

Assessment Schedule – 2024

Korean: Demonstrate understanding of a variety of spoken Korean texts on familiar matters (91558)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives in the texts.</p> <p>Responses as a whole show an understanding of the general meaning (gist) of the texts.</p>	<p><i>Demonstrating clear understanding</i> involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.</p> <p>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.</p>	<p><i>Demonstrating thorough understanding</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 comprehensive understanding of the content and underlying meaning of the texts, including nuance and meanings not obviously stated in the texts.</p>

Evidence

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	9–14	15–19	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 1.

Question ONE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>What do students do to prepare for the Korean national university entrance exam, and how does this help them with the exam?</p> <ul style="list-style-type: none"> • Be punctual: as students cannot enter the Korean university entrance exam if they are late. • Eat the right foods: as there are superstitions, students will avoid certain foods on the exam day. A lot of students don't eat bread or seaweed soup. They believe that they will fail if they eat seaweed soup (as seaweed is slippery), and bread has the same phonetics as the number zero, so it is considered not good to eat. • Be prepared to have tests for all subjects in one day: students need to be prepared throughout the year as they take all the subject exams on one day from 8.40 a.m. to 5.45 p.m. 	Identifies what the students did to prepare for the exam.	Identifies what the students did to prepare AND includes details about how this helps them do well.	Identifies what the students did to prepare AND includes full details about how this helps them do well. Comprehensive answers with implied meaning given.
(b)	<p>What happens on exam day that demonstrates this day is very important in Korea?</p> <ul style="list-style-type: none"> • Everyone wants participating students to do their best – police cars help escort students who are in a hurry because students strictly cannot enter the exam room if they are late. In comparison, this does not happen in New Zealand. Aroha states that you cannot ride on police car if you are late to the exam. Public services' support displays this day is very important in Korea. • In New Zealand, you can be late for about 30 minutes, so New Zealand has less stress/pressure for students than Korea. Students in Korea will prepare more for their exam day than New Zealand. • There are no flights on the exam day as plane noise may disturb some students, which may lead to exam failure for some students. The whole city is affected by exam day. Exams are recognised as more important than flights, and since all people acknowledge this, flights are paused. 	Describes what happens on exam day.	Fully explains why exam day is important in Korea.	Explains how the things that happen on exam day show that it is a very important day in Korea. Comprehensive answers with implied meaning given.

	<ul style="list-style-type: none"> • Parental involvement – parents wait outside of the exam and a lot of parents and families pray for the students’ success in the exam. Students cannot enter the university they wished for if their exam marks are not good. • Superstitions around what food is eaten – there are certain foods that students avoid for exam day as people believe it can lead to exam failure. For example, they do not eat seaweed soup or bread as bread has the same sound as the number zero and seaweed is slippery. • A whole day for all academic subjects – there is intense pressure on students to perform well in all subjects on one day. One day deciding students’ university / future is a lot of pressure. 			
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Question TWO	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Explain why Maia and Jung Kook think using technology is useful.</p> <ul style="list-style-type: none"> • Phone usage in school – using phones in school gives students a chance to chat to other students during class time. It also makes learning more fun for those who do not like learning from books. It can cater for students who have learning difficulties. It helps learning, as a phone is easy to use. Phone usage can be controlled by the teacher. • Accessibility via kiosk or phone in public places – you can order quickly via phone while in restaurant. You can see a lot of kiosks around. They are convenient and easy to use so a lot of shops have started using kiosks to serve customers. They are <u>time</u> savers for waiters, enabling <u>them</u> to <u>do</u> more for <u>the customers</u>. • Kiosk language options – as kiosks have different language options it means foreigners can easily order food without asking for the menu. It is easier to order via kiosk than ordering with a person. This is attractive to tourists where there is a language barrier, or for people who suffer from anxiety. 	Describes some advantages.	Fully explains why Maia and Jung Kook think technology is useful.	Explains how they both feel about technology. Comprehensive answers with implied meaning given.
(b)	<p>Explain why Mia and Jung Kook are concerned about technology.</p> <ul style="list-style-type: none"> • Phone usage in school – in Korea, students must give their phones to their teacher as students get easily distracted by technology. There are people who believe there should be a strict rule around phone usage. Students may not listen to teachers, which may lead to academic failure for those students. • Technology does not fulfil everyone's need – there are people who find the use of phones and kiosks difficult, such as some elderly people. They prefer to order via a shop assistant than kiosk as the words are too small to read. Technology should develop more to cater for all people. One size does not fit all. • Rapid development in technology – as technology is developing and changing so fast, some people find it hard to keep up. Even Mia and Jung Kook will eventually become the aged generation and they may not be able to adapt to the rapid development in technology either. 	Explains some concerns about technology.	Fully explains what Maia and Jung Kook have concerns about.	Explains how they both feel about technology and their concerns about it. Comprehensive answers with implied meaning given.

Question THREE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Explain how Dae Han felt about his trip to the United Nations Memorial Park.</i></p> <ul style="list-style-type: none"> • New Zealanders were the first to help Koreans in the war. Around 6,000 soldiers went to Korea. Despite it not being their country's war, they participated in the Korean War for peace. He had mixed feelings. Dae Han realised how it was a provoking experience which enabled him to walk in the New Zealanders' shoes and feel respect for the soldiers and their bravery. • He was surprised that a New Zealand song was popular amongst his parents' era and that his parents knew "Pokarekare Ana" but did not know where it originated from. Therefore, to remember the New Zealanders of the Korean War, Dae Han vowed to learn "Pokarekare Ana" in Māori. This shows how he wants to show his respect towards the New Zealanders who participated in the war. He has gone from learning the song to now wanting to teach others about this history too. 	Describes Dae Han's experience.	Explains how Dae Han felt after his experience with detailed justification.	Explains how Dae Han was moved by the meaning and symbolism of the United Nations Memorial Park. Comprehensive answers with implied meaning given.
(b)	<p><i>Do you think Dae Han's speech will affect his New Zealand classmates? Why or why not?</i></p> <ul style="list-style-type: none"> • They might make a link between Koreans and New Zealanders as well as the respect from Korean society. A lot of students in New Zealand might not be aware of the UN park in Busan. • The students may only just realise the involvement New Zealander soldiers had in the Korean war, but now know the way Koreans still remember and respect New Zealand soldiers with the monument. He wants to make students interested in going to the UN park to see it. • It was surprising to a New Zealand audience that Koreans learned "Pokarekare Ana" and started singing it in Korean. Even having a title for it in Korean, "Yeon ga". New Zealand audiences learned that from the 1970s to the 1980s, "Pokarekare Ana" became the most loved song by Koreans. It was often played on TV and in movies. Koreans used to sing it with their friends in the 1970s and 1980s. • Feeling great that a New Zealand song is famous in Korea. Dae Han would like to teach Koreans that "Pokarekare Ana" is a Māori song. It will be interesting for New Zealanders to learn a Māori song was famous from the 1970s to the 1980s, in the same way K-Pop is today. It may provoke interest for our New Zealand students, and they may be proud of it. 	Identifies elements of Dae Han's speech.	Explains parts of Dae Han's speech and how it might affect New Zealand classmates with detailed justification.	Discusses how Dae Han's classmates could potentially be affected by what they learnt from his speech. Comprehensive answers with implied meaning given.