

## Assessment Schedule – 2020

### Korean: Demonstrate understanding of a variety of Korean texts on areas of most immediate relevance (90901)

#### Assessment Criteria

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

#### Evidence

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

**N0** = No response; no relevant evidence.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 14	15 – 20	21 – 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	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Demonstrates understanding of Minji's homestay experience in New Zealand.</i>	<ul style="list-style-type: none"> <li>• Minji had two weeks' homestay at Sarah's house.</li> <li>• Sarah's family was kind.</li> <li>• They had a cute dog and cat.</li> <li>• Walking with Sarah and the dog made her happy.</li> <li>• There were near a mountain and the beach.</li> <li>• Minji taught Korean (language and culture) to Sarah's family.</li> <li>• She cooked Korean food for the family.</li> </ul>	<ul style="list-style-type: none"> <li>• Minji liked that she was able to have a two weeks' homestay experience with Sarah's kind family.</li> <li>• She was very happy to experience New Zealand's natural beauty.</li> <li>• She especially enjoyed the quietness of the house with the mountain and beach nearby.</li> <li>• She helped the family by teaching them Korean language and culture.</li> <li>• She cooked Korean dishes, such as bibimbab, for the family.</li> </ul>	<ul style="list-style-type: none"> <li>• Minji appreciated having Sarah's family as her homestay to spend the two weeks and she still misses them.</li> <li>• There was a mountain and beach near Sarah's house and this allowed easy access to the New Zealand natural environment, which made Minji extremely happy.</li> <li>• Sarah's reply shows Minji had made positive contribution during the two weeks and the family valued having her.</li> </ul>
(b) <i>Demonstrates understanding of what Sarah has suggested in her reply and why.</i>	<ul style="list-style-type: none"> <li>• Sarah suggests Minji should come back to New Zealand.</li> <li>• Minji could homestay at Sarah's house.</li> <li>• Sarah knows Minji likes New Zealand.</li> <li>• Minji likes Sarah's family.</li> </ul>	<ul style="list-style-type: none"> <li>• Minji should consider coming to New Zealand next year as she enjoyed the New Zealand school experience,</li> <li>• Minji envies New Zealand students doing extra-curricular activities after school as Korean students usually go to cram school for studies.</li> <li>• If she comes, it's okay for Minji to homestay with Sarah's family as they have a spare room.</li> </ul>	<ul style="list-style-type: none"> <li>• Sarah might think that it is better for Minji to have New Zealand school experience such as involvement in the extra-curricular activities and to pursue her hobbies and interests rather than focusing on studies at cram school after school hours.</li> <li>• From the previous two weeks' experience, Sarah knows that Minji will fit in well with her family and will also be able to help with Sarah's Korean studies.</li> </ul>

<p>(c) <i>Demonstrates understanding of why there are potential problems with what Sarah is suggesting.</i></p>	<ul style="list-style-type: none"> <li>• Sarah's family has moved to a different city.</li> <li>• Sarah now goes to a different school.</li> <li>• The new house is a little small.</li> </ul>	<ul style="list-style-type: none"> <li>• Minji may not like the bigger and busier new city, which has more people.</li> <li>• Minji may not like to go to a new school or live in a different smaller house.</li> </ul>	<ul style="list-style-type: none"> <li>• Apart from having the same family members, Minji is less likely to be satisfied with the new physical environment.</li> <li>• The descriptions of the new city do not match Minji's preference of liking being close to nature.</li> <li>• Minji said she misses her school friends, which shows that she had developed good relationships with them. At a new school, she only has Sarah.</li> </ul>
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Demonstrates understanding of the differences in the two schools.</i></p>	<p><b>School A</b> Location</p> <ul style="list-style-type: none"> <li>• Auckland city.</li> <li>• Can walk or bus to school from the city.</li> </ul> <p>School roll (number of students)</p> <ul style="list-style-type: none"> <li>• 2,500 students.</li> <li>• 1,300 girls and 1,200 boys.</li> </ul> <p>Extra-curricular activities</p> <ul style="list-style-type: none"> <li>• 95% of students do extra-curricular activities.</li> <li>• Activities are sports, art or music related.</li> </ul> <p><b>School B</b> Location</p> <ul style="list-style-type: none"> <li>• Dunedin.</li> <li>• South Island.</li> </ul> <p>School roll (number of students)</p> <ul style="list-style-type: none"> <li>• 800 students.</li> </ul> <p>Extra-curricular activities</p> <ul style="list-style-type: none"> <li>• Sports teams.</li> <li>• Rugby or netball.</li> </ul>	<p><b>School A</b> Location</p> <ul style="list-style-type: none"> <li>• From Auckland city it is a 20-minute walk or five-minute bus ride.</li> </ul> <p>School roll (number of students)</p> <ul style="list-style-type: none"> <li>• 375 (15%) of the 2,500 students are international students.</li> <li>• There are more girls than boys at the school.</li> </ul> <p>Extra-curricular activities</p> <ul style="list-style-type: none"> <li>• 95% students are involved in the extra-curricular activities and there are over 100 activities available, such as sports, art, music, etc.</li> </ul> <p><b>School B</b> Location</p> <p>School roll (number of students)</p> <ul style="list-style-type: none"> <li>• Eight of the 800 students (1%) are international students.</li> </ul> <p>Extra-curricular activities</p> <ul style="list-style-type: none"> <li>• After school activities are sports related. There are a lot of sports teams, with rugby and netball being most popular.</li> </ul>	

