic hobbies, activities, interests and experiences
- grammatical elements, such as future tense
- the textual conventions of a storyboard and an interview.

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.

The interview will take place between the teacher (or another speaker of Korean) and the student.

Resources

- Task sheet
- Task administration script
- Bilingual dictionary (optional)
- Recording device

Instructions for teacher

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

- exposed to a variety of texts related to experiences about free time and scheduling activities
- familiar with context-related vocabulary, such as telling the time (for example, 아홉 시 반) and verbs related to basic hobbies, activities, interests and experiences (for example, 말타기, 요리, 운동)
- taught grammatical elements, such as future tense; for example, 축구하고 싶어요., 축구할 거예요.
- exposed to the textual conventions of a storyboard and an interview, and the 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 and skills they need for this task, such as:

- practising telling the time in Korean
 - use the task storyboard and apply it to their own daily school routine
 - play oral time telling games, such as ‘What’s the time, Mr Wolf?’, in Korean
 - use a blank board game filled with random times. When a student lands on a square, they state the time on the square in Korean
 - use a Bingo grid board filled with random times in Arabic numerals. Students cross off times on their board that match the time called out by the teacher in Korean. When a student completes a row, they yell the word ‘time’, 시간!, in Korean
 - use a blank noughts and crosses board with blank clock faces drawn on. In pairs, students mark one clock at a time until they fill a row. As students mark a clock, they state what time it is showing, in Korean
 - go on a time scavenger hunt. Post written times within a space with a boundary such as the school quadrangle. Allow students to find the time phrases and record the matching time on their recording sheet
 - plan their routine for school, weekend or holidays using the Korean daily planner (Appendix 1). Students may initially choose to use emoticons or drawings instead of writing. Once they complete the planner, allow students to verbally share their plan, in Korean, with a partner or to the class
- using vocabulary related to basic hobbies and activities
 - make an online quiz game for students to match action photographs with the correct Korean phrase
 - play ‘Would you rather ...?’ as a warm-up. Present two activities or hobbies on the whiteboard in Korean and allow students to select and discuss
 - use a blank board game filled with hobby/activity pictures. When a student lands on a square, they state the hobby/activity on the square in Korean
 - play charades with pictures related to hobbies and activities
 - build vocabulary in class by creating a class dictionary (Appendix 2). When students learn a new phrase or word they log it in the dictionary

- using the future tense by talking about the future
 - create a storyboard depicting a routine of their future self; for example, future self as a high school student next year, future self as a chef, future self at university or future self as a parent
 - play the chair game. Label two chairs, one with -고 싶어요. and the other with -거예요. Students take turns choosing a chair and constructing a sentence about the future as they sit in the chair. Other students guide the student to the correct chair if they make a mistake
 - plan a vacation. Students choose a country they would like to visit and make a list of things they want to do in this country, using the future tense in Korean
 - engage in future prediction role play. Conduct a silly role play activity, where students take turns in pairs to play fortune teller and make random creative and fun predictions about their partner's future. This activity can be extended by encouraging students playing the customer to ask questions and write down what the fortune teller tells them in *Hangeul*.

Task

Part A: 지영이가 뭐 할 거예요?

Students are to sort the jumbled sentences to reveal Jiyoung's school holiday schedule.

Provide students with the Task sheet, a pair of scissors and a glue stick.

Read the student instructions to them.

Allow the students approximately 25 minutes to complete this part of the task.

On completion, ask students to check their results, either with a partner or with the teacher, by reading aloud Jiyoung's holiday schedule.

Part B: 쉬는 날 재밌는 날

Students are to design a storyboard about a Free day fun day.

Provide them with the storyboard template and read the instructions to them.

Students are required to write eight captions in full sentences, using **-거예요** or **-고 싶어요**, each of which describes the time and one activity they wish to do as part of their Free day fun day, from the time they wake up to the time they go to bed. They write a different caption in each of the eight panels. They finish the story by illustrating the panels of the storyboard to show what is happening.

Allow students to use a bilingual dictionary or a class-made dictionary to look up unfamiliar words.

They will have approximately 60 minutes to complete the task.

