

**Assessment Schedule – 2024**

**Korean: Demonstrate understanding of a variety of written and / or visual Korean text(s) on familiar matters (91141)**

**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 on page one.

Question ONE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>What does Charlotte enjoy doing?</p> <ul style="list-style-type: none"> <li>Charlotte is learning multiple subjects at high school.</li> <li>She enjoys Art, Science, and P.E.</li> <li>Her favourite thing to do is cooking.</li> <li>She cooks Korean dishes that contain lots of vegetables for her mum, and it makes her happy.</li> </ul>	Gives basic information about Charlotte.	Gives detailed information about Charlotte.	
(b)	<p>Explain how Charlotte relates to Jena’s article, and the impact the article has on Charlotte’s future plans.</p> <ul style="list-style-type: none"> <li>Charlotte is in high school, and she is thinking about what she wants to do.</li> <li>Her dad wants her to study Science in university, but her mum wants her to travel and do what she wants.</li> <li>Charlotte is inspired by Jena and has decided to learn cooking and to travel in Korea, which is what she enjoys the most.</li> <li>Her friends will study and work part-time at university.</li> <li>They both didn’t know what they wanted to study at university. They chose their own pathway based on interests, unlike others such as Charlotte’s friends.</li> <li>They both have a parent who wanted them to go to university, but just like Jena, Charlotte doesn’t want to study at university either. Although Charlotte’s friends plan to work and study at university, they both chose what they liked over what other people think or do.</li> <li>Charlotte is in Year 12 and is trying to decide what she will do in the future. Jena also made the same decision when she was in high school. They both chose what they liked over what other people think or do.</li> </ul>	Describes basic information about Charlotte and Jena.	Gives detailed information and makes links.	<p>Justifies how Charlotte relates to Jena’s article and the impact on her future plans.</p> <p>Answer includes thorough evidence from text, as well as implied meaning.</p>
	<ul style="list-style-type: none"> <li>Both have a supportive parent. Charlotte’s friends will go to university and study and work part-time, whereas she wants to travel and learn cooking in Korea. Her dad told her to study Science at university. However, her mum</li> </ul>			

<p>supports her in what she enjoys, which is cooking. This is similar to Jena because she also had a supportive parent who helped her become a singer in Korea instead of going to America to study.</p>			
--	--	--	--

Question TWO	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Based on the conversation, what kind of person is the Korean teacher?</p> <ul style="list-style-type: none"> <li>• She took the Korean class to restaurants and movies.</li> <li>• She sang and danced to BTS songs on the bus to the movies.</li> <li>• She spent a year helping the students to go on a trip to Korea.</li> <li>• Her hobby is watching movies. She prefers watching them at home.</li> <li>• She cooks well, so enjoys home meals.</li> <li>• She made the Korean lessons fun this year and the students learned a lot about the culture.</li> <li>• The class captain is sad she's leaving, and the class is preparing gifts for her.</li> <li>• The teacher is fun. She sang and danced to the BTS songs on the bus to the movies.</li> <li>• The teacher is passionate about her job. She made the lessons fun and memorable. She took on extra work to take her students out to see the movies and eat in restaurants, from which they learned a lot about Korean culture. She also sang and danced on the bus to the BTS songs, which the students found entertaining.</li> <li>• The teacher is appreciated by her students. She made her lessons interesting and fun, and the students learned a lot in her class. The class captain is sad that she's leaving, and the class is preparing gifts for her to show appreciation.</li> </ul>	Describes the teacher's personality. Some or most information given.	Describes the teacher's personality, and makes links.	Fully describes the teacher's personality. Answer includes thorough evidence from text, as well as implied meaning.
(b)	<p>Which gifts are the most suitable for the teacher who is leaving, and why? In your answer, also explain why the other gifts were unsuitable.</p> <ul style="list-style-type: none"> <li>• Flowers are suitable because the teacher likes them. The weather is warm these days, so there will be many flowers available.</li> <li>• A concert ticket seems suitable, since the teacher seems to like dancing and singing.</li> <li>• Chocolates are not suitable because the teacher doesn't like sweet stuff.</li> <li>• A restaurant voucher is not suitable because the teacher is good at cooking and enjoys homemade meals.</li> <li>• A letter from the class is also a good idea to go with the gift.</li> <li>• Movie tickets are not suitable because, despite liking movies, the teacher prefers watching them at home.</li> </ul>	Describes both suitable and unsuitable gift ideas.	Describes both suitable and unsuitable gift ideas. Gives justifications using evidence.	Fully explains why the gifts are suitable and unsuitable. Answer includes thorough evidence from text, as well as implied meaning.

Question THREE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>What kind of year did Minsoo have?</p> <ul style="list-style-type: none"> <li>• Minsoo had a difficult year with unpredictable events happening. However, he overcame the difficulties, and he gained something from those experiences and learned a lot.</li> <li>• In February, his grandmother became unwell, and he had to visit her in Korea for two months. She has recovered now, and she eats and walks well. This meant he had to miss school at the beginning of the year.</li> <li>• However, he ended up spending lots of time with family while in Korea. He learned to cook bulgogi and took many pictures with them. He learned to value family time more. His grandmother also recovered and went for walks with Minsoo.</li> <li>• As a result of his two months trip to Korea, his academic progress was impacted. He didn't do well in the English test upon his return.</li> <li>• By joining the extra study club after school, he became friends with Peter who helped him improve his English writing skill. Minsoo helped Peter with Maths.</li> <li>• He wasn't able to join the volleyball team because he came back to New Zealand too late, but he ended up joining soccer instead, which he used to enjoy watching on TV in Korea. He likes playing soccer and he's even practising for next year.</li> <li>• He had a rough start to the year but learned valuable lessons from the challenges.</li> </ul>	Describes the incidents from Minsoo's year.	Describes the incidents from Minsoo's year and makes links.	<p>Makes detailed links between the events as Minsoo's year unfolded.</p> <p>Answer includes thorough evidence from text, as well as implied meaning.</p>
(b)	<p>What do you think Minsoo will aim to do in the following year, and in what ways will it be different from the year before?</p> <p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• He missed out on school for two months this year, so he would want to focus on his schoolwork to catch up.</li> <li>• He would aim to spend more time with family and talk to his grandmother more often.</li> <li>• He will keep practising soccer next year.</li> <li>• He might join the volleyball team again.</li> <li>• He found the English test difficult at the beginning of the year, so he would continue to upskill this subject next year.</li> <li>• He might continue studying with Peter. They can help each other on Maths and English and get even better grades.</li> </ul>	Describes what Minsoo would do next year.	Explains what Minsoo would do next year and why with valid evidence.	<p>Fully explains what Minsoo would do next year and why.</p> <p>Answer includes thorough evidence from text, as well as implied meaning.</p>