

## Assessment Schedule – 2024

### Korean: Demonstrate understanding of a variety of spoken Korean texts on familiar matters (91138)

#### 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
0–7	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	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Explain what Maia needs to consider for her trip.</p> <ul style="list-style-type: none"> <li>• Maia is preparing for a trip to Korea and she’s leaving next week.</li> <li>• She packed her passport, toiletries, and a charger.</li> <li>• Maia should bring a cardigan for evenings.</li> <li>• It’s her first time to travel overseas and to be on a plane.</li> <li>• She bought a stuffed sheep, Kiwifruit-flavoured chocolates, and lots of New Zealand snacks as a birthday gift for her host sister.</li> <li>• She had not bought anything for her host parents.</li> <li>• The teacher told her to give the host parents a thank-you gift.</li> <li>• She doesn’t have a lot of money.</li> <li>• The teacher told Maia to take a cardigan or sweater for the cold evenings.</li> <li>• She can wear a t-shirt during daytime when it’s warm, and for the cold evenings, she needs a cardigan or sweater.</li> <li>• Since it’s September in Korea, she should pack appropriate clothes for the changing weather in the Autumn season.</li> <li>• She should consider taking a thank-you gift for the homestay family as it is appropriate in Korean culture.</li> </ul>	Basic details given are accurate.	Explains what the trip considerations are using detailed evidence from the text used.	Makes conclusive statements. Implied meaning(s) is / are given.
(b)	<p>Do you think the teacher is concerned about Maia’s trip or not? Yes, the teacher would be concerned.</p> <ul style="list-style-type: none"> <li>• She is going to Korea next week and she doesn’t know what to pack.</li> <li>• It’s her first time travelling overseas and to be on a plane.</li> <li>• She only packed her passport, toiletries, and a charger.</li> <li>• She is unprepared for the weather changes.</li> <li>• She only packed a t-shirt and shorts.</li> <li>• She has not thought through her clothing choices.</li> <li>• She only bought birthday gifts for her host sister.</li> </ul>	Describes the teacher’s concerns. Basic details given are accurate.	Explains with reasons why the teacher would be concerned.	Fully justifies the teacher’s concerns. Justifies why Maia is ready, or not, for the trip using detailed evidence from the conversation.

<p>No, the teacher would not be concerned.</p> <ul style="list-style-type: none"> <li>• She is seeking advice to pack her luggage and asking questions.</li> <li>• She has packed gifts for her host sister’s birthday.</li> <li>• She bought a stuffed sheep, Kiwifruit-flavoured chocolate, and New Zealand snacks.</li> </ul> <p>Despite the lack of her travelling experience, she has packed some helpful items, such as her passport, toiletries, and a charger.</p>			
--	--	--	--

<b>Question TWO</b>	<b>Sample evidence</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
(a)	<p>Explain what surprised Maia about Korea.</p> <ul style="list-style-type: none"> <li>• She had cold dishes in the summer trip last year, and during this trip she has soups and side dishes she hasn’t tried before for meals. Next time she wants to come during winter.</li> <li>• She didn’t eat breakfast and sometimes only had juice in New Zealand.</li> <li>• She had cold sandwiches for lunch in New Zealand, but now she has rice and hot soup for breakfast and lunch.</li> <li>• Eating rice and soup for breakfast and lunch was weird at first but she has become accustomed now.</li> <li>• She likes the Korean style now because it makes her body feel warmer. She wants to continue eating like this with her parents when she returns to New Zealand.</li> <li>• The apples are sweeter than in New Zealand. She doesn’t need cookies for dessert.</li> <li>• A school lunch is served and includes rice, soup, three side dishes, and milk. The menu changes every day.</li> <li>• There are some dishes that are better when had together in Korea, e.g. tteokbokki and gimbap.</li> <li>• Maia is surprised to experience different seasonal food each time she’s come to Korea. This time she is trying lots of new soups and side dishes.</li> <li>• She had cold dishes last time in summer. Now there are soups and other side dishes that she is trying for the first time.</li> <li>• She had cold dishes last time in summer. Now there are soups and other side dishes she is trying for the first time. Next time, she wants to come back in winter.</li> <li>• She was pleasantly surprised to find out about the seasonal dishes in Korea.</li> </ul>	Basic details given are accurate.	Explains why Maia was surprised, making links.	Fully justifies why Maia was surprised, with detailed evidence.

