



SAMPLE ASSESSMENT TASK

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

새로운 친구 (NEW FRIEND)

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 6

Title of task	새로운 친구 (New friend)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to experiences about free-time activities.</p> <p>In Part A, they demonstrate their skills in comprehending written text by reading two letters from Korean-speaking aliens and answering comprehension questions in English. Students then choose the alien they would like to invite to stay at their house.</p> <p>In Part B, they demonstrate their skills in generating language by writing a letter in Korean, introducing themselves and providing some personal information.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend written texts in Korean about free-time activities. It also establishes their ability to interact in written Korean to demonstrate understanding of personal information, including how they spend their free time.
Assessment strategy	Short response – read for information in written texts Extended response – write a letter
Evidence to be collected	Completed task sheet Letter
Suggested time	Part A – 30 minutes Part B – 40 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

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

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:

- understanding and differentiating the use of formal, polite endings and intimate endings
- expressing simple events occurring in the future using -고 싶어요. and -거예요.
- identifying and using distinctive features of different types of spoken and written texts in Korean, such as salutations
- using vocabulary related to basic hobbies, activities, interests and experiences

Understand how Korean texts use language in ways that create different effects and suit different audiences

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary, including free-time activities
- simple, short written texts relating to free-time activities and hobbies
- grammatical elements, such as future tense (-고 싶어요. and -거예요.), conjunctions (그리고) and salutations (-에게 and 올림)
- the textual conventions of a letter.

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
- *Hangeul* chart which may be in the form of posters on the wall or individual charts on student desks

Instructions for teacher

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

- familiar with context-related vocabulary, including free-time activities
- provided with opportunities to read and write simple, short written texts relating to free-time activities and interests
- taught grammatical items, such as future tense (-고 싶어요. and -거예요.), conjunctions (그리고) and salutations (-에게 and 올림)
- exposed to the contextual conventions of a letter.

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:

- writing captions. Students create an album or a portfolio (on paper or digitally) of photographs related to hobbies, activities, interests and experiences planned for the future. Under the photographs, students add simple sentences and phrases about the activity, or their thoughts about the activity, in *Hangeul*
- creating a brochure in *Hangeul* to introduce themselves to their future peers in high school next year, or a class of students in Korea. Encourage students to add information about their name, age, family, interests, hobbies and activities they wish to do in the future, after graduating primary school
- responding to the teacher's holiday trip. Class teacher shares an example of a letter or email written from a trip outside of Perth to the class in *Hangeul*. Students write a response in *Hangeul*, following the writing conventions of the task
- writing a letter to their peers, teacher or an imaginary figure using the Blank Korean letter template (Appendix 1). Students identify and use distinctive features of Korean letter writing, such as salutations and date writing
- writing a postcard to their peers, teacher or an imaginary figure using the Blank postcard template (Appendix 2). Students identify and use distinctive features of Korean postcard writing, such as different salutations, addresses and postal codes
- making cards for May celebrations. Discuss with the students the special celebrations held in Korea in May, such as Children's Day (5 May), Parent's Day (8 May) and Teachers' Day (15 May). Discuss the symbol of the carnation flower in Korea, and why this can be frequently seen on cards and gifts during this month. Then, use the May carnation blank card template (Appendix 3) to write a card to celebrate one of these special occasions. This may be a congratulations card to a peer or to their future selves, or a thank-you card for their family or teachers. Teachers may choose to discuss and celebrate National Nurses Day (12 May), Invention Day (19 May) or Together Day (20 May) as an extended activity. Identify and use distinctive features of Korean card writing, such as different salutations, and add it to a Korean envelope template (Appendix 4) to practise writing Korean names and addresses.

Task

Part A: 정보

Provide students with Part A of the task.

Students read letters from two Korean-speaking aliens who are visiting Perth. They then respond to questions in English to decide which alien they would like to invite to stay with them in their home.

Depending on the level of the class, the teacher may assist in reading the letters to the class or student.

Advise students that they have 30 minutes to complete Part A of this task.

Part B: 편지 쓰기

Provide students with Part B of the task.

Students write a letter in approximately 100–200 *Hangeul* syllable blocks to one of the two aliens in Part A of the task.

In their letter they:

- write an opening salutation
- write an appropriate greeting
- introduce themselves and their family
- talk about what they would like to do together with the alien
- answer any questions the alien may have asked in their letter
- provide a farewell message
- include a closing salutation.

Allow students to keep Part A of the task for additional support.

Advise students that they have 40 minutes to complete Part B of this task.

Instructions to students

새로운 친구

Part A: 정보

A group of aliens are visiting Perth.

Read the following two letters in order to decide which alien you would like to invite to stay with you in your home.

1.



퍼스 가족에게,

안녕하세요?

제 이름은 마일로예요.

저는 열한 살이에요.

제 가족은 여섯 명이예요. 아빠, 엄마, 형, 저 그리고 두 여동생이 있어요.

친구는 가족이 몇 명이예요?

퍼스에 가면 친구하고 축구를 하고 싶어요. 친구는 무엇을 하고 싶어요?

