

Assessment Schedule – 2022

Korean: Demonstrate understanding of a variety of written and / or visual Korean text(s) on familiar matters (91141)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and / or opinions in the texts.</p> <p>Responses as a whole show an understanding of the general meaning (gist) of the texts.</p>	<p><i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and / or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a clear understanding of the content of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating thorough understanding</i> involves expanding on relevant information, ideas, and / or opinions, with supporting detail, to show understanding of the meanings or conclusions implied within the texts.</p> <p>Responses as a whole show a comprehensive understanding of the content and underlying meaning of the texts, including nuance and meanings not obviously stated in the texts.</p>

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not communicate the general meaning of the text.	Shows little understanding and does not communicate the general meaning of the text.	Demonstrates some understanding and communicates some of the general meaning of the text.	Demonstrates understanding and communicates the general meaning of the text.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates thorough understanding and communicates some of the implied meanings by providing supporting detail from the text to justify conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text to fully justify conclusions.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 19	20 – 24

Sample evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items.

Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**.

The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements above.

Question One:

	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Who can apply?</p> <ul style="list-style-type: none"> • Foreigners who are attending high school in English-speaking countries and want to experience life in Korea (aged 15 – 17). <p>How do people apply?</p> <ul style="list-style-type: none"> • Through online application. <p>What should someone expect?</p> <ul style="list-style-type: none"> • You will live in a homestay for one month and attend high school. 	Fills in the student exchange programme details.		
(b)	<p>Simon</p> <ul style="list-style-type: none"> • He is a New Zealand high school student who loves K-pop. He learned the Korean language because of his passion for K-pop. <u>He applied for this programme because he has never been to Korea before. Simon was able to experience school life in Korea and made lots of Korean friends,</u> therefore he recommends it for people who want to experience Korea. Having an interest in some aspect of Korean culture would make them want to take part in the programme. <p>Michelle</p> <ul style="list-style-type: none"> • Michelle is a high school student living in the United States. She likes travelling to different countries and she didn't know much about Korea, so she decided to apply. <u>She thought it was a good opportunity to know about Korea. She learned a lot about Korea, and she met a good homestay family. She now feels she has a family in Korea and this experience was an good time for her.</u> Having made great friends and being part of a family has meant Michelle is more likely to visit again and / or keep learning about Korea. 	Discusses why previous applicants applied for the programme, and how they felt about the experience.	Discusses why previous applicants applied for the programme, and how they felt about the experience. Makes links, including <u>underlined</u> -type evidence.	Discusses why previous applicants applied for the programme, and how they felt about the experience. May include nuanced meaning, including bold -type evidence.

	<p>Jina</p> <p>Jina is a Canadian Korean who was born in Canada. <u>Both her parents are Korean, but Jina has never been to Korea. Since Korea is where Jina's parents come from, she has always been wanting to know about the country. It was a good time to get to know its history and culture, and it was lovely to see her family whom she had never met.</u> Learning about Korea as a Korean born in Canada is very important, and her experience in Korea will help her understand her parents better.</p>			
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Question Two:

	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Similar</p> <ul style="list-style-type: none"> • Both countries have some traditional food that is healthy. • Both Hangi and Bibimbap have lots of vegetables with meat. • Neither are cooked by frying. <p>Different</p> <ul style="list-style-type: none"> • Hangi uses hot stones to cook. • Bibimbap uses stir-fry to cook vegetables. 	<p>Lists the similarities and differences of each culture's traditional food.</p>		
(b)	<p>Māori traditional food</p> <p>I would recommend that people eat Hangi if they're looking for healthy food. You can choose your own food depending on what you'd like to eat, i.e. vegetables or meat. At the same time, people can learn about a traditional Māori lifestyle, such as how they cook food. It is seen as healthy because the food gets steamed.</p> <p>Korean traditional food</p> <p>I would recommend Korean traditional food to people who are looking to eat healthy food. <u>There are so many kinds of food in traditional Korean food culture. They can choose what they would like to eat.</u> Bibimbap and / or Kimchi, for example, are not only traditional, but also healthy and popular.</p>	<p>Discusses which country's traditional food to recommend as a healthy choice, and why.</p>	<p>Discusses which country's traditional food to recommend as a healthy choice, and why.</p> <p>Makes links, including <u>underlined</u>-type evidence.</p>	<p>Discusses which country's traditional food to recommend as a healthy choice, and why.</p> <p>May include nuanced meaning, including bold-type evidence.</p>

Question Three:

Sample evidence		Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> • Aroha cares about the environment. • She partakes in the school enviro club. • She believes there are many ways to protect the environment. • She thinks it's important to dispose of garbage well, but more importantly, trying not to create so much rubbish is better. • She wants to find out more about what people in other parts of the world are doing. 	<p>States Aroha's personal view on the topic she is discussing.</p> <p>At least two correct answers.</p>		
(b)	<p>New Zealand</p> <ul style="list-style-type: none"> • New Zealand is aiming for everyone to have an electric car by 2025. It will be good for the environment, as more electric cars on the road means a cleaner environment. • However, some people may not be able to purchase electric cars because it will cost a lot of money. <p>Italy</p> <ul style="list-style-type: none"> • Italy was the first in the world to make environmentally friendly plastic, and then many countries started to make things with the environment in mind. • Italy influenced other countries about saving the earth. • Still, it is very hard to make perfectly functioning plastic alternatives. <p>Sweden</p> <ul style="list-style-type: none"> • Malmö is a city in Sweden – they are making 100% environmentally friendly energy, and are trying to protect the environment by using that energy again. • The city will be influential for other cities. • A lot of funding and research would be needed for more cities to run like this. 	<p>Identifies some possible advantages and / or disadvantages of the different approaches taken in each country.</p>	<p>Identifies some possible advantages and / or disadvantages of the different approaches taken in each country.</p> <p>Able to state advantages and disadvantages.</p>	

<p>(c)</p>	<p>New Zealand Using electric cars by 2025 is a good idea, <u>because they run on a clean energy source</u> so will not emit toxic gases or smoke.</p> <p>Italy Plastic pollution is becoming a huge problem in the world. <u>People in the world need to find a way to make things other than using plastic, as Italy has.</u> More countries should consider doing it for the environment.</p> <p>Sweden Malmö in Sweden runs on 100% renewable energy. If all other cities implement this system, the world will be a much cleaner place as it won't emit unnecessary smoke or gases.</p>	<p>Explains which country's approach is the best, and why.</p>	<p>Explains which country's approach is the best, and why. Makes links, including <u>underlined</u>-type evidence.</p>	<p>Explains which country's approach is the best, and why. May include nuanced meaning, including bold-type evidence.</p>
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