

## Assessment Schedule – 2022

### Korean: Demonstrate understanding of a variety of extended spoken Korean texts (91558)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating <b>understanding</b></i> involves making meaning of relevant information and varied perspectives 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 and varied perspectives 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 and varied perspectives, and communicating 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>

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 – 7	8 – 13	14 – 19	20 – 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:

	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> <li>Paul's speech is about how he thought he knew Korea well, but how he learnt so many new things after travelling around Korea and going to places like the Korean Museum.</li> <li><u>In his speech, Paul describes his original thoughts and then continues to explain how travelling to different places like the Korean museum taught him so many new things he didn't know.</u></li> </ul>	Describes what Paul's speech was about.	Describes what Paul's speech was about. Makes links, <u>underlined</u> -type evidence	
(b)	<ul style="list-style-type: none"> <li>Paul's original thoughts came from watching K-drama and listening to K-pop.</li> <li>He doesn't like spicy food so he thought he couldn't eat Korean food.</li> <li>He didn't think the language was beautiful like English.</li> <li><u>Paul made a lot of assumptions from watching K-drama and listening to K-pop.</u></li> <li><b>From watching K-drama and listening to K-pop, Paul made assumptions about Korean food and language. He assumed he had a dislike for Korean food because it is all spicy like in dramas. From listening to K-pop, Paul also assumed that the Korean language was not very attractive, especially when compared to the English language.</b></li> </ul>	Describes what Paul's original thoughts about Korea were and where they came from.	Describes what Paul's original thoughts about Korea were and where they came from. Makes links, <u>underlined</u> -type evidence.	Describes what Paul's original thoughts about Korea were and where they came from. Comprehensive understanding of underlying meaning, <b>bold</b> -type evidence.

<p>(c)</p>	<ul style="list-style-type: none"> <li>• The Hanok Village changed Paul’s thoughts about food because while there he tried some traditional Korean food.</li> <li>• The Korean language museum changed his thoughts about the language because he learnt the Korean language was made out of the love for the country and people.</li> <li>• <u>Paul thought all Korean food was spicy from watching K-drama. At the village, he got to taste traditional Korean food that consisted of lots of vegetables and tasted natural. The food was also beautiful in colour, and he learnt that the food was healthy for him too and made him happy.</u></li> <li>• <u>At the Korean language museum, he changed his mind about the Korean language, which he thought was unattractive. After learning of how the language was created, and by who, Paul realised that Korean is an amazing special language.</u></li> <li>• <b>Paul was greatly influenced by each location he mentioned. At the Hanok Village, he came to realise that there is a variety of Korean foods, especially traditional foods, which he could try, and he found out not all Korean food is spicy. He discovered there were other flavours he could enjoy. He also realised that Korean food is healthy, and that anybody can eat it, not only when stressed out, like the K-dramas. From the Korean language museum, Paul was able to realise the beauty of the Korean language, especially by learning the history of why it was created. Learning what the Korean language represents to Korea and its people helped Paul to also realise its unique and true beauty, which cannot easily be compared to another language.</b></li> </ul>	<p>Describes how each location influenced Paul’s thoughts.</p>	<p>Describes how each location influenced Paul’s thoughts. Makes links, <u>underlined</u>-type evidence.</p>	<p>Describes how each location influenced Paul’s thoughts. Comprehensive understanding of underlying meaning, <b>bold</b>-type evidence.</p>
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## Question Two:

	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>They are talking about gift giving.</p> <p>They are talking about giving a house-warming gift.</p> <p><u>They are discussing what kind of gift is the right thing to give at a house-warming, and learning the differences between New Zealand and Korea.</u></p>	<p>Discusses what Paul and his teacher are talking about.</p>	<p>Discusses what Paul and his teacher are talking about.</p> <p>Makes links, <u>underlined</u>-type evidence.</p>	
(b)	<ul style="list-style-type: none"> <li>• In New Zealand, candles might be given as house-warming gifts, whereas in Korea, toilet paper is given.</li> <li>• In New Zealand, it is common to open the gift in front of the person, whereas in Korea, the gift is opened later.</li> <li>• In New Zealand, the person receiving can swap the gift if they don't like it. In Korea this might offend the person giving the gift.</li> <li>• <u>Gifts represent the heart, and while New Zealanders might find toilet paper a funny gift to receive, in Korea it is seen as a very useful gift if someone is moving into a new house. Therefore, it is a common gift for a house-warming party.</u></li> <li>• <u>Paul is surprised that gifts are not opened in front of the gift giver in Korea. The teacher is equally surprised that gifts are opened immediately in New Zealand. That is quite a big difference between the two countries.</u></li> <li>• <b>Although it is the thought that counts, gift-giving in Korea and New Zealand are quite different. The type of typical gifts given is different. From the conversation, overall, it seems that Korean gift giving sounds more focused on the giver, whereas New Zealand rules sound more focused on the receiver. Therefore, when Paul mentions that gifts can be exchanged if the receiver doesn't like it, his teacher feels that this could be quite offensive from the giver's point of view. In addition, opening a gift in front of the giver can be uncomfortable in Korea, whereas in New Zealand, it is up to the receiver to decide. In fact, the receiver of the gift can include a time in their birthday parties to open all the gifts they have received in front of the guests if they'd like. The difference in points of view that Korea and New Zealand focus on makes the differences more interesting, but understandable at the same time.</b></li> </ul>	<p>Compares gift giving in Korea with gift giving in New Zealand.</p>	<p>Compares gift giving in Korea with gift giving in New Zealand.</p> <p>Makes links, <u>underlined</u>-type evidence.</p>	<p>Compares gift giving in Korea with gift giving in New Zealand.</p> <p>Comprehensive understanding of underlying meaning, <b>bold</b>-type evidence.</p>

