

Assessment Schedule – 2022

Korean: Demonstrate understanding of a variety of spoken Korean texts on areas of most immediate relevance (90898)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and/or opinions in the texts.	<i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and/or opinions from the texts and communicating them unambiguously.	<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.
Responses as a whole show an understanding of the general meaning (gist) of the texts.	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.	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.

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 – 8	9 – 13	14 – 19	20 – 24

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:

	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> It is 12 hours by plane to Korea <u>from Auckland</u>. Suzi watched movies <u>because she couldn't sleep</u>. She played games and read books <u>to pass the time away</u>. It is 3 hours and 40 minutes by bus to Daegu. She slept on the bus <u>as she was so tired because she hadn't slept on the flight over</u>. Suzi's grandparents live in Daegu, so this meant after her 12-hour flight she then had to take a 3-hour 40-minute bus ride to get to Daegu. It is no wonder she fell asleep on the bus. 	<p>Demonstrates understanding of Suzi's journey to Daegu.</p> <p>Gives basic facts.</p>	<p>Demonstrates understanding of Suzi's journey to Daegu, makes links, <u>underlined</u>-type evidence.</p>	<p>Demonstrates understanding of Suzi's journey to Daegu, includes nuanced meaning, bold-type evidence.</p>
(b)	<ul style="list-style-type: none"> Her time with her grandparents was good. She ate delicious food every day. Breakfast was at 6 a.m. She walked her grandparents' dog. The dog was cute. <u>Suzi's grandmother really likes cooking and is good at it. Therefore, she could have delicious food every day, which Suzi really enjoyed.</u> <u>She had a great time at her grandparents' place but found getting up for a 6 a.m. breakfast a little hard. She felt tired in the mornings.</u> <u>Every day after breakfast, she went for a walk with the cute, small, brown dog to the park near to the house.</u> Suzi said the overall experience was great as she got to have her grandmother's delicious food every day and went for a walk with the dog after breakfast every morning. She is missing the dog. 	<p>Demonstrates understanding of what her time was like with her grandparents.</p>	<p>Demonstrates understanding of what her time was like with her grandparents, makes links, <u>underlined</u>-type evidence.</p>	<p>Demonstrates understanding of what her time was like with her grandparents., includes nuanced meaning, bold-type evidence.</p>

<p>(c)</p>	<ul style="list-style-type: none"> • The food is salty. • The food is spicy. • Lots of red-coloured food. • <u>The food is a little different from Seoul's food culture.</u> • <u>Food in Daegu is saltier and spicier than Seoul's.</u> • Daegu's food is saltier and spicier than food from Seoul, therefore a lot of food is red coloured. • Among the top 10 Daegu signature foods, six of them are of very spicy. 	<p>Demonstrates understanding of what makes food culture in Daegu special.</p>	<p>Demonstrates understanding of what makes food culture in Daegu special, makes links, <u>underlined</u>-type evidence.</p>	<p>Demonstrates understanding of what makes food culture in Daegu special, includes nuanced meaning, bold-type evidence.</p>
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Question Two:

	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Kate</p> <ul style="list-style-type: none"> • She bought Kate Korean snacks <u>that are not available in New Zealand</u>. • Kate likes food <u>and likes to try new food</u>. • Suzi bought lots of snacks for Kate and although she won't give all of them to her, she plans to give her the kimchi-flavoured and bulgogi-flavoured snacks. <p>Jamie</p> <ul style="list-style-type: none"> • She bought Jamie a traditional spoon and chopsticks <u>because Jamie is learning to cook Korean food</u>. • The spoon and chopsticks are both a nice colour. • Suzi thinks this will be a good gift because Jamie is interested in food and likes colourful things. <p>Thomas</p> <ul style="list-style-type: none"> • Suzi bought Thomas some socks <u>in a variety of designs</u>. • Socks are cheap in Korea <u>and so Suzi was able to buy 10 pairs of socks</u>. • Because Suzi knows Thomas is into animals and gaming, she bought him a variety of colours and designs, some of which had animals and gaming designs on them. 	<p>Demonstrates understanding of what gifts Suzi bought for her friends. Describes the gifts for TWO friends.</p>	<p>Demonstrates understanding of what gifts Suzi bought for her friends. Describes the gifts for TWO friends, makes links, <u>underlined</u>-type evidence.</p>	<p>Demonstrates understanding of what gifts Suzi bought for her friends. Describes the gifts for TWO friends, includes nuanced meaning, bold-type evidence.</p>
(b)	<ul style="list-style-type: none"> • He suggested she give the spoons and chopsticks to Suzi's teacher. • He thought she should give snacks and socks to Jamie. • <u>Suzi wanted to buy gifts for her teacher but didn't have money</u>. • <u>There are lots of snacks and socks</u>. • <u>Suzi might be okay with it because she is not giving all snacks to Kate, and she does not have to give all 10 pairs of socks to Jamie</u>. • Suzi might not be happy because traditional spoons and chopsticks were picked especially for Jamie, reflecting his likes for Korean food and colours. The socks also have designs of animals and gaming, which have no relevance to what Jamie likes except for different colours. 	<p>Demonstrates understanding of what Suzi's father suggested and offers opinions about Suzi's possible reaction.</p>	<p>Demonstrates understanding of what Suzi's father suggested and offers opinions about Suzi's possible reaction, makes links, <u>underlined</u>-type evidence.</p>	<p>Demonstrates understanding of what Suzi's father suggested and offers opinions about Suzi's possible reaction, includes nuanced meaning, bold-type evidence.</p>

Question Three:

	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> • Go to the Korean day festival next Saturday. • Go at about 4pm. • K-pop performance at 5pm. • <u>The festival is 9.00 am – 6.00 pm next Saturday.</u> • <u>She suggests going about 4.00 pm because she wants to see the K-pop performance at 5.00 pm.</u> • If she goes an hour earlier and waits, she can sit at the front to watch the performance. One of her friends is involved in the performance. 	Demonstrates understanding of what Suzi’s initial suggestion was, and why.	Demonstrates understanding of what Suzi’s initial suggestion was, and why. Makes links, <u>underlined</u> -type evidence.	Demonstrates understanding of what Suzi’s initial suggestion was, and why. Includes nuanced meaning, bold -type evidence.
(b)	<ul style="list-style-type: none"> • Martin wants to see the Taekwondo performance. • Taekwondo performance is at 2.00 pm. • <u>The Taekwondo team is famous, and their performance is interesting and cool.</u> • The performance finishes at 2.30 pm, so Suzi and Martin will have to wait for a long time until the K-pop performance. 	Demonstrates understanding of Martin’s problem with Suzi’s suggestion.	Demonstrates understanding of Martin’s problem with Suzi’s suggestion. Makes links, <u>underlined</u> -type evidence.	Demonstrates understanding of Martin’s problem with Suzi’s suggestion. Includes nuanced meaning, bold -type evidence.
(c)	<ul style="list-style-type: none"> • Go at 1:30 pm. • Wear Hanbok. • Eat food. • <u>Go at 1.30 pm, so they can watch the 2.00 pm Taekwondo performance.</u> • <u>They can participate in traditional games and the hanbok experience, which are available from 9.00 am to 6.00 pm.</u> • Martin found activities to fill the time in between the performances; they can put on Hanbok to take photos and learn traditional games. • Suzi also thinks they will get hungry after playing games, so they can fill time by eating delicious food that Martin mentioned. 	Demonstrates understanding of their final decision.	Demonstrates understanding of their final decision. Makes links, <u>underlined</u> -type evidence.	Demonstrates understanding of their final decision. Includes nuanced meaning, bold -type evidence.