Instructions for formatting the storyboard: The comic strip template can be printed onto A3 paper to allow more space for students to draw and write. Alternatively, students may like to change the layout and size of the panels to suit their story. In this case, they should cut and paste the panels onto their individually created template or redraw what they need, and ensure they have eight panels within which to complete their story.

Part C: 쉬는 날 재밌는 날 인터뷰

Students engage in an interview with the teacher, sharing opinions about the free day activities they chose to depict in their storyboard.

For this task, students will need to bring their completed storyboard to the interview.

Task administration script

The script provides the structure of the oral interview with the student.

Teacher: 안녕하세요?

Student: (Student responds to the greeting.)

Teacher: 아침에 몇 시에 일어날 거예요?

Student: (Student provides a response to the question.)

Teacher: (Select a random time written in one of the captions.) 시에는 무엇을 할 거예요?

Student: (Student provides a response to the question.)

Teacher: (Select a different random time written in one of the captions.) 시에는 무엇을 할 거예요?

Student: (Student provides a response to the question.)

Teacher: 왜요?

Student: (Student provides a response to the question.)

Teacher: 저녁은 몇 시에 잘 거예요?

Student: (Student provides a response to the question.)

Teacher: 잘 했어요.








Student: (Student ends interview with a phrase of leave-taking.)

Instructions to students

나의 하루 (My day)

Part A: 지영이가 뭐 할 거예요?

Jiyoung has a busy holiday schedule planned. The sentences below tell you what activities she plans to do every day during the school holidays, but they seem to be jumbled. See if you can work out what she plans to do each day by cutting out the sentences and pasting them against the correct time and activity picture.

1. 8:00		
2. 10:00		
3. 10:45		
4. 1:30		
5. 2:15		
6. 6:00		
7. 9:00		

✂

열 시 사십오 분에 할머니를 보러 갈
거예요.

✂

한 시 반에 책을 읽을 거예요.

✂

두 시 십오 분에 운동을 할 거예요.

✂

아홉 시에 잘 거예요.

✂

여덟 시에 일어날 거예요.

✂

여섯 시에 요리를 할 거예요.

✂

열 시에 음악을 들을 거예요.

Part B: 쉬는 날 재밌는 날

You are to design a storyboard about a Free day fun day to entertain your peers and younger audiences.

You have one free day in which to schedule any activities you choose.

You will be provided with the storyboard template; alternatively, you can create your own with the same number of panels.

Complete the eight panels of the storyboard in Korean by writing captions describing what is happening. Don't forget to add the time you plan to do each activity; for example, 9 시에 일어나요.

Aim to write eight sentences which capture what you would like to do from the time you wake up to the time you go to bed.

Then finish the story by illustrating the panels of the storyboard.

Look up any unfamiliar vocabulary in a dictionary.

You will have approximately 60 minutes to complete the task.

Part C: 쉬는 날 재밌는 날 인터뷰

Your teacher will ask you some questions about your storyboard.

Bring your completed storyboard for this task.

Respond to the questions in Korean the best you can.

쉬는 날 재밌는 날

Sample marking key

Part A: 지영이가 뭐 할 거예요?

Questions 1–7

Description	Marks
1. 여덟 시에 일어날 거예요.	1
2. 열 시에 음악을 들을 거예요.	1
3. 열 시 사십오 분에 할머니를 보러 갈 거예요.	1
4. 한 시 반에 책을 읽을 거예요.	1
5. 두 시 십오 분에 운동을 할 거예요.	1
6. 여섯 시에 요리를 할 거예요.	1
7. 아홉 시에 잘 거예요.	1
Subtotal	/7
Part A total	/7

