



SAMPLE ASSESSMENT TASK

KOREAN: SECOND LANGUAGE
YEAR 3 (PRE-PRIMARY–YEAR 10 SEQUENCE)

우리 가족 (MY FAMILY)

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 3

Title of task	우리 가족 (My family)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to family members.</p> <p>In Part A, they demonstrate their skills in comprehending spoken text by locating descriptive information and identifying the images that correspond to that information.</p> <p>In Part B, they demonstrate their skills in writing by labelling family members with Korean characters.</p> <p>In Part C, they demonstrate their skills in speaking Korean by presenting the individual members of their imagined family to their teacher.</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 recognise and write Korean in familiar contexts and speak Korean using simple descriptive modelled language to exchange information about aspects of their personal worlds.
Assessment strategy	Short response – listen for information in a spoken text Short response – write characters, words and phrases Oral performance – introduce family members in a short presentation
Evidence to be collected	Completed task sheet Audiovisual recording of presentation
Suggested time	Part A – 15 minutes Part B – 15 minutes Part C – 25 minutes (20 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 exchange information about friends and family members

Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds

Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts

Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports

Understanding

Recognise the sounds of 10 basic vowel letters and 14 basic consonant letters

Reproduce pronunciation and intonation and recognise sound–writing relationships

Recognise and copy some high-frequency words in familiar contexts

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

- developing number knowledge beyond 10 and recognising the naming pattern
- beginning to use basic number expressions with appropriate counters; for example, 다섯 명, 여덟 살
- using vocabulary to describe familiar objects or people; for example, 친구는 자상해요.; 우리 엄마예요.; 아버지는 간호사예요.

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a range of texts that relate to families and friends
- context-related vocabulary
- elements of grammar including number knowledge beyond 10 and the use of appropriate counters with number expressions
- the textual conventions of a presentation.

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
- Recording device

Instructions for teacher

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

- introduced to a range of texts that relate to families and friends
- familiar with context-related vocabulary including a range of descriptions relating to family and number of family members
- taught elements of grammar, including number knowledge beyond 10 and the use of appropriate counters with number expressions
- exposed to the textual conventions of a presentation and given the opportunity 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:

- describing a partner. Students pair up and introduce themselves. They will then be asked to describe each other in Korean, using adjectives. Swap partners and repeat
- selecting and cutting out images of people from a magazine. Students use these images to describe the various people in Korean, using adjectives. In addition, students may look for other things like animals and transport vehicles to describe
- creating individual family trees to illustrate and label with different members of their family. They practise presenting their family tree to others and discuss different family structures
- playing Family Feud. Divide the class into two teams (or in smaller groups once they learn the rules). Ask questions where the answers are vocabulary terms from the family tree. For each question, one member from each team can shout (or ring a bell or hit a light) to answer. First team to 10 points wins the game
- labelling famous families. Choose a famous family that your class is familiar with, such as those in *The Simpsons*, *Bluey* and *Peppa Pig* or the British royal family. Practise identifying and labelling the family members in Korean
- playing Guess the Family game board (Appendix 1). Print two copies. Cut, fold and glue each member on a sheet of paper to create a game board. In pairs, students will each choose a mystery family member. The objective of the game is to be the first to identify their opponent's mystery member. Until students are ready to guess the mystery family member, they take turns asking closed-ended questions using descriptive Korean words. Each question must be answered with a 'yes' or 'no' (네 or 아니요). Some of the descriptive questions you encourage students to ask may include, but are not restricted to
 - 남자예요?
 - 여자예요?
 - 머리색이 노란색이에요?
 - 안경이 있어요?
 - 티셔츠가 분홍색이에요?
- using the Guess the Family game board in other ways

- Change the questioning rule and ask open-ended questions, such as ‘머리가 무슨 색이에요?’
- Make two copies on thick or laminated paper to play a memory game. When they match a family member, students state the name, such as **엄마**, and describe them in simple terms, such as ‘머리가 노란색이에요’ before taking the cards.
- Make four copies on thick or laminated paper to play a card game, Go Fish. Change the ‘Go fish!’ statement to a Korean statement of teacher’s choice or simply express it in Korean, **고
뽑시**.
- Make one copy on thick or laminated paper to play Celebrity Heads. Students work in pairs, asking questions to figure out which family member they are.

Task

Part A: 다른 가족들

Provide students with Part A of the task.

Students listen to statements read by the teacher and circle the picture that matches what they hear. Each statement will be read twice.

Task administration script

Teacher reads aloud:

Look at your Task sheet. I will say a number in English and then a sentence in Korean. I will describe a family or a family member. I will read each sentence twice.

Number one. 우리 아버지는 머리가 갈색이에요. 갈색 머리가 곱슬곱슬해요. (Repeat.)

Number two. 우리 엄마 머리는 노란색 금발이에요. 눈은 파란색이에요. (Repeat.)

