

## Assessment Schedule – 2018

### Korean: Demonstrate understanding of a variety of extended written and/or visual Korean texts (91561)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves <b>making meaning of the information and varied perspectives</b> in the texts.	<i>Demonstrating <b>clear</b> understanding</i> involves <b>selecting relevant information and varied perspectives</b> from the texts and communicating them <b>unambiguously</b> .	<i>Demonstrating <b>thorough</b> understanding</i> involves <b>expanding on relevant information and varied perspectives</b> from the texts with <b>supporting detail</b> to show understanding of the <b>implied meanings</b> or <b>conclusions</b> .

#### Evidence

Not Achieved	Achievement	Merit	Excellence
<p>Demonstrates <b>limited</b> or <b>no</b> understanding of the texts.</p> <p>Some information is correct. The candidate has not shown understanding of the <b>general meaning</b> (gist) of the texts. The response is logically <b>inconsistent</b>, indicating misunderstanding.</p>	<p><i>Demonstrates understanding and <b>makes meaning of the information</b> and <b>varied perspectives</b> in the texts.</i></p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is <b>consistent</b>.</p>	<p><i>Demonstrates clear understanding by selecting <b>relevant information</b> and <b>varied perspectives</b> from the texts and communicating them <b>unambiguously</b>.</i></p> <p>Information correctly includes relevant detail from the texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.</p>	<p><i>Demonstrates thorough understanding of the <b>implied meanings</b> or <b>conclusions</b> within the texts.</i></p> <p>Relevant information and varied perspectives, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the texts.</p>

#### Guidelines for applying the Assessment Schedule

- The answer space provided in the exam paper is NOT an indication of the word count required. The candidate may exceed the lines provided, or respond succinctly using fewer lines. For Merit/Excellence, however, the candidate needs to show clear/thorough understanding of the meanings or conclusions within the text, which usually requires more than a brief statement.
- The candidate must demonstrate understanding of the texts. Responses must not simply quote or translate sections of the texts.
- A cut-score system is not used.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence of each aspect of the job</i>	<p>THREE of:</p> <ul style="list-style-type: none"> <li>• Application dates: For 10 days from 1 January to 10 January 2019.</li> <li>• Requirements for applicants: Must be non-Korean; aged between 18 and 30; living in Korea; and have visa allowing them to work in Korea.</li> <li>• Job dates: 15 March to 20 March.</li> <li>• Meals: Korean food will be supplied for lunch.</li> </ul>	<p>ALL FOUR pieces of information.</p>	
<i>(b) Possible evidence of kinds of people who are likely to apply for this job</i>	<ul style="list-style-type: none"> <li>• Foreign students with an interest in and knowledge of Korean cuisine/ history/ sports (tae kwon do).</li> <li>• Foreign students who can speak simple Korean.</li> </ul>	<ul style="list-style-type: none"> <li>• Foreign students who like Korean culture.</li> <li>• The aim of the project is to introduce and promote Korean culture to foreigners who are not familiar with Korea.</li> </ul>	<ul style="list-style-type: none"> <li>• Sociable foreign students who like Korean culture.</li> <li>• The job requires successful applicants to work in a team of five, promoting Korean culture.</li> <li>• It won't appeal to people who do not like to meet or work with new people.</li> </ul>
<i>(c) Possible evidence of possible barriers for applying</i>	<ul style="list-style-type: none"> <li>• Applicants must be of non-Korean nationalities, aged 18 to 30, with a visa to work in Korea.</li> <li>• If they don't meet these criteria, they cannot apply.</li> </ul>	<ul style="list-style-type: none"> <li>• Language ability. Although Korean language ability is not essential, they are after people who can achieve simple communication in Korean, which sets the bar quite high.</li> </ul>	<ul style="list-style-type: none"> <li>• Requirements for applicants are strict (e.g. age limit, visa, nationality limit).</li> <li>• There might be many students who are genuinely interested in promoting Korean cultures but do not meet the requirements to apply.</li> <li>• They might meet all requirements but miss out because of a lack of Korean language ability.</li> <li>• Although lunch is provided, some might find it difficult to eat Korean food for five consecutive days.</li> <li>• Teamwork is a key aspect of the job, which might not be a strong suit for some candidates.</li> </ul>

**Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.**

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence of Simon’s language learning experience in high school</i></p>	<ul style="list-style-type: none"> <li>• He has studied te reo Māori and Korean for five years.</li> <li>• In Years 12 and 13, he studied both languages in classes combining both year levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Neither language had many students in Years 12 and 13, so he had to study in combined-level classes.</li> <li>• Although he found it inconvenient initially, he enjoyed pre-learning Year 13 materials in Year 12, which enabled him to easily cope with the Year 13 course.</li> <li>• In Year 13, he was able to help Year 12 students in the same class.</li> </ul>	
<p><i>(b) Possible evidence of effective strategies for learning a second language</i></p>	<ul style="list-style-type: none"> <li>• Listen, speak, read and write lots. Watch K-drama with English/ Korean subtitles.</li> <li>• Use online resources, such as podcasts and SNS.</li> </ul>	<ul style="list-style-type: none"> <li>• Make time for learning in your daily life.</li> <li>• One can watch K-drama to improve listening skills, vocabulary acquisition, and learn about trendy Korean culture.</li> <li>• One can listen to podcasts on bus rides to school and during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise your time and resources well to increase exposure to the target language and culture in daily life.</li> <li>• One can do this by watching K-drama or reading target language SNS posts by friends or celebrities to improve listening, reading, vocabulary acquisition, and cultural knowledge.</li> <li>• One can do this by listening to podcasts on bus rides and during exercise to use time effectively.</li> </ul>
<p><i>(c) Possible evidence of how one can benefit from learning a second language, based on Simon’s experience</i></p>	<ul style="list-style-type: none"> <li>• Learning a second language enhances your knowledge in other areas, such as history, tradition, geography, and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Language learning experience enables one to explore and respect other traditions and cultures.</li> <li>• It also enhances knowledge about the target country in areas such as history, tradition, geography, and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• In today’s globalising world, we need to be able to understand and accept differences to live together in harmony.</li> <li>• Learning a second language develops necessary skills, such as language and cultural competencies, while enhancing knowledge about the target country in areas such as history, tradition, geography, and culture.</li> </ul>

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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence of why Simon is concerned about the environment</i>	<ul style="list-style-type: none"> <li>• He has learnt about various environmental issues in Korea from conversation with his Korean friends.</li> <li>• The issues were caused by the rapid development since 1970.</li> </ul>	<ul style="list-style-type: none"> <li>• Because he is a New Zealander and New Zealanders strongly value nature and the environment.</li> <li>• He has learnt about various environmental issues in Korea caused by the rapid development since 1970.</li> </ul>	<ul style="list-style-type: none"> <li>• His background indicates that he would have a great interest in preserving nature and the environment.</li> <li>• He is from a small town in New Zealand, living close to mountains and beaches.</li> <li>• He used to camp in the mountains with his friends during summer holiday.</li> </ul>
<i>(b) Possible evidence of how Simon's suggestions are good for the environment</i>	<p>Simon suggests:</p> <ul style="list-style-type: none"> <li>• taking your own bag to supermarkets</li> <li>• saving leftover food for the next day's lunch</li> <li>• using your own tumbler instead of takeaway cups.</li> </ul>	<ul style="list-style-type: none"> <li>• His suggestions include using your own bags for grocery shopping, saving leftover food for the next day's lunch, and using your own tumbler instead of takeaway cups.</li> <li>• These are things we can do every day, in our own ways, to protect and plan for our future environment.</li> </ul>	<ul style="list-style-type: none"> <li>• He says if we work together, a lot of improvement can be achieved.</li> <li>• His suggestions – such as using own bags for grocery shopping – are effective.</li> <li>• They are simple for many people to do in their own ways, every single day.</li> <li>• The comments below, such as taking your own water bottle and pulling the plugs out when you go out, reinforce the importance of his suggestions.</li> </ul>
<i>(c) Possible evidence of things individuals can start doing today to preserve the environment</i>	<ul style="list-style-type: none"> <li>• Use public transport or walk.</li> <li>• Pull the plugs out when going out and do not overuse the air conditioning in the summer.</li> <li>• Keep showers short.</li> <li>• Take a water bottle when you go out instead of buying water in plastic bottles.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals can start saving electricity by pulling the plugs out when they go out and not overusing air conditioning in the summer.</li> <li>• They can save water by keeping showers short.</li> <li>• They can also use reduce rubbish by taking their own water bottle when they go out.</li> </ul>	<p>The comments suggest a range of simple action points everyone can achieve easily to preserve the environment. For example, some of:</p> <ul style="list-style-type: none"> <li>• to decrease air pollution, use public transport or walk</li> <li>• to save electricity, pull the plugs out when going out and do not overuse the air conditioning in the summer</li> <li>• to save water, keep showers short</li> <li>• to reduce rubbish, take a water bottle instead of buying water in plastic bottles.</li> </ul>

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**Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items**

**Judgement Statement**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
Minimum 2 A AAN AAA AAM AAE AMN AEN	Minimum 2 M MMN MMA MMM MME MEN MEA	Minimum 2 E EEN EEA EEM EEE