

Pilot Assessment Schedule – 2023

Korean: Demonstrate understanding of written Korean related to everyday contexts (91962)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves:</p> <ul style="list-style-type: none"> identifying meaning of the relevant information, ideas, and opinions in the texts communicating an overall sense or intent of the text. 	<p><i>Demonstrating sound understanding</i> involves:</p> <ul style="list-style-type: none"> selecting evidence of ideas, information, and opinions to establish meaning in the texts connecting specific elements in texts to support meaning or intent in the texts. 	<p><i>Demonstrating thorough understanding</i> involves:</p> <ul style="list-style-type: none"> interpreting language to make meaning that is precise and fully constructed showing awareness of the writers' choices of language and content that establish context and purpose.

N1	N2	A3	A4	M5	M6	E7	E8
Shows minimal understanding of language or meaning.	Shows a little understanding of language or meaning.	Shows understanding of elements of text language and communicates some meaning or intent.	Shows understanding of elements of text language to communicate general meaning or intent.	Shows understanding by selecting and connecting relevant ideas and language to support responses.	Shows understanding by selecting and connecting relevant ideas and language to confirm responses.	Shows detailed and accurate understanding. Responds by interpreting language and content and justifying conclusions about texts.	Shows detailed and accurate understanding. Responds fully by interpreting language and content choices and justifying conclusions about texts.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	19 – 24

Note for markers

- 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 **soundly** or **thoroughly**.
- Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response. Errors of less impact should be disregarded.

Question ONE

	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>List the activities that suit the particular weather conditions. Adds other relevant details.</p> <p><i>Responses may include, but are not limited to:</i></p> <p>Sunshine – Beach party</p> <ul style="list-style-type: none"> • There will be swimming, music, and games. • Potential to try water sports such as surfing and kayaking. • Do not have to be good at all sports as there are guides to help. <p>Raining – Movie night</p> <ul style="list-style-type: none"> • There will be movies played on a projector either inside or outside the house. • Potential to have lots of friends or one friend. • If outside, it may be a bit cold. <p>Cloudy – Sports day</p> <ul style="list-style-type: none"> • At the park. • Lots of games, like soccer, basketball, and rugby. • More fun if you have lots of friends joining as well. • Not only are there games but food (BBQ) afterwards. 	Identifies possible activities.	Explains why each activity would be best for each weather condition.	Using evidence, can describe the activities and effectively conveys most of the implications by offering conclusions from the text.
(b)	<p>Which activity would you recommend for Suzy and Ani, and why? Explain your answer using evidence from the text.</p> <p><i>Responses may include, but are not limited to:</i></p> <p>Recommendation: Beach party</p> <ul style="list-style-type: none"> • Ani wants to impress her friend as she really likes her. • She knows that Suzy enjoys sport but it not very good at it so Ani needs to ensure she has a good time. Having the guides to help them would ensure Suzy feels safe. • Ani also knows that Suzy wants to have diverse experiences and it should be a party to remember. At the beach party, there would be multiple activities that can be done. • Given it's her first birthday experience in New Zealand, she may not have a lot of friends so having guides to assist with the activities would be good. • It would be weather dependent so it may be good to have a plan B. 	Identifies which activity would be best for Ani and Suzy.	Connects the activities with Ani's ideas and gives some reasons.	Interprets the information and draws conclusions.

Question TWO

	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>State whether these statements are Dos or Don'ts. How do you know?</p> <p>(1) Do – because when you meet someone, you need to greet someone with a greeting phrase. This statement is asking someone if they are doing well.</p> <p>(2) Don't – you don't need to raise your hand.</p> <p>(3) Do – it's important to speak quietly in public spaces.</p> <p>(4) Do – not wear shoes in the house although you can wear slippers.</p> <p>(5) Do – wear special rest room slippers – don't wear the same ones that you wear in the bathroom of the house.</p> <p>(6) Don't – you use the spoon for soup and the chop sticks for side dishes.</p>	Describes some of the dos and don'ts.	Gives some reason why something should or should not be done.	Demonstrates thorough understanding by interpreting the meaning from the whole passage.
(b)	<p>What will Ani learn from this email?</p> <p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Tone and being kind is very important when you greet someone. • How to speak to elders. • What to wear inside the house and in the bathroom, specifically about slippers. • What to do when eating. 	Able to describe some of what she will learn from the email.	Connects why teacher's tips are useful.	Interprets evidence and draws conclusions.
(c)	<p>Why do you think the teacher sent this email to her?</p> <p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • So she knows what to do when she is in her Korean's friend's house for the first time. • So she feels at ease. • So she does not make others uncomfortable by talking loudly – as a guest she needs to know to talk quietly. • Knowing what to do in regard to wearing shoes and eating. • These might be common errors, so the teacher wants Ani to avoid making these errors. 	Identifies some reasons why this email was sent.	Explains with evidence reasons why.	Gives a thorough explanation of reasons why and may interpret some meaning.

Question THREE

	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Describe the food items below with details from the text. <i>Responses may include, but are not limited to:</i></p> <p>Bulgogi</p> <ul style="list-style-type: none"> • Most well-known of all Korean dishes. • Key ingredient is beef. • It tastes even better with vegetables. <p>Kimbap</p> <ul style="list-style-type: none"> • Contains Bulgogi and various vegetables. • Various types of Kimbap, e.g. beef, chicken, and vegetables. • It is very healthy. <p>Bibimbap</p> <ul style="list-style-type: none"> • Combining tasty meat and colourful vegetables. • It is very healthy. • Tastier when eaten with gochujang sauce. • Could be eaten with soy sauce-based sauce. <p>Tteokbokki</p> <ul style="list-style-type: none"> • Very sweet and tasty. Spicy flavours. 	Menu items identified.	Identifies items in detail.	
(b)	<p>Which dish would you recommend to members of Ani’s family, and why? Explain your answer using evidence from the text. <i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Dad – all the dishes are ok as he is open to trying new food. He states Korean food is new to him. • Mum – again all food but she likes spicy food so perhaps Bulgogi and Kimbap. As she likes to exercise Bulgogi would be better than Tteokbokki as this is sweet, and she may be avoiding sweet food if she is health conscious. • Brother – loves meat but not vegetables. There are always a lot of vegetables, so maybe he could have Bulgogi or Kimbap without vegetables. • Sister – Bibimbap with soy sauce as she likes vegetables and can't handle spicy food very well. Kimbab looks great with many colourful vegetables. 	Identifies likes and dislikes.	Matches food to preferences.	Expands on choices and food pairing.