



SAMPLE ASSESSMENT TASK

KOREAN: SECOND LANGUAGE
YEAR 2 (PRE-PRIMARY–YEAR 10 SEQUENCE)

하루 동안 (DURING THE 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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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 2

Title of task	하루 동안 (During the day)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to activities and time of the day.</p> <p>In Part A, they demonstrate their skills in comprehending spoken text by conveying their understanding in short written answers.</p> <p>In Part B, they demonstrate their skills in speaking Korean by creating and presenting their own story.</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 short spoken statements in Korean related to activities and time of the day, and convey this information through short written responses in English. It also establishes their ability to speak Korean, using basic sentence structure and simple vocabulary, through presenting a story.
Assessment strategy	Short response – listen for information in short spoken texts Oral performance – present a short story using modelled sentences
Evidence to be collected	Completed task sheet Audiovisual recording of oral performance
Suggested time	Part A – 20 minutes Part B – 30 minutes (25 minutes to prepare and 5 minutes to present)

Content description

Content from the Western Australian Curriculum

Communicating

Interact with teacher and peers orally and in writing to participate in routine exchanges, asking each other how they are and offering wishes, and to share information about events in the day and over the year

Respond to teacher talk and instruction

Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds

Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language

Participate in listening to, viewing and reading imaginative texts and responding through action, performance, shared reading and collaborative retelling

Create stories and perform imaginative scenarios through roleplay, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language

Understanding

Recognise the sounds of the Korean language and the forms of *Hangeul* syllable blocks, and understand that the syllable block is the basic unit of writing in Korean, associating individual syllable blocks with their pronunciation

Reproduce sounds, rhythms and intonation patterns of spoken Korean

Recognise *Hangeul* sounds by pointing at symbols on the *Hangeul* chart

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:

- beginning to use basic verbs with the -해요 ending in sentences; for example, 노래해요.; 공부해요.; 요리해요.
- recognising a structure where a noun or pronoun is followed by a basic case marker, such as -은/는, -이/가, -에 and -을/를
- recognising and using simple vocabulary to describe simple actions, states or qualities in familiar contexts, including time of the day and weather

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary related to activities and time of the day
- elements of grammar including use of basic verbs, use of basic case markers and basic sentence structure
- the textual conventions of a story.

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
- Pencils
- Recording device

Instructions for teacher

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

- taught context-related vocabulary, including:
 - time of the day; for example, 낮, 밤
 - simple actions; for example, 공부해요, 노래해요, 요리해요
- taught elements of grammar, including:
 - using basic verbs with -해요 endings in sentences
 - using basic case markers such as -은/는, -이/가 and 을/를
 - using basic sentence structure including who, when and what; for example, 마이클이 낮에 수영해요.
- exposed to the textual conventions of a story 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:

- playing Simon Says. Choose one student to be 사이먼 (Simon). The other students gather around Simon, who gives instructions in Korean by saying 사이먼이 ... Other students listen and perform the actions as instructed
- using conversation blocks. Provide students with a set of wooden blocks, with the words 낮 and 밤 (day and night) written on one side of the block (or alternatively, a sticker, clock drawing or picture representing times of day). Stack the blocks and each time a student successfully pulls out a block, they must state an activity they do at that time of the day in a full Korean sentence; for example, 미셸이 밤에 공부해요.
- showing the class short animations and asking students to describe what the character is doing. If applicable, include what time of the day the activity is happening. Suggested texts include:
 - gimc2011 – 구름빵 (Cloud Bread) Season 1 Episode 1. Watch and describe what the characters are doing in Korean, at which time of the day; for example, 이야기해요, 요리해요, 밤에 요리해요. <https://www.youtube.com/watch?v=cQfUFxt61ZY>
 - PLAYY KIDS – 구름빵 (Cloud Bread) Season 2 Episode 13. Watch and describe what the characters are doing in Korean; for example, 이야기해요, 못질해요, 페인트칠해요, 색칠해요, 운전해요. <https://www.youtube.com/watch?v=WkNOml2hK7Y>
 - Super Duper Storytime – Day and Night - The World of Eric Carle. Watch (or read) and describe what different animals do at different times of the day. Recreate this story by drawing pictures of animals and actions students are familiar with, and practise describing these in Korean <https://www.youtube.com/watch?v=ii85tVULGpl>
Alternatively, students may watch non-verbal animations, such as Mr Bean, Oddbods, Pingu, Shaun the Sheep, Tom and Jerry, and Grizzly and the Lemmings, to discuss and learn new action-related vocabulary