Number three. 우리 가족은 다섯 명이예요. 나는 파란색 드레스를 입었어요. 언니, 오빠가 있어요. (Repeat.)

Number four. 우리 가족은 세 명이예요. 아기가 있어요. (Repeat.)

Number five. 우리 가족은 개가 있어요. 하얀색 개예요. (Repeat.)

Part B: 가족 이름

Provide students with Part B of the task.

Students label the picture of Rosie's family in Korean, using the word list to help them.

Students must label at least five family members.

Task administration script

Teacher reads aloud:

Look at Rosie's family in Part B. Choose five members of Rosie's family to label. You can use the word list to help you. Rosie's picture has already been labelled with 'L', for herself.

Part C: 상상속 가족

Provide students with Part C of the task.

Students draw a picture of an imagined family with at least four members and a family pet.

For each member of the imagined family, students will need to:

- give them a name
- say how they are related (for example: uncle, sister, grandmother)
- give their age
- use one adjective in a sentence to describe them (for example, *엄마 머리는 검은색이에요*).

Task administration script

Teacher reads aloud:

Draw a picture of an imaginary family that you will introduce to me.

In your introduction you will present at least four family members and a family pet.

For each member of your imaginary family, give them a name, say how they are related (such as uncle, sister or grandmother), give their age and use one adjective to describe them.

You can write some notes and practise your introduction a few times with a partner.

Speak clearly in Korean, introducing each member to me.

Start by stating how many people are in the family and don't forget to include appropriate counters when you are expressing numbers.

I will ask you a few questions about your imaginary family.

Some examples of the questions you might ask the students include:

- 가족은 몇 명이에요?
- 아빠 머리는 무슨 색이에요?
- 동생 눈은 무슨 색이에요?

Instructions to students

우리 가족

Part A: 다른 가족들

Look at the pictures. Listen to the teacher. Draw a circle around the picture that matches the description you have heard.

1.			
2.			
3.			
4.			
5.			

