

## Assessment Schedule – 2019

### Korean: Demonstrate understanding of a variety of spoken Korean texts on areas of most immediate relevance (90898)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating <b>understanding</b></i> involves making meaning of 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

Not Achieved		Achievement		Achievement with Merit		Achievement with Excellence	
Low	High	Low	High	Low	High	Low	High
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.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 14	15 – 20	21 – 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	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the purpose of the students' speeches.	<ul style="list-style-type: none"> <li>To introduce themselves.</li> </ul>	<ul style="list-style-type: none"> <li>To introduce themselves as candidates for school captain.</li> </ul>	
(b) Possible evidence showing understanding of candidate 1.  Possible evidence showing understanding of candidate 2.  Possible evidence showing understanding of candidate 3.	<ul style="list-style-type: none"> <li>From Japan.</li> <li>Likes K-pop.</li> <li>Wants to teach more people about Korea.</li> <li>Wants more people to come to Korea.</li> <li>From Korea.</li> <li>Wants to send more students to other countries.</li> <li>From New Zealand.</li> <li>Hobby is sport.</li> <li>Wants students to do more exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Learnt Korean listening to K-pop.</li> <li>Wants to teach more people about Korea through K-pop, which might make more come to Korea.</li> <li>Has been to France as an exchange student.</li> <li>Wants to send more students to other countries where they can try many new things.</li> <li>He swims, and plays rugby and soccer.</li> <li>He wants fellow students to enjoy more sports and become healthier.</li> </ul>	<ul style="list-style-type: none"> <li>Learnt Korean listening to K-pop, and then came to Korea to learn more.</li> <li>To make Korea more well known through K-pop, so that people will become interested and might come to Korea.</li> <li>Help all students go abroad as exchange students so they may experience new things, and also teach others about Korean culture.</li> <li>He is from New Zealand and has been in Korea for three years. He is really into sport and thinks Korean students only study, which is not good for their health.</li> <li>He wants students to study better by exercising more, which will also improve their health.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of who Jisu wants to choose and why.	<ul style="list-style-type: none"> <li>• Candidate 3, because they are friends.</li> </ul>	Candidate 3 is Jisu's friend, as he also likes to play sports. Jisu plays in a basketball league every week.	
(b) Possible evidence showing understanding of the concerns Jisu and Sumi have about what candidates 1 and 2 are suggesting.	<ul style="list-style-type: none"> <li>• You need a lot of money to be an exchange student.</li> <li>• Too many people only know about K-pop already, but not Korean culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can go and experience other countries, but it is expensive.</li> <li>• It may be lonely without family or friends</li> <li>• Many people know about K-pop, but they do not want to learn about Korean history.</li> </ul>	<ul style="list-style-type: none"> <li>• Sumi wants to teach people in other countries about Korea. However, being in another country may be a bit lonely without family and friends nearby, and going on an exchange costs a lot of money.</li> <li>• Sumi wants Korea to be more well-known. However, many people are only focused on learning about K-pop and are not interested in learning about history of Korea, and she wonders whether she can change their minds.</li> </ul>
(c) Possible evidence showing understanding of which candidate Sumi should choose and why.	<p>Candidate 1 because she likes K-pop.</p> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate 2 because Sumi wants to go other other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate 1 because she enjoys K-pop and can also teach the history of the Korean language to people.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate 2 because Sumi wants to go to other