

Assessment Schedule – 2018

Korean: Demonstrate understanding of a variety of Korean texts on areas of most immediate relevance (90901)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding involves making meaning of the information, ideas and/or opinions in the texts.</i>	<i>Demonstrating clear understanding involves selecting relevant information, ideas and/or opinions from the texts and communicating them unambiguously.</i>	<i>Demonstrating thorough understanding involves expanding on relevant information, ideas and/or opinions from the texts with supporting detail to show understanding of the implied meanings or conclusions.</i>

Evidence

Not Achieved	Achievement	Merit	Excellence
<p>Demonstrates limited or no understanding of the texts.</p> <p>Some information is correct. The candidate has not shown understanding of the general meaning (gist) of the texts. The response is logically inconsistent, indicating misunderstanding.</p>	<p><i>Demonstrates understanding and makes meaning of the relevant information, ideas, and/or opinions from the texts.</i></p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is consistent.</p>	<p><i>Demonstrates clear understanding by selecting relevant information, ideas, and/or opinions from the texts and communicating them unambiguously.</i></p> <p>Information correctly includes relevant detail from the spoken texts. The candidate communicates implied meanings without showing understanding of every nuance.</p>	<p><i>Demonstrates thorough understanding of the implied meanings or conclusions within the texts.</i></p> <p>Relevant information, ideas and/or opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the texts.</p>

Guidelines for applying the Assessment Schedule

- The answer space provided in the exam paper is NOT an indication of the word count required. The candidate may exceed the lines provided, or respond succinctly using fewer lines. For Merit/Excellence, however, the candidate needs to show clear/thorough understanding of the meanings or conclusions within the text, which usually requires more than a brief statement.
- The candidate must demonstrate understanding of the texts. Responses must not simply quote or translate sections of the texts.
- A cut-score system is not used.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what Soomi wants to do in New Zealand.</i>	<ul style="list-style-type: none"> • Learn English. • Try dance, drama and technology. • Watch sports. • Play with small dogs. 	<ul style="list-style-type: none"> • Learn a lot more and get better in English. • Try subjects not available in Korea, such as dance, drama and technology. • Watch various sports. • Play with small dogs in the garden. • Interested in marvellous New Zealand birds. 	<ul style="list-style-type: none"> • She finds English very difficult and would like to learn a lot more and get better in English. • She doesn't do much sport in Korea, and she doesn't really like it but she would like to watch various sports. • Because she is scared of large dogs, she would like to play with small dogs in the garden.
<i>(b) Possible evidence showing understanding of aspects of Emma's house and pets that would appeal to Soomi.</i>	<ul style="list-style-type: none"> • Emma has a small dog and a big dog. • Small dog lives in the house. • The farm dog works at the farm. • There is a trekking place. 	<ul style="list-style-type: none"> • Emma has a small dog and a big dog. • The big dog doesn't live in the house because it is a farm dog. • There is a famous trekking place next to Emma's farm. • You can see New Zealand flowers, trees and birds. 	<ul style="list-style-type: none"> • Emma has a small dog and a big dog. Soomi is afraid of big dogs, but Emma's dog does not live in the house because it is a farm dog. Soomi would like to play with small dogs, so this would work. • Next to Emma's farm, there is a famous trekking place. Because Soomi is very interested in New Zealand birds, this will be good for Soomi.
<i>(c) Possible evidence showing understanding of why Soomi and Emma have been matched up as host sisters.</i>	<ul style="list-style-type: none"> • Soomi wants to play with small dogs; Emma has a dog. • Soomi wants to see dance; Emma does jazz and ballet. • Soomi wants to see sports; Emma does basketball. • Both girls are the same age. 	<ul style="list-style-type: none"> • Soomi would like to try subjects that are not offered in Korea. • Emma's favourite subject is dance; she does jazz and ballet. Soomi could go to Emma's classes. • Soomi would like to watch various sports, and Emma does basketball after school. 	<ul style="list-style-type: none"> • Soomi would like to try subjects that are not offered in Korea, such as dance, drama, and technology. Emma's favourite subject is dance; she does jazz and ballet. Soomi could go to Emma's classes. • Emma doesn't like maths, because it is too difficult. However, Soomi likes maths, because she gets good marks in her tests. Soomi could help Emma with her maths.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown, rather than knowledge of individual lexical items.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what would make Tom happy about his zodiac predictions.</i>	<ul style="list-style-type: none"> • He will be good at studying. • He will get into a famous university. • He will meet a kind, helpful person. 		
<i>(b) Possible evidence showing understanding of how the Dog and the Tiger zodiac predictions are similar.</i>	<ul style="list-style-type: none"> • The Dog will become unwell. • The Dog will meet a good person. <p><i>(Single factor.)</i></p>	<ul style="list-style-type: none"> • Both Dog and Tiger could become unwell. • They will meet someone who will help them. <p><i>(Double factor.)</i></p>	<ul style="list-style-type: none"> • While students might become unwell, they could also meet someone helpful and have positive outcomes in their study or work lives. <p><i>(Positives versus negatives.)</i></p>
<i>(c) Possible evidence showing understanding of who will have a better year.</i>	<p>The Sheep:</p> <ul style="list-style-type: none"> • will meet a boyfriend / girlfriend. <p>The Mouse:</p> <ul style="list-style-type: none"> • will get married. 	<p>The Sheep:</p> <ul style="list-style-type: none"> • will get good news regarding work • will travel to a beautiful place. <p>The Mouse:</p> <ul style="list-style-type: none"> • will travel to far places. 	<p>The Sheep because:</p> <ul style="list-style-type: none"> • there is no negative news; full of good news and says a joyous year. <p>Whereas, the Mouse:</p> <ul style="list-style-type: none"> • Losing a job will happen only if you don't work hard, so no need to worry about it. The rest of the predictions are all very positive. <p><i>(Needs to compare fully.)</i></p>