Part B: 쉬는 날 재밌는 날

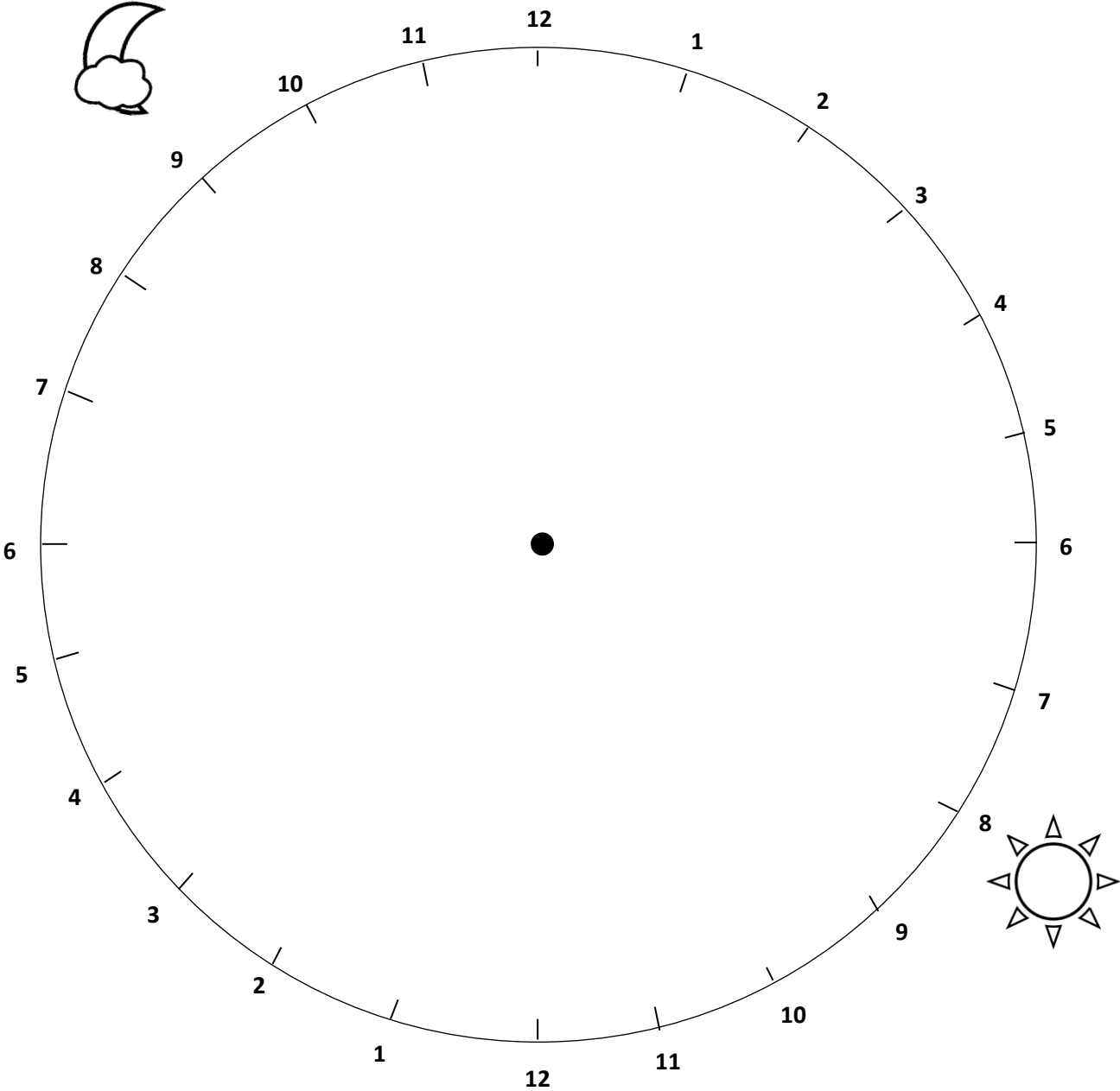
Description	Marks
Content	
Writes the text of a storyboard about their Free day fun day schedule, with a caption to contextualise each panel. Includes relevant details in writing, and in supporting illustrations to engage the reader.	3
Writes a storyboard about their Free day fun day schedule, with attempts at contextualising panels with captions and speech/thought bubbles, to support illustrations. Includes some details in written and in visual forms to engage the reader.	2
Limited attempts are made at writing and illustrating a storyboard.	1
Subtotal	/3
Grammar	
Uses an appropriate range of sentence structures. Sentences are handled with confidence and structures are often correct. Uses future tense and time clauses successfully and attempts to follow the spacing and spelling rules.	3
Uses structures that satisfy the requirements of the task. Structures are mostly repetitive. Use of future tense and/or time clauses is sometimes unsuccessful, though the intended meaning is clear.	2
Displays limited use of simple sentences and application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	/3
Vocabulary	
Uses relevant vocabulary. Spelling is mostly correct, including the use of particles.	3
Uses some variety of vocabulary that is generally relevant. Some inconsistency with spelling, but meaning is clear. Attempts to use particles correctly.	2
Displays limited use of relevant vocabulary. Poor spelling often impedes meaning.	1
Subtotal	/3
Text type and sequencing	
Successfully writes a storyboard, including statements or captions, time clauses and images. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a storyboard. Sequences information to some extent.	2
Uses a few of the key conventions of the text type. Shows some consideration of the audience. Limited organisation impedes the flow and meaning.	1
Subtotal	/3
Support	
Effectively uses a bilingual dictionary and/or resources independently.	3
Requires some teacher support in accessing a bilingual dictionary and/or other resources.	2
Requires significant support to complete the task.	1
Subtotal	/3
Part B total	/15