- printing and making the flap book (Appendix 1). This can be used in several ways.
 - Students are provided with a pre-filled flap book with two sections (day and night), showing a character doing simple activities at different times of the day. Students practise describing what the character is doing, at which time of the day, in a full Korean sentence.
 - Students fill out the flap book with their own daily routine. Students then show and describe what they do, at which time of the day, in a full Korean sentence.
 - Teacher states different activities they do at different times of the day. Students listen and draw them in the correct time (under the correct flap).
 - To extend the task, the words night and day can be changed to 어제 and 오늘 (yesterday and today) or 오늘 and 내일 (today and tomorrow) and the task completed accordingly.

Task

Part A: 곰돌아, 뭐 하니?

Provide students with Part A of the task.

Students listen as the teacher reads the story 곰돌아, 뭐 하니? to the class.

As a class, students recount what is said in the story.

Students then listen as the teacher reads a series of sentences. They write, in English, the time of day and activity described in each sentence.

Task administration script

Teacher reads aloud:

Look at your Task sheet. I will read out some sentences in Korean. Listen carefully and write in the table, in English, what activity Gummy Bear does and the time of day. I will read each sentence twice.

We will now look at the example.

곰돌이가 뭐 해요? 곰돌이가 낮에 수영해요.

Number one. 곰돌이가 낮에 파티해요. (Pause for 30 seconds and allow students to respond.)

Number two. 곰돌이가 밤에 노래해요. (Pause for 30 seconds and allow students to respond.)

Number three. 곰돌이가 밤에 공부해요. (Pause for 30 seconds and allow students to respond.)

Number four. 곰돌이가 낮에 쇼핑해요. (Pause for 30 seconds and allow students to respond.)

Number five. 곰돌이가 낮에 색칠해요. (Pause for 30 seconds and allow students to respond.)

Number six. 곰돌이가 낮에 운동해요. (Pause for 30 seconds and allow students to respond.)

Number seven. 곰돌이가 밤에 양치해요. (Pause for 30 seconds and allow students to respond.)

Part B: 하루 일과

Provide students with Part B of the task.

Students create their own story based on 곰돌아, 뭐하니?

They trace over the words 낮 and 밤 (day and night), recognising the basic order of strokes for writing syllable blocks.

Students then draw two pictures showing what their Gummy Bear does: one activity during the day and one activity during the night.

Once they are finished, the teacher asks two questions to each student: what their Gummy Bear does during the day and what their Gummy Bear does during the night.

Students explain to the teacher in full Korean sentences what their Gummy Bear does at each time.

Instructions to students

하루 동안

Part A: 곰돌아, 뭐 하니?

1. Listen as your teacher reads the story. See if you can work out what the story is about by looking at the pictures.

The pictures are not in order.

<p>예시) 곰돌이가 낮에 수영해요.</p> 	<p>곰돌이가 밤에 양치해요.</p> 
<p>곰돌이가 낮에 쇼핑해요.</p> 	<p>곰돌이가 낮에 색칠해요.</p> 
<p>곰돌이가 낮에 운동해요.</p> 	<p>곰돌이가 밤에 노래해요.</p> 
<p>곰돌이가 낮에 파티해요.</p> 	<p>곰돌이가 밤에 공부해요.</p> 

2. Now listen carefully as the teacher reads out a series of sentences.

In the table, circle day or night and write what Gummy Bear does at that time.

The first one has been done for you as an example.

Example	Time <div style="display: flex; justify-content: space-around; align-items: center;"> Day Night </div>	What does Gummy Bear do? Shopping
1	Time Day Night	What does Gummy Bear do?
2	Time Day Night	What does Gummy Bear do?
3	Time Day Night	What does Gummy Bear do?
4	Time Day Night	What does Gummy Bear do?
5	Time Day Night	What does Gummy Bear do?
6	Time Day Night	What does Gummy Bear do?
7	Time Day Night	What does Gummy Bear do?

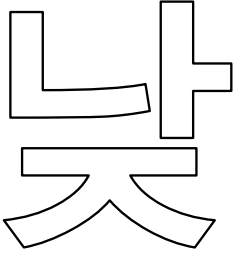
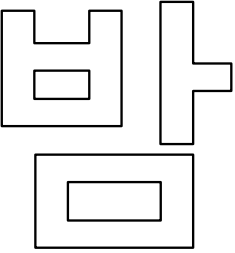
Part B: 하루 일과

Create your own story based on '곰돌아, 뭐 하니?'.
(Gummy Bear, what are you doing?)