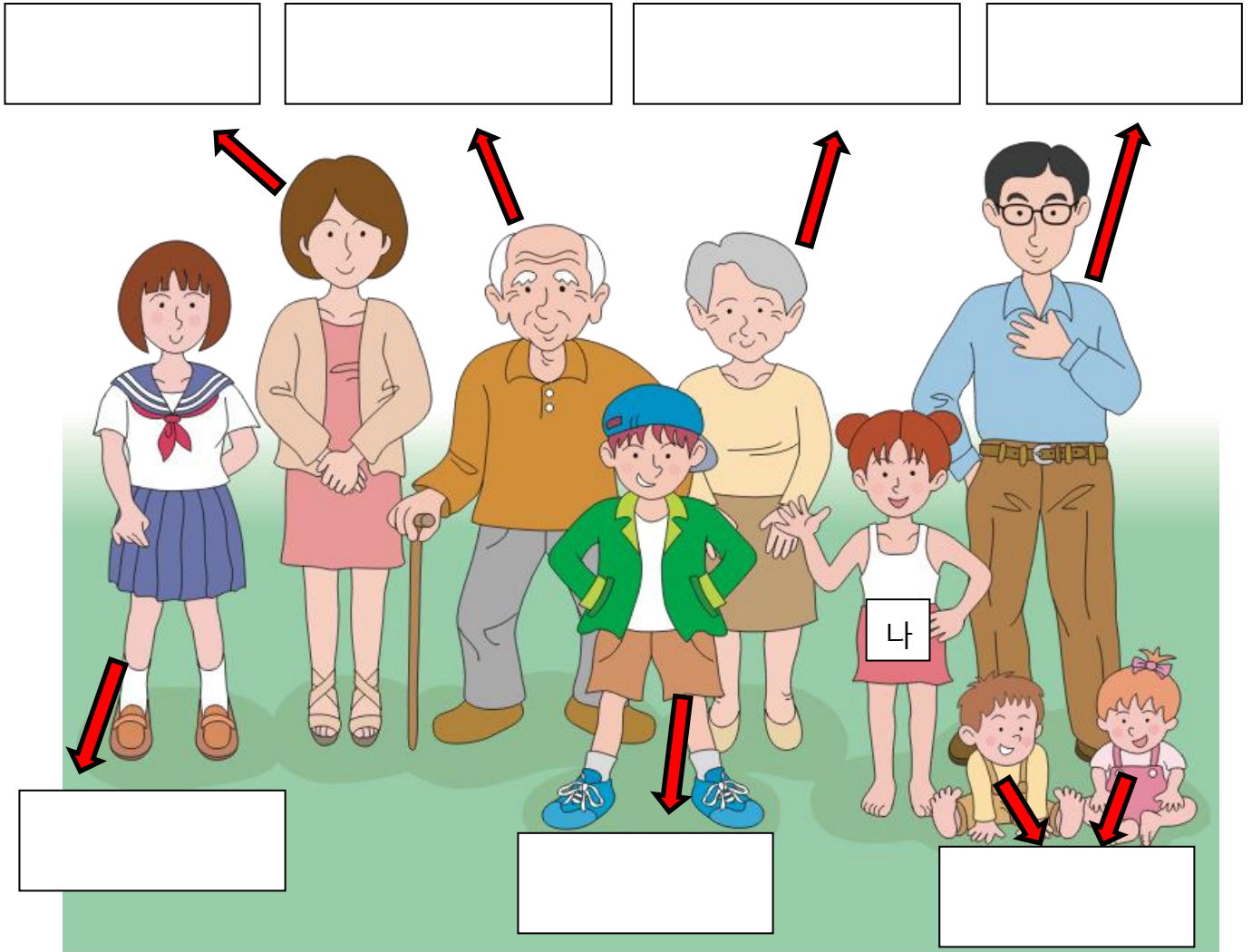
Part B: 가족 이름

Below is a picture of Rosie's family. Label five of Rosie's family members, of your choice, in Korean.

You can use the word list below to help you.

Make sure you write the characters neatly.

You have 15 minutes to complete this task.



- | | | | |
|----|------|-----|----|
| 엄마 | 아빠 | 언니 | 오빠 |
| 동생 | 할아버지 | 할머니 | |

Part C: 상상속 가족

Draw a picture of an imaginary family which you will introduce to your teacher.

In your introduction, you will present at least four family members and a family pet.

For each member of your imaginary family:

- give them a name
- say how they are related (for example: uncle, sister, grandmother)
- give their age
- use one adjective in a sentence to describe them (for example, Mum's hair colour is black; Dad is kind).

You can write some notes and practise your introduction a few times with a partner.

Speak clearly in Korean, introducing each member to your teacher.

Your teacher will ask you a few questions about your imaginary family.

Start with how many people are in your family and don't forget to include appropriate counters when you are expressing numbers.



Sample marking key

Part A: 다른 가족들

Questions 1–5

Description	Marks
1. Circles the picture with the man with brown and curly hair (picture on the right).	1
2. Circles the picture with the blonde woman with blue eyes (middle picture).	1
3. Circles the photo with five family members (picture on the right).	1
4. Circles the photo with three family members: two parents and one baby (picture on the left).	1
5. Circles the photo with a white dog (picture on the left).	1
Subtotal	/5
Part A total	/5

Part B: 가족 이름

Description	Marks
Correctly copies five family member titles in the correct boxes.	5
Correctly copies four family member titles in the correct boxes.	4
Correctly copies three family member titles in the correct boxes.	3
Correctly copies two family member titles in the correct boxes.	2
Correctly copies one family member title in the correct box.	1
Subtotal	/5
Part B total	/5

Part C: 상상속 가족

Description	Marks
Content	
Presents detailed information with a high level of accuracy.	3
Conveys a satisfactory amount of information mostly accurately.	2
Communicates limited relevant or accurate information.	1
Subtotal	/3
Responding to questions	
Answers questions from the teacher correctly.	3
Answers questions from the teacher mostly correctly.	2
Answers questions from the teacher with limited accuracy.	1
Subtotal	/3
Grammar and vocabulary	
Uses a good range of vocabulary mostly accurately.	3
Uses an adequate range of vocabulary to communicate information. Errors are present, but 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
Uses acceptable pronunciation and intonation.	2
Uses inaccurate pronunciation, at times impeding comprehension.	1
Subtotal	/3
Interaction and fluency	
Largely comprehends second speaker. Readily offers responses, and speech flows well. Some self-correction occurs.	3
Speaks with some confidence though at times is hesitant. Asks for repetition or clarification, or 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.	1
Subtotal	/3
Part C total	/15
Total	/25

Appendix 1: Guess the family

 <p>아빠</p> <p>glue</p>	 <p>엄마</p> <p>glue</p>	 <p>할아버지</p> <p>glue</p>	 <p>엄마</p> <p>glue</p>
 <p>할머니</p> <p>glue</p>	 <p>엄마</p> <p>glue</p>	 <p>남동생</p> <p>glue</p>	 <p>할머니</p> <p>glue</p>
 <p>아빠</p> <p>glue</p>	 <p>누나/언</p> <p>glue</p>	 <p>형/오빠</p> <p>glue</p>	 <p>동생</p> <p>glue</p>
 <p>누나/언니</p> <p>glue</p>	 <p>동생</p> <p>glue</p>	 <p>아빠</p> <p>glue</p>	 <p>여동생</p> <p>glue</p>
 <p>할머니</p> <p>glue</p>	 <p>형/오빠</p> <p>glue</p>	 <p>아빠</p> <p>glue</p>	 <p>아빠</p> <p>glue</p>

Acknowledgements

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