<p>(b)</p>	<p>How likely are Maia’s eating habits going to change when she returns to New Zealand, and why?</p> <p>I think Maia will change her eating habits because...</p> <ul style="list-style-type: none"> <li>• she has been in Korea for two months and tried many different foods at her homestay and at school. She enjoys them a lot and even says she’d like to come back in winter to try other seasonal food.</li> <li>• she didn’t have breakfast often in New Zealand or only had juice in the morning. Although having hot soup and rice in the morning was unusual at first, she now likes it more because it makes her feel warm. She even wants to give her parents Korean-style breakfast and lunch.</li> <li>• she learned that there are food combinations that are better to be had together, such as tteokbokki and gimbap. She didn’t know this before but now she will continue to have the combinations when she returns.</li> </ul> <p><i>Justification</i></p> <ul style="list-style-type: none"> <li>• I think Maia will change her eating habits because she not only enjoyed it but finds it healthier. Once she became accustomed to having hot soup and rice for breakfast and lunch, she felt warmer and liked it. On the other hand, she only had juice or nothing for breakfast in New Zealand, and for lunch, she used to have cold sandwiches. Now she enjoys the Korean style of meals and wants to continue, and even convince her parents too. After dinner, she had fruit as dessert, which were sweeter than New Zealand fruit. She didn’t need to have cookies anymore. Although New Zealand fruit won’t be as sweet, she enjoys the healthy eating style, and it is likely she will continue.</li> </ul> <p>I don’t think Maia will change her eating habits because...</p> <ul style="list-style-type: none"> <li>• she has only been in Korea for two months and it’s hard for someone to change their eating habits within such a short period of time.</li> <li>• she thinks that fruit in Korea is sweeter than New Zealand, so when she returns, she probably won’t eat fruit like apples because they won’t be as tasty.</li> <li>• she had a school lunch in Korea, which she liked, but when she returns, she will have to pack cold sandwiches again for lunch as lunches are not provided in New Zealand schools.</li> </ul>	<p>Takes a position and explains with some partial evidence from the passage.</p>	<p>Takes a position and explains using evidence from the passage.</p>	<p>Takes a position and fully justifies why Maia will or will not change her eating habits, using detailed evidence from the passage.</p> <p>Implied meaning(s) is / are given in the answer.</p>
------------	--	---	---	---

Question THREE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>What worries might new applicants have about the exchange programme?</p> <ul style="list-style-type: none"> <li>• They may be worried about accommodation.</li> <li>• They may be worried about the food choices throughout the day..</li> <li>• They may be worried about their level of Korean language.</li> <li>• They may be worried about the school life and rules.</li> <li>• They may be worried about what to wear.</li> <li>• They may be worried about what to do in the weekends.</li> </ul>	<p>Describes some possible concerns the new applicants may have.</p>	<p>Fully explains the possible concerns the new applicants may have in detail.</p>	
(b)	<p>Is Maia’s advice helpful to the audience?</p> <ul style="list-style-type: none"> <li>• She explains about the two accommodation options.</li> <li>• The options are homestay or school dormitory.</li> <li>• In a homestay, they can spend time with the host family.</li> <li>• In a school dormitory, they can spend time with friends. Both Western and Korean cuisines are available.</li> <li>• It’s ok to use tablets and ask teachers even if the participant may not be fluent in Korean.</li> <li>• Generally, the lessons are in Korean, but there is one hour of English lesson every day where they can help peers with English.</li> <li>• They can choose between uniform or casual clothes (kakahu kainga) to go to school.</li> <li>• Her favourite part of the day is going to the cafeteria where there are a lot of delicious food.</li> <li>• They can play in the sports field during free time.</li> <li>• She talks about the things you can do with Korean students on weekends.</li> <li>• Korean students study after school on weekdays. On weekends, they hang out and go to parks, karaoke, or movies.</li> <li>• Maia encourages students who may not be fluent Korean speakers by telling them they can use a tablet to search words during class or ask teacher for help.</li> <li>• They can use tablets to search unknown words or ask the teacher for help. This is helpful for the applicants to know.</li> <li>• She shares tips on how to overcome the language barriers during classes. For example, tablets are allowed to search unknown words and they can ask the teacher for help. Also, they have one hour of English class every day where they can help the rest of the class with speaking English. It can also be helpful for making new friends.</li> </ul>	<p>Gives partial explanation on Maia’s advice.</p>	<p>Explains why Maia’s advice was helpful with evidence from the passage.</p>	<p>Fully explains why Maia’s advice was helpful with thorough evidence from the passage.</p>