Write over 낮 and 밤, thinking about the basic order of strokes in writing syllable blocks.

Then draw two pictures of what your Gummy Bear does, one during the day and one during the night.

Your teacher will ask you two questions about what your Gummy Bear does during the day and at night and you will tell your teacher, in Korean, what your Gummy Bear does.

Sample marking key

Part A 곰돌아, 뭐 하니?

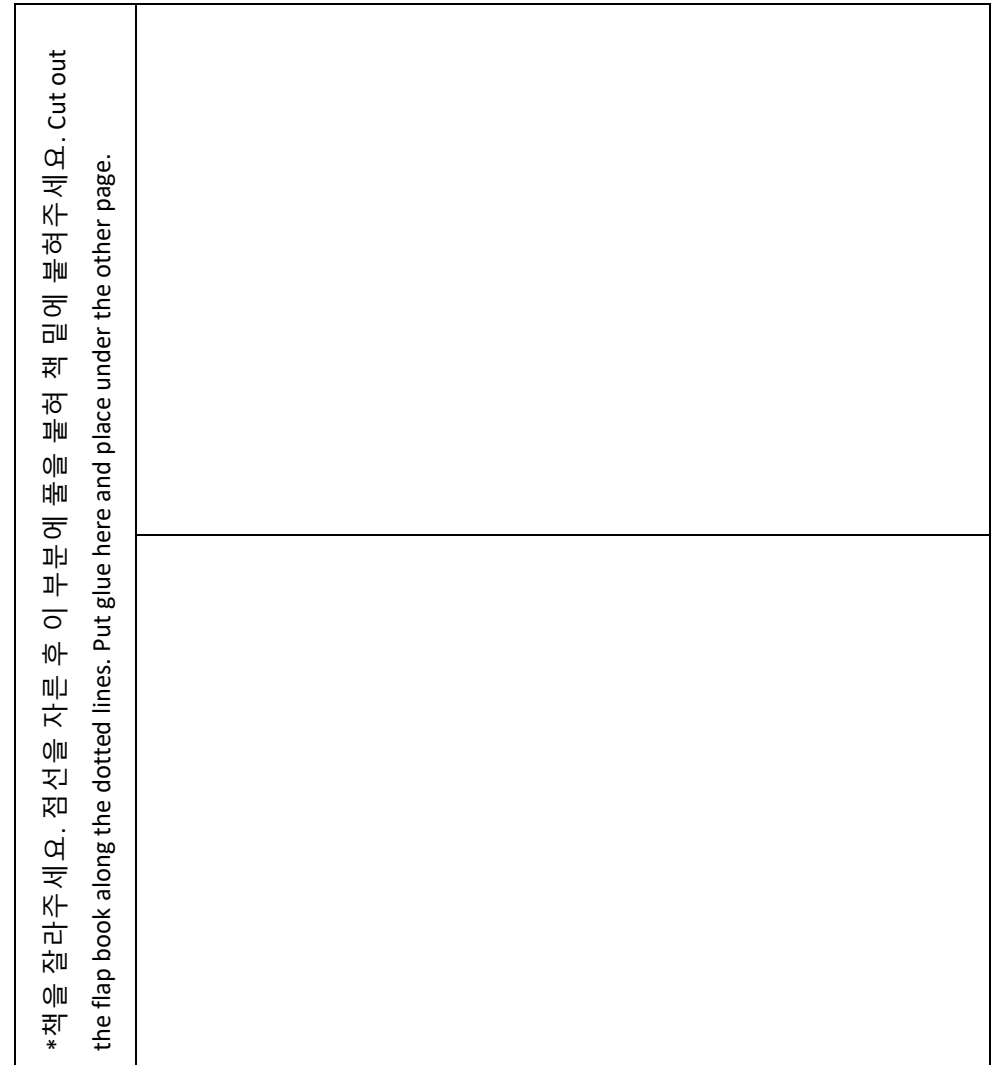
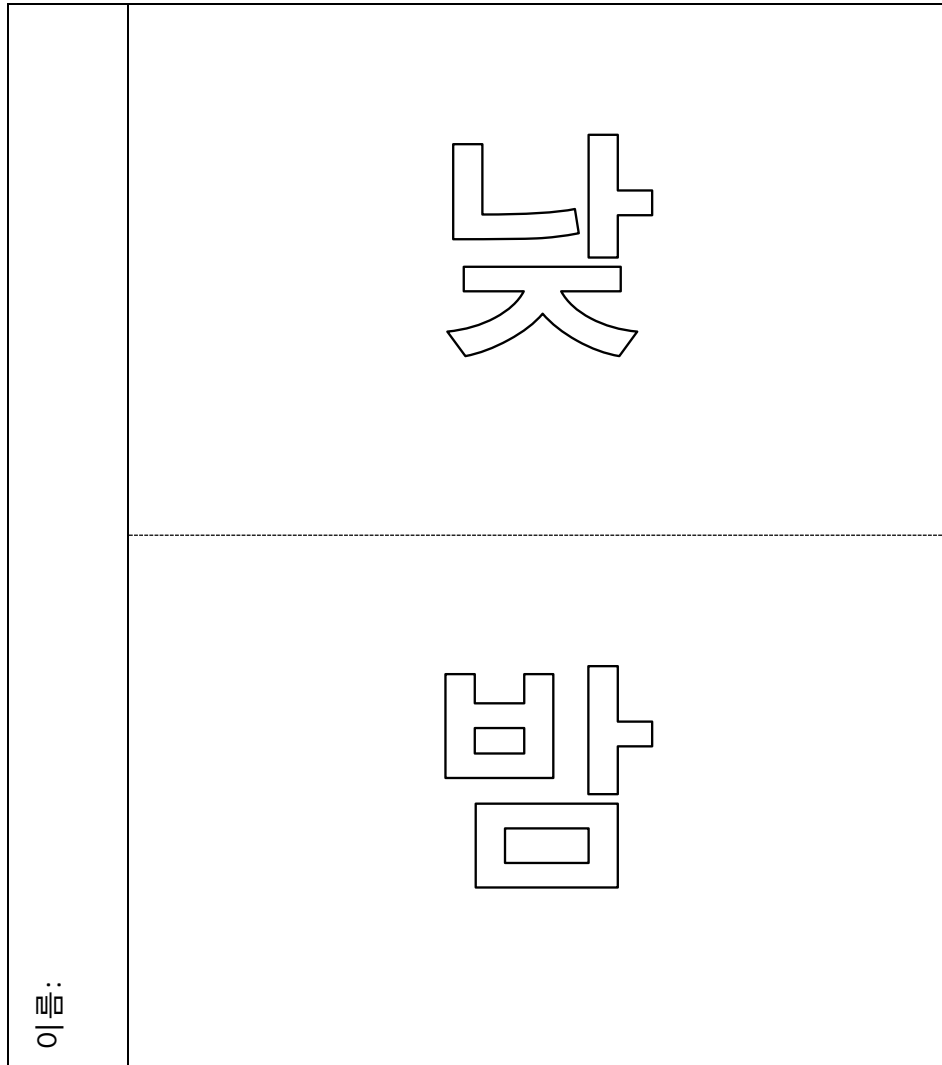
Questions 1–7