## Question Three:

Evidence		Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> <li>The podcast is sharing the experiences of two students who have just returned from studying overseas.</li> <li><u>The podcast is sharing different experiences of two students who have just returned from their studies overseas, one positive and one negative.</u></li> <li><b>It explores the positive and negative sides of studying abroad and illustrates how different the experience can be.</b></li> </ul>	Explains what the podcast is about.	Explains what the podcast is about. Makes links, <u>underlined</u> -type evidence.	Explains what the podcast is about. Comprehensive understanding of underlying meaning, <b>bold</b> -type evidence.
(b)	<ul style="list-style-type: none"> <li>Both speakers couldn't understand English clearly at first.</li> <li>Both speakers made new friends.</li> <li>They taught their new friends about Korea.</li> <li><u>Once they made new friends, they were able to understand more as their friends helped them to study English and learn about the culture. They, in turn, shared information about Korean culture.</u></li> <li><b>Despite more differences than similarities, both speakers found it difficult to settle due to the language issues, such as limited vocab. They both settled in the foreign countries after making friends. They were both also able to create more interest in Korea although the first speaker seems to have had a stronger influence as his friends are visiting Korea next year.</b></li> </ul>	Explains what the similarities are in the two speakers' experiences.	Explains what the similarities are in the two speakers' experiences. Makes links, <u>underlined</u> -type evidence.	Explains what the similarities are in the two speakers' experiences. Comprehensive understanding of underlying meaning, <b>bold</b> -type evidence.

<p>(c)</p>	<ul style="list-style-type: none"> <li>• Like the first speaker, you could have a positive experience and your English could improve very quickly. You could learn lots of new words and expressions.</li> <li>• You could also have a negative experience like the second speaker. She missed her friends and family and she found it difficult to understand what people were saying.</li> <li>• <u>One of the positives of studying overseas is you can practise a new language (in this case English) every day. You can use it every day and improve your language very quickly. You can also learn words and expressions that you wouldn't learn in Korea, which can make you more confident.</u></li> <li>• <u>On the other hand, you may also feel homesick and miss your friends and family a lot. It can be difficult to understand the language when you first arrive in the country. You may also feel like your pronunciation sounds strange and feel uncomfortable speaking. These feelings can stop you exploring Korean culture.</u></li> <li>• <b>There can be many positive and negative experiences when studying overseas. Although it costs more than expected, the experience can still be invaluable as you are immersed in an English-speaking culture, and you can see your language skills improve rapidly. Of course, this is only if you are not too shy to speak. The second speaker found it more difficult to settle in because of this. Different accents that you are not used to can also make it more difficult to improve your English. However, you can still become more confident as you learn to live in a foreign country, especially if you can make good friends who help you. This is especially helpful as you may feel homesick from time to time as you are away from your friends and family which can be a negative experience. However, if you do feel homesick, one positive aspect is that there is mostly likely a Korean restaurant in whichever country you are. Relying too much only on Korean food may reduce your overseas experience though. The final positive aspect is that you can represent Korea and its culture to non-Koreans who may not know much. In fact, you might even get the chance to host them in Korea one day.</b></li> </ul>	<p>Discusses the positives and negatives of studying overseas.</p>	<p>Discusses the positives and negatives of studying overseas. Makes links, <u>underlined</u>-type evidence.</p>	<p>Discusses the positives and negatives of studying overseas. Comprehensive understanding of underlying meaning, <b>bold</b>-type evidence.</p>
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