다음에 만나요.

마일로 올림

2.



퍼스 가족에게,

안녕하세요?

제 이름은 씨니예요.

저는 열 살이에요.

제 가족은 다섯 명이예요. 엄마, 언니, 남동생, 저 그리고 파란색 개가 있어요. 친구는 가족이 몇 명이예요?

퍼스에 가면 친구하고 자전거를 탈거예요. 친구는 무엇을 할 거예요?

다음에 만나요.

씨니 올림

Answer all questions in English.

You have 30 minutes to complete this part of the task.

Question 1

Circle whether the following statements are true or false. (4 marks)

- 1. The alien in letter 1 is called Milo. True / False
- 2. The alien in letter 1 has three younger sisters. True / False
- 3. The alien in letter 2 likes to ride a bike. True / False
- 4. The alien in letter 2 is 12 years old. True / False

Question 2

Find the following words in the text and circle them: (4 marks)

- 1. soccer
- 2. dog
- 3. dad
- 4. snow

Question 3

Answer the following questions in English. (5 marks)

- 1. How many people are in alien 1's family? _____
- 2. What is alien 2's name? _____
- 3. How does alien 2 describe her pet? _____
- 4. How many people are in alien 2's family? _____

Question 4

Which alien did you choose and why? (2 marks)

Part B: 편지 쓰기

Write a letter in approximately 100–200 *Hangeul* syllable blocks to the alien in Part A who you are considering inviting to stay at your home.

Make sure you:

- include an opening salutation
- include an appropriate greeting
- introduce yourself and your family
- talk about what you would like to do together with the alien
- answer any questions they may have asked
- include a farewell message
- include a closing salutation.

You may use a dictionary to look up unfamiliar words.

You have 40 minutes to complete this part of the task.