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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of Yuna and Grace's impressions of the countries they are visiting.</i></p>	<p>Yuna – New Zealand</p> <ul style="list-style-type: none"> • Everything is really pretty. • There are lots of big trees and pretty flowers at school. • The school field is very big. • There aren't many students. <p>Grace – Korea</p> <ul style="list-style-type: none"> • There are lots of people in Korea. • There are lots of interesting places. 	<p>Yuna – New Zealand</p> <ul style="list-style-type: none"> • There are birds with fascinating colours called pukeko. • Because there aren't many students, it is very quiet. <p>Grace – Korea</p> <ul style="list-style-type: none"> • The bus is always full of people on the way to school. • She likes Korea because there are lots of interesting places. • Convenient because the shops are open until late. 	
<p><i>(b) Possible evidence showing understanding of positives and negatives for each student about the countries they are visiting.</i></p>	<p>Yuna – New Zealand</p> <ul style="list-style-type: none"> • There aren't many students. • It is very quiet. • There are beautiful flowers and trees. • House is very big, with seven rooms. 	<p>Yuna – New Zealand</p> <ul style="list-style-type: none"> • There aren't many students, and she finds it too quiet. • There is a garden and she enjoys playing with the dog. 	<p>Yuna – New Zealand</p> <ul style="list-style-type: none"> • She feels a little lonely because there aren't many students and she finds it too quiet. • She likes New Zealand nature such as trees, flowers, and birds she hasn't seen before. She also likes having a garden, where she enjoys playing with the dog. <p><i>(Continues on next page)</i></p>

	<p>Grace – Korea</p> <ul style="list-style-type: none"> • Too many people in Korea. • Buses are full. • Small and high apartment. • Doesn't have her own room. • There are lots of interesting places. • Elevator is fast and fun. 	<p>Grace – Korea</p> <ul style="list-style-type: none"> • There are lots of interesting places and they are open until late; it is very convenient. • She doesn't have her own room; she has to share a small room with her host sister. <p>She enjoys the elevator because it is really fast and fun.</p>	<p>Grace – Korea</p> <ul style="list-style-type: none"> • She finds it uncomfortable having too many people everywhere in Korea, like on her bus ride to school which is full of people. But she likes Korea, because there are lots of interesting places. And she finds shops very convenient, because they are open until late. She also finds the streets are always lively and entertaining. <p>She likes the high apartment because she can see far and also enjoys using the elevator. It is really fast and fun.</p>
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Judgement Statement

Achievement	Achievement with Merit	Achievement with Excellence
<p>Minimum 2 A</p> <p>AAN AAA AAM AAE AMN AEN</p>	<p>Minimum 2 M</p> <p>MMN MMA MMM MME MEN MEA</p>	<p>2 E</p> <p>EEN EEA EEM EEE</p>