

Assessment Schedule – 2024

Korean: Demonstrate understanding of spoken Korean related to everyday contexts (91963)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves:</p> <ul style="list-style-type: none"> identifying meaning of the relevant information, ideas, and opinions in the texts communicating an overall sense or intent of the text. 	<p><i>Demonstrating sound understanding</i> involves:</p> <ul style="list-style-type: none"> selecting evidence of ideas, information, and opinions to establish meaning in the texts connecting specific elements in texts to support meaning or intent in the texts. 	<p><i>Demonstrating thorough understanding</i> involves:</p> <ul style="list-style-type: none"> interpreting language to make meaning that is precise and fully constructed showing awareness of the speakers' choices of language and content that establish context and purpose.

N1	N2	A3	A4	M5	M6	E7	E8
Shows minimal understanding of language or meaning.	Shows a little understanding of language or meaning.	Shows understanding of elements of text language and communicates some meaning or intent.	Shows understanding of elements of text language to communicate general meaning or intent.	Shows understanding by selecting and connecting relevant ideas and language to support responses.	Shows understanding by selecting and connecting relevant ideas and language to confirm responses.	Shows detailed and accurate understanding. Responds by interpreting language and content and justifying conclusions about texts.	Shows detailed and accurate understanding. Responds fully by interpreting language and content choices and justifying conclusions about texts.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–8	9–14	15–20	21–24

Notes

- Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response and the grade. Errors of less impact should be disregarded.
- Quoting or direct translation *alone* are not sufficient evidence that the candidate understands the meaning of the text soundly or thoroughly.
- The overall grade for a question must be judged after considering how the text as a whole has been understood, and to what depth. Detail is important when it is relevant to the question asked.
- What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Question ONE

	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>What information does Lea share with her teacher, and why do you think she shares this? <i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Lea is going to Korea next month. • She cannot come to school. • She wants to inform the teacher about her travel plans to Korea and her sports commitments. • The teacher asks Lea about her school, health, and study, so she responds to the questions. • She wants to explain and emphasise to the teacher that she is missing school for a good reason. She highlights that she has been studying Korean since last year and that she wants to further immerse herself in the culture and language by spending three months in a Korean homestay. • She is probably struggling to keep up with her homework and being late to school in the morning. It is likely that she wants to appeal to the teacher, emphasising that her priority is exercise over homework, as she is aiming to secure spots on the representative teams for basketball and swimming. Additionally, she may want to explain how busy her life is, attributing her occasional lateness to her hard work and commitment to these extracurricular activities. 	<p>Gives some details about Lea with little elaboration.</p>	<p>Explains in more detail what Lea shares and why.</p>	<p>Gives a full account of what Lea shares and interprets her intention.</p>
(b)	<p>How involved is Lea in her school? <i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • She is involved in the Korean club, as well as the swimming and basketball teams. • She wants to secure a spot on the school's representative swimming and basketball teams next year, so she is training every evening. • She currently prioritises sports over academics, and as a result, she does not want to do her homework. • She is actively involved in school life, but it appears that she primarily dedicates her efforts to areas aligned with her personal interests, such as Korean, swimming, and basketball, while overlooking other aspects like attendance, punctuality, and homework completion. 	<p>Gives some details about Lea's involvement with little elaboration.</p>	<p>Selects and connects relevant information to explain Lea's involvement.</p>	<p>Interprets the information and justifies how Lea is involved in her school.</p>

Question TWO

	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>What adjustments has Lea had to make in living with her host family in Korea?</p> <p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Lea wakes up at 6.20 a.m. Mondays to Fridays for breakfast. • She goes to the school at 7.00 a.m. with the host sister. It is too early and tiring for Lea. • She has had to adjust to living on the 19th floor of the apartment, which she still finds a bit frightening. • In New Zealand, Lea used to skip breakfast to get more sleep. However, she has now adopted a new routine, waking up at 6.20 a.m. to have breakfast with her host sister from Monday to Friday. She now enjoys the experience of having various side dishes along with rice, soup, and kimchi. • She has had to adjust to going to school early at 7.00 a.m., as that is when her host sister goes to school to study. Despite the school being just across the road – a two-minute walk – she still finds it to be too early and tiring. 	Gives a few ideas about Lea's adjustment with little elaboration.	Explains in some detail by selecting relevant information.	Explains in some detail by selecting and connecting relevant information.
(b)	<p>Explain what kind of relationship Lea has with her host sister.</p> <p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • They have breakfast together every weekday. • They go to school together. • The host sister gave Lea a pair of comfy, pretty black school slippers. In return, Lea gave the host sister a black All Blacks T-shirt, which will be appreciated, as black is the host sister's favourite colour. • Lea tries to adapt to the host sister's routine and preferences. She wakes up early for breakfast and school, a habit she might not have adopted if not for the sister's influence. • On the surface, they may seem to have a good relationship, but internally, Lea could be experiencing frustration. She has had to alter her routine to accommodate the host sister's schedule. Previously, she skipped breakfast and woke up late, but now she gets up at 6.20 a.m. for breakfast and attends school by 7.00 a.m. to align with her host sister's study routine. While Lea doesn't express any negative sentiments about her host sister, she might be stressed due to the significant changes in her daily schedule. 	Gives a few ideas about their relationship with little detail.	Selects and connects relevant information to explain their relationship.	Interprets information and provides a thorough justification about their relationship.

Question THREE

	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>What activities have been suggested? <i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Going to the Han River. • Taking a walk and photos. • Going to the shopping mall. • Buying gifts for Lea’s family and friends in New Zealand. • Going to the Han River for a stroll and taking photos on a fine day and visiting the shopping mall to shop for gifts for Lea’s family and friends in New Zealand on a wet day. 	Gives some details about the activities.	Selects and connects relevant information to describe the activities.	
(b)	<p>Would Lea be satisfied at the end of the day? Why or why not? <i>Responses may include, but are not limited to:</i></p> <p>Yes:</p> <ul style="list-style-type: none"> • She can go to the Han River with Junho tomorrow. • She can buy good gifts today. • Despite being unable to go to the Han River as initially planned, due to strong winds and forecasted heavy rain, she would be okay knowing the weather is expected to improve tomorrow, allowing her to go together with Junho then. • She is fortunate to have the opportunity to visit a large shopping mall, conveniently just a 15-minute subway ride away. The extensive variety of stores within the mall allows her to find affordable and cute gifts for her family and friends, allowing her to stay within her tight budget. <p>No:</p> <ul style="list-style-type: none"> • She cannot go to the Han River today. • It was too windy. • Heavy rain was forecast in the afternoon. • She was worried that she didn’t have much money to buy gifts for her family and friends. • The day did not go as planned, due to the bad weather. She had hoped to spend time outdoors, visiting the Han River, often featured in K-dramas, for a walk and photos. Unfortunately, this had to be rescheduled to tomorrow when the weather is expected to improve. • Contrary to her desire to spend the day outdoors, she ended up doing something completely the opposite – shopping for friends and family in a large shopping mall. Given her limited budget, there was no guarantee that she would be able to purchase suitable and affordable gifts. 	Gives a few ideas but does not elaborate further.	Selects and connects relevant information to explain whether Lea would be satisfied with her day.	Interprets information and provides a thorough, well-thought discussion about whether Lea would be satisfied at the end of the day.