<p>(b) <i>Demonstrates understanding of the advantages and disadvantages of both schools for Minji.</i></p>	<p>Evidence that can be used for advantages and disadvantages could include:</p> <p><b>School A</b></p> <p>Advantages or disadvantage</p> <ul style="list-style-type: none"> <li>• The third biggest school in New Zealand.</li> <li>• In Auckland, the biggest city in New Zealand.</li> <li>• Variety of subject choices.</li> <li>• Variety of extra-curricular choices (more than 100).</li> <li>• Many international students (15%).</li> <li>• Many Korean students.</li> <li>• International students stay with homestay.</li> <li>• Y9–Y12 students wear uniform.</li> <li>• Y13 students do not wear uniform.</li> </ul>	<p>Evidence must connect details to explain advantages and disadvantages.</p> <p><b>School A</b></p> <p>Advantages</p> <ul style="list-style-type: none"> <li>• Big school with many students and many teachers.</li> <li>• 20-minute bus ride and five-minute walk from Auckland city shows that the school's location is good.</li> <li>• Students can select both subjects and extra-curricular activities from a variety of choices (over 100).</li> <li>• There are many students and teachers who can help Minji if she struggles with English.</li> <li>• When Minji gets to Year 13, she does not need to wear uniform.</li> </ul> <p>Disadvantages</p> <ul style="list-style-type: none"> <li>• Big school with many students and many teachers.</li> <li>• 20-minute bus ride and five-minute walk from the Auckland city shows that the school's location might be too central.</li> <li>• Having 15% international students and many Korean students at school may hinder Minji's English learning.</li> <li>• Only homestay option is available for international students (as opposed to School B with dormitory option available).</li> </ul>	<p>Evidence must integrate details to justify advantages and disadvantages:</p> <p><b>School A</b></p> <p>Advantages</p> <ul style="list-style-type: none"> <li>• A big scale city central school offers more options such as access to the city, subject choices, extra-curricular choices, opportunities to interact with more students and teachers.</li> <li>• A large population of international students and Korean students, and teachers who can provide first-language support means well developed support system to help Minji adjust easily.</li> </ul> <p>Disadvantages</p> <ul style="list-style-type: none"> <li>• In a big school with many students and almost too many options available for subjects and extra curriculars, making new friends may be more challenging.</li> <li>• While there is a good support for international students with limited English, it could also contribute negatively to Minji's English if she has more opportunity to speak her own language. No support will mean she has to speak in English to get her communication across.</li> </ul>
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**School B**

Advantages or disadvantages

- The school has a long history and tradition.
- The school building is magnificent and famous.
- The school building is much photographed by tourists
- There are 800 students in total.
- There are not many Korean students.
- The international student population is 1%.
- International students have homestay and dormitory options available to them.
- Y9–13 students wear a uniform.
- There are many sports clubs.

**School B**

Advantages

- The school is known for its history and tradition. It has a good reputation
- The famous school building is a popular tourist photo spot, which indicates the campus is beautiful
- Very few international and Korean students mean a better chance for improving English for Minji.
- When there are sports matches for rugby and netball, most teachers and students show up to support the school.

Disadvantages

- School known for its history and tradition could be too rigid or strict, e.g. Y9–13 uniform policy.
- Tourists taking photos of the famous school building could be a distraction.
- There are only a few international, and in particular, Korean students and that may mean Minji will not have much first language support when required.
- Only sports seem to be popular extra-curricular activities as no other activities were mentioned.