Description	Marks
1. Day [1], exercises [1]	2
2. Night [1], sings [1]	2
3. Night [1], studies [1]	2
4. Day [1], goes shopping [1]	2
5. Day [1], colouring in [1]	2
6. Day [1], has a party [1]	2
7. Night [1], brushes his teeth [1]	2
Part A total	/14

Part B 하루 일과

Description	Marks
Content	
Clearly states two sentences, including the who, what and when, in Korean.	3
States two sentences, with some information missing, in Korean.	2
States two sentences, with limited information, in Korean.	1
Subtotal	/3
Comprehension	
Comprehends basic questions with little or no support.	3
Comprehends basic questions with some support.	2
Does not comprehend or requires support to comprehend questions.	1
Subtotal	/3
Grammatical structure	
Produces grammatically correct sentences in Korean.	3
Produces sentences in Korean with minor errors.	2
Produces sentences in Korean with many errors.	1
Subtotal	/3
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Uses some inconsistent pronunciation and intonation, but meaning is clear.	2
Uses inaccurate pronunciation, at times impeding comprehension.	1
Subtotal	/3
Part B total	/12
Total	/26

Appendix 1: Flap book



*책을 잘라주세요. 점선을 자른 후 이 부분에 풀을 붙여 책 밑에 붙혀주세요. Cut out the flap book along the dotted lines. Put glue here and place under the other page.

*점선을 잘라주세요. Cut along the dotted lines.

Acknowledgements

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