Sample marking key

Part A: 정보

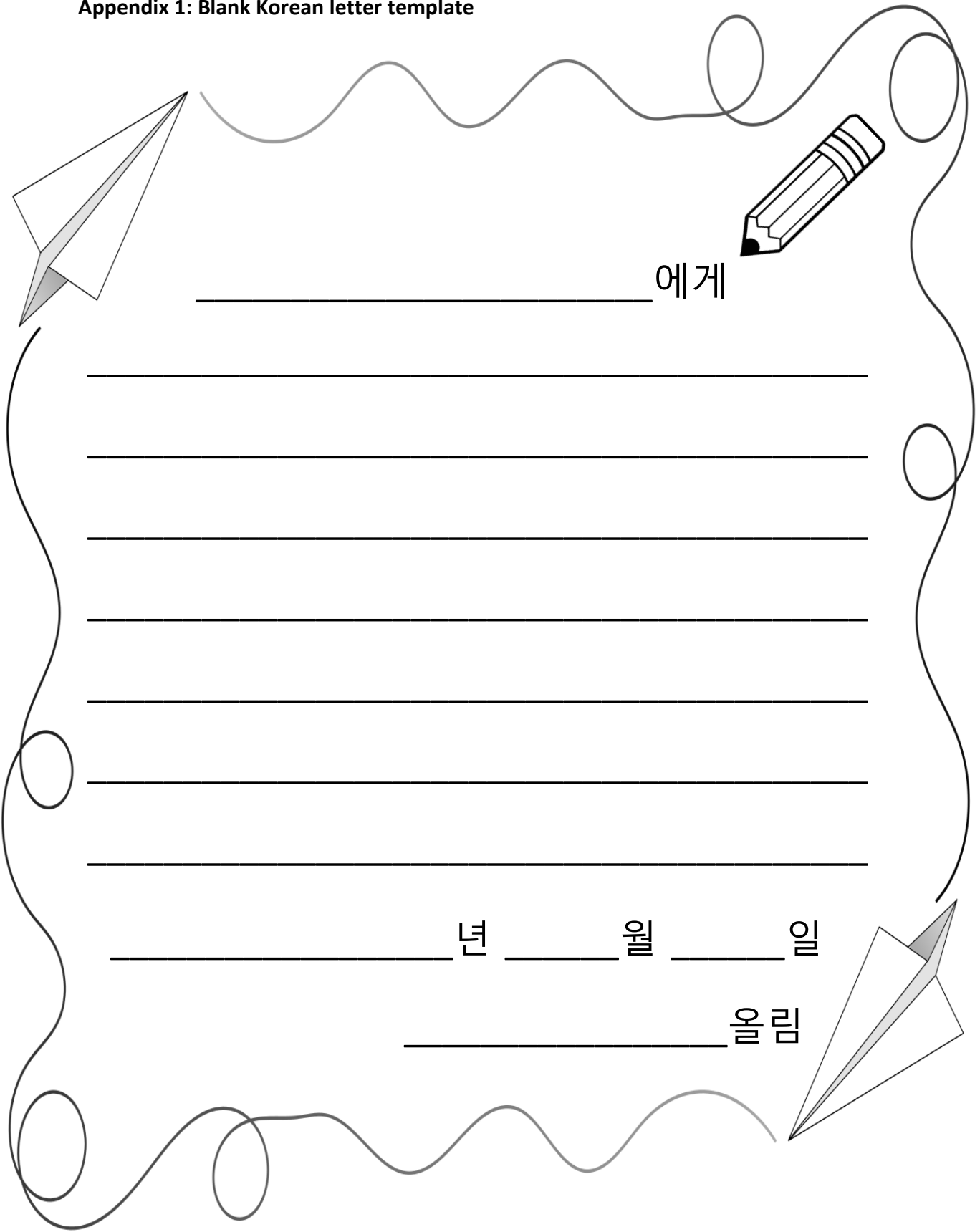
Questions 1–4

Description	Marks
Question 1	
1. True	1
2. False	1
3. True	1
4. False	1
Subtotal	/4
Question 2	
1. 축구	1
2. 개	1
3. 아빠	1
4. 눈	1
Subtotal	/4
Question 3	
1. There are six people in alien 1’s family.	1
2. Alien 2’s name is Sunny.	1
3. The pet is described as a blue [1] dog [1].	1+1
4. There are five people in alien 2’s family.	1
Subtotal	/5
Question 4	
States which alien they chose.	1
Provides a reason for their choice.	1
Subtotal	/2
Part A total	/15

Part B: 편지 쓰기

Description	Marks
Content	
Writes a letter in response to Milo or Sunny and gives information that: <ul style="list-style-type: none"> includes an opening salutation, such as 마일로/써니에게 [1] includes an appropriate greeting, such as 안녕하세요? [1] introduces themselves and their family [1] + [1] talks about what they would like to do together with the alien [1] answers questions they may have been asked [1] + [1] provides a farewell, such as 다음에 만나요. [1] provides a closing salutation, such as (name) 올림 [1]. 	1–9
Subtotal	/9
Grammatical concepts	
Uses a range of grammatical structures accurately, such as using 그리고 when introducing the last member of their family and using -고 싶어요 or -거예요 to express what activity they would like to do with the alien in the future.	3
Uses a range of grammatical structures with minor errors, such as word order or tenses.	2
Uses a limited range of grammatical structures and makes a number of errors, such as word order, particles and tenses.	1
Subtotal	/3
Hangeul formation	
Produces well formed, balanced and accurate Hangeul script.	3
Makes minimal error in Hangeul script.	2
Script is not well formed, though the writing is legible.	1
Subtotal	/3
Part B total	/15
Total	/30

Appendix 1: Blank Korean letter template



_____에게


_____년 _____월 _____일

_____을림

Appendix 2: Blank postcard template

1. Cut out the postcard.
2. Fold along the middle line
3. Glue the inside.

우 편 엽 서



보내는 사람 _____

□ □ □ □ □

_____ 받는 사람

□ □ □ □ □

Appendix 3: May carnation blank card template



Appendix 4: Korean envelope template



Image acknowledgements

Part A: 정보 (Information)

GDJ. (2016). *Friendly Alien* [Clipart]. Retrieved August, 2022, from <https://openclipart.org/detail/262196/friendly-alien>

anarres. (2016). *Cheerful Alien Squid Monster Version 2* [Clipart]. Retrieved August, 2022, from <https://openclipart.org/detail/259503/cheerful-alien-squid-monster-version-2>

Appendix 1: Blank Korean Letter Template

TikiGiki. (2012). *Simple Pencil* [Clipart]. Retrieved August, 2022, from <https://openclipart.org/detail/170930/simple-pencil>

Adapted from: Arvin6158. (2014). *Paper Airplane Border* [Clipart]. Retrieved August, 2022, from <https://openclipart.org/detail/193868/paper-airplane-border>

Appendix 2: Blank Postcard Template

Firkin. (2017). *South Korean Flag Stamp* [Clipart]. Retrieved August, 2022, from <https://openclipart.org/detail/287356/south-korea-flag-stamp>

Appendix 3: May Carnation Blank Card Template

cinemacookie. (2014). *Taegeuk Symbol* [Clipart]. Retrieved August, 2022, from <https://openclipart.org/detail/190066/taegeuk-symbol>

warszawianka. (2009). *Carnation* [Clipart]. Retrieved September, 2023, from <https://openclipart.org/detail/23360/carnation>

Appendix 4: Korean Envelope Template

cinemacookie. (2014). *Taegeuk Symbol* [Clipart]. Retrieved August, 2022, from <https://openclipart.org/detail/190066/taegeuk-symbol>

Salamander724. (2016). *Emblem of South Korea (1963–1997)* [Image]. Retrieved June, 2023, from [https://en.wikipedia.org/wiki/Emblem_of_South_Korea#/media/File:Emblem_of_South_Korea_\(1963%E2%80%931997\).svg](https://en.wikipedia.org/wiki/Emblem_of_South_Korea#/media/File:Emblem_of_South_Korea_(1963%E2%80%931997).svg)

Adapted from: pretojackson. (2008). *Envelope Template* [Clipart]. Retrieved August, 2022, from <https://openclipart.org/detail/20839/envelope-template>