**School B**

Advantages

- The school size of 800 students, small international student population, and school dormitory option may work to Minji's advantage with increased chance of interacting with people in English, which will help her language as well as making new friends
- Positive school culture is visible from the way most students and teachers get together to support schools' sports matches. This matches well with the school's reputation for its history and tradition.

Disadvantages

- While Minji may have more chance to improve her English, lack of first language and cultural support may be challenging for her adjustment.
- While the positive school culture is visible, the school seems to be highly sport-oriented and if Minji is not sporty, she may not easily fit into the school culture (as opposed to School A with a range of extra-curricular options other than just sports).

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Demonstrates understanding of the occupation, hobbies and interests of the different family members.</i></p>	<p>Mike</p> <ul style="list-style-type: none"> <li>• Secondary school teacher.</li> <li>• Cooking and exercise.</li> </ul> <p>Catherine</p> <ul style="list-style-type: none"> <li>• Nurse.</li> <li>• Baking or home baking.</li> <li>• Korean culture.</li> </ul> <p>Nadia</p> <ul style="list-style-type: none"> <li>• Secondary school student.</li> <li>• Family.</li> <li>• Friends, cat.</li> </ul> <p>Thomas</p> <ul style="list-style-type: none"> <li>• Primary school student.</li> <li>• Drawing pictures.</li> </ul>	<p>Mike</p> <ul style="list-style-type: none"> <li>• Likes to talk with family while having dinner, so no phones or TV at the table.</li> </ul> <p>Catherine</p> <ul style="list-style-type: none"> <li>• She watches a lot of Korean movies and dramas, so she likes Korean culture.</li> </ul> <p>Nadia</p> <ul style="list-style-type: none"> <li>• Likes her family, but she likes playing with friends and cats more.</li> </ul> <p>Thomas</p> <ul style="list-style-type: none"> <li>• Drawing – especially cats and cars.</li> </ul>	
<p>(b) <i>Demonstrates understanding about the best advice to help Minji get along with her homestay family.</i></p>	<p>Evidence of advice.</p> <ul style="list-style-type: none"> <li>• Like healthy food.</li> <li>• Cook with Mike.</li> <li>• Do not use smartphone at dinner.</li> <li>• Do not watch TV at dinner.</li> </ul> <ul style="list-style-type: none"> <li>• Bake with Catherine.</li> </ul>	<p>Evidence must connect details and provide explanation.</p> <ul style="list-style-type: none"> <li>• On Mondays, Wednesday and Fridays, don't use smartphone or watch TV at dinner and talk with the family.</li> <li>• Mike hates having smartphones or TV at mealtimes as he values family conversation.</li> </ul> <ul style="list-style-type: none"> <li>• Appreciate healthy food and home-baked breads as Mike likes to cook healthy food for the family and Catherine bakes delicious bread as a hobby.</li> </ul>	<p>Evidence must integrate details to provide justified advice.</p> <ul style="list-style-type: none"> <li>• On weekdays, sleep early and get up early to fit into the family routine. Having a teacher father, a nurse mother with early morning shifts and two school children means weekdays routine will be structured for early morning and early nights. It will also be good for Minji, as she is a school student too.</li> <li>• Eat healthy and avoid eating too much junk food. Mike likes making healthy food for the family and Catherine enjoys home-baking, which suggests that the family has healthy eating habits. Eating healthily is also good for Minji.</li> </ul>

- Watch K-dramas and movies with Catherine.
- Teach Korean language and culture to Catherine.

- Leave Lulu alone.
- Draw pictures with Thomas.
- Play basketball with Thomas.
- Play piano with Thomas.

- Do not stay up too late as Catherine sleeps and gets up early to leave by 5:30 a.m. for work.
- Share good K-dramas and movies to help Catherine improve her Korean language and cultural understanding.

- Leave the cat alone as she does not really like people.
- Nadia will not be happy if the cat was upset. She likes playing with the cat and her friends more than she likes her family.
- Engage in conversation with Nadia about basketball and swimming.
- Help Thomas with his drawing, piano and basketball.

- Exercise regularly and stay fit. If possible, play basketball. Mike's hobby is exercise, Nadia's heavily involved in basketball and swimming teams at school, and Thomas is learning basketball. Common interest in basketball will help Minji bond with the children.
- Slowly build relationships with the cat Lulu and Nadia instead of getting too close from the beginning. Nadia seems to be very busy weekdays with sports training and homework. In the weekend, she is busy always hanging out with friends. Lulu does not really like people and Nadia loves the cat so don't do anything to offend the cat.