Part C: 쉬는 날 재밌는 날 인터뷰

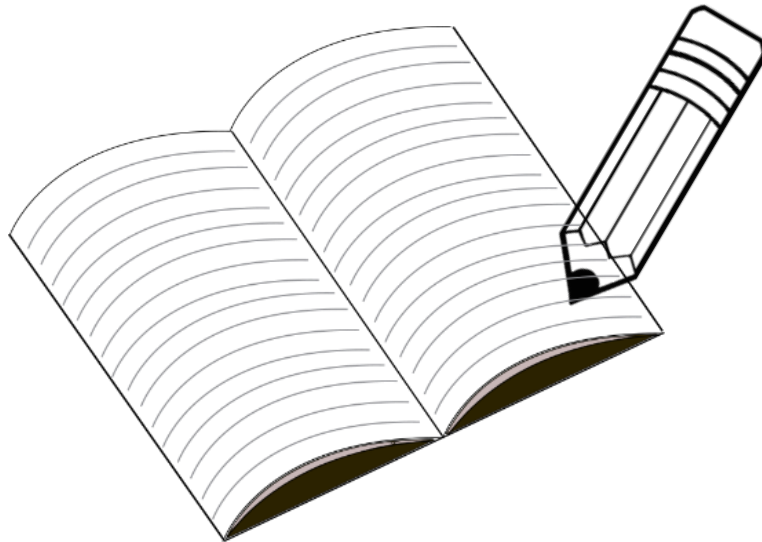
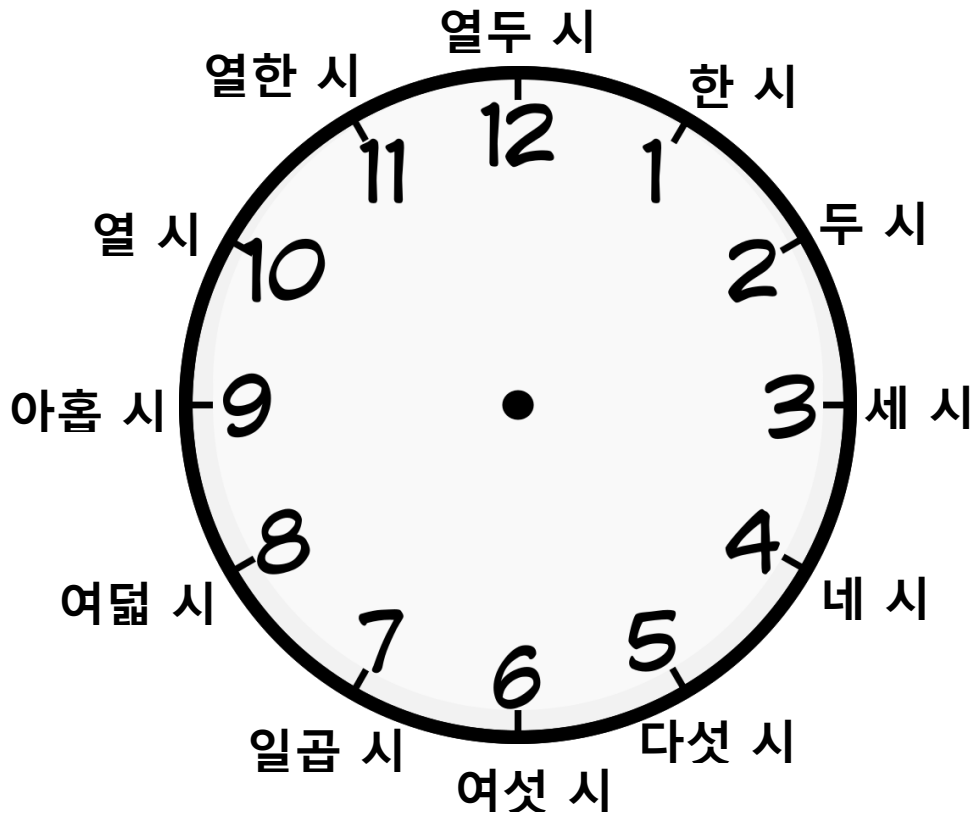
Description	Marks
Content	
Presents information, ideas and opinions with confidence. Offers some supporting details.	3
Conveys a satisfactory amount of information and number of opinions. Attempts to give supporting details.	2
Communicates little relevant information.	1
Subtotal	/3
Grammar and vocabulary	
Uses a good range of vocabulary and both simple and compound sentences, mostly accurately. Use of future tense is mostly successful. Errors usually appear in more complex structures.	3
Uses a sufficient range of vocabulary to communicate information. Sentences are generally simpler, but occasionally compound sentences are attempted. Errors are present, but responses are mostly accurate, 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
Subtotal	/3
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Displays some inconsistency in pronunciation and intonation, but meaning is clear.	2
Displays inaccurate pronunciation, impeding comprehension at times.	1
Subtotal	/3
Interaction and fluency	
Largely comprehends second speaker, including rephrasing. Readily offers responses and speech flows well. Asks for repetition where question is misunderstood. Some self-correction occurs.	3
Speaks with some confidence, though at times is hesitant. Attempts to ask for repetition or clarification, but requires some support from the second speaker. Attempts at self-correction are made.	2
Hesitates and pauses frequently. Requires considerable support from the second speaker, and conversation is directed by the second speaker.	1
Subtotal	/3
Part C total	/12
Total	/34

