

## Pilot Assessment Schedule – 2023

### Korean: Demonstrate understanding of spoken Korean related to everyday contexts (91963)

#### Assessment Criteria

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

N1	N2	A3	A4	M5	M6	E7	E8
Shows <b>minimal</b> understanding of language or meaning.	Shows a <b>little</b> 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 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**

	<b>Evidence</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
(a)	<p>How do Korean students typically spend their time after school?  <i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• Clean the classrooms after school every day.</li> <li>• While cleaning, students play and talk together.</li> <li>• They pick up rubbish and clean desks, chairs, windows.</li> <li>• Other things also need cleaning.</li> <li>• It took just 30 minutes to clean.</li> <li>• Classroom cleaning is not just a task. Everyone in the school community does it together. They can also share good experiences with friends. However, Niko thinks cleaning every day can be a bit tiring. So, it would be nice to do it once a week.</li> </ul>	<p>Gives some details about what Korean students do after school with little elaboration.</p>	<p>Explains some of what Korean students do after school in more detail.</p>	<p>Gives a full account of what students do after school according to passage and is able to interpret meaning.</p>
(b)	<p>What has Niko learnt from his experience in South Korea?  <i>Responses may include, but are not limited to:</i>                      Niko may learn from his experience.</p> <ul style="list-style-type: none"> <li>• how Korean students usually spend their afternoon</li> <li>• why classroom slippers are needed</li> <li>• how cleaning the classroom is more fun than he expected, as he learned teamwork, responsibility, and environmental protection with his friends</li> <li>• classroom cleaning is more than just a chore that students must do, as it's a school community task</li> <li>• it's a way to share good experiences with friends</li> <li>• that it's about stickability, as it's bit tiring to do it every day.</li> </ul>	<p>Gives a few ideas but does not elaborate further.</p>	<p>Explains in some detail and is able to make some links.</p>	<p>Provides a thorough and well-thought discussion about what Niko might have learnt from his experience in South Korea.</p>

## Question TWO

	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Complete the party invitation.</p> <p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• The invitation is to Marc.</li> <li>• It's for a dog party where dogs and their owners to celebrate a fun event. Dogs play with other dogs and people socialise.</li> <li>• April 27<sup>th</sup>.</li> <li>• Saturday from 2:00 pm to 4:00 pm.</li> <li>• At the park next to the library.</li> </ul>	Is able to fill in the party invitation with all the details.		
(b)	<p>Why was Marc worried about the weather forecast? Give detailed information.</p> <p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• The party relies on good weather.</li> <li>• Because it's being held at an outdoor venue, they are hoping for sunshine.</li> <li>• They need to have a place where dogs and people can be comfortable.</li> <li>• Dogs will be able to go swimming.</li> <li>• Nico wants the party to be a success.</li> </ul>	Identifies why Niko was worried but does not elaborate.	Connects his feelings and gives reasons.	Is about to interpret Niko's worries and provide clear evidence from the passage.
(c)	<p>Why does Marc think that this a special party? Explain your answer using evidence from the passage.</p> <p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• He really loves dogs.</li> <li>• It's his first time at a dog party.</li> <li>• He is looking forward to something a bit different.</li> <li>• There will be lots of activities to get involved in for both dogs and humans.</li> <li>• Special food will be prepared.</li> </ul>	Describes why this is a special party.	Connects the information and gives reasons as to why it's a special party.	Interprets why this is a special party with thorough evidence.

**Question THREE**

	<b>Evidence</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
(a)	<p>What activities has Marc enjoyed in his Korean class this year?</p> <p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• Korean culture and history.</li> <li>• Talking to Korean students.</li> <li>• Making the video about Korean students.</li> <li>• Various activities in class.</li> <li>• Partner presentations, e.g. Talking with buddies, creating presentations together, introducing their cultures to each other, and talking about their homes.</li> <li>• The video of Korean language students eating spicy tteokbokki was really entertaining.</li> <li>• He particularly enjoyed learning the Korean language.</li> <li>• He enjoyed listening to music (K-Pop) as he listens to it frequently.</li> </ul>	<p>Gives some details about what he enjoyed.</p>	<p>Connects what he enjoyed with some evidence from the passage.</p>	<p>Gives a full account of what he enjoyed and is able to interpret meaning, providing appropriate evidence from the passage.</p>
(b)	<p>How is Marc encouraging his audience to do an exchange?</p> <p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• You learn a lot about a culture that is completely different to your own.</li> <li>• You can make great friends.</li> <li>• Learning Korean is fun and there are great activities you can do in class.</li> <li>• You become an ambassador of New Zealand while there and you can also teach your classmates about life back home.</li> </ul>	<p>Gives a few ideas but does not elaborate further.</p>	<p>Explains in some detail and is able to make some links.</p>	<p>Provides a thorough and well-thought discussion about what how what Marc has said encourages others.</p>