Appendix 1: Korean daily planner

의 생활 계획표



Appendix 2: Class dictionary



의 사전

Aa

Bb

Cc

Dd

Uu Vv Ww Xx Yy Zz

Qq

Rr

Ss

Tt

Ee

Ff

Gg

Hh

li

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Acknowledgements

Part 1: What is Jiyoung going to do?

oksmith. (2021). *Waking up (#3)* [Clipart]. Retrieved June, 2023, from <https://openclipart.org/detail/330622/waking-up-3>

oksmith. (2018). *Woman Listening to Music (#2)* [Clipart]. Retrieved June, 2023, from <https://openclipart.org/detail/303339/woman-listening-to-music-2>

oksmith. (2018). *Granny in a Wheelchair* [Clipart]. Retrieved June, 2023, from <https://openclipart.org/detail/312324/granny-in-a-wheelchair>

oksmith. (2020). *Woman Reading (#1)* [Clipart]. Retrieved June, 2023, from <https://openclipart.org/detail/325636/woman-reading>

Adapted from: oksmith. (2017). *Volleyball Girl (#1)* [Clipart]. Retrieved June, 2023, from <https://openclipart.org/detail/284464/volleyball-girl>

oksmith. (2018). *Stir Frying* [Clipart]. Retrieved June, 2023, from <https://openclipart.org/detail/304860/stir-frying>

oksmith. (2018). *Sleeping (#4)* [Clipart]. Retrieved June, 2023, from <https://openclipart.org/detail/304807/sleeping-4>

Appendix 1: Korean daily planner

horse50. (2010). *Sun Outline* [Clipart]. Retrieved June, 2023, from <https://openclipart.org/detail/69433/sun-outline>

uroesch. (2013). *Cloud Covered Moon Outline* [Clipart]. Retrieved June, 2023, from <https://openclipart.org/detail/178945/cloud-covered-moon-outline>

Appendix 2: Class dictionary

Adapted from: purzen. (2009). *Clock Face* [Clipart]. Retrieved June, 2023, from <https://openclipart.org/detail/28499/clock-face>

schoolfreeware. (2008). *Book* [Image]. Retrieved June, 2023, from <https://openclipart.org/detail/19611/book>

TikiGiki. (2012). *Simple Pencil* [Clipart]. Retrieved June, 2023, from <https://openclipart.org/detail/170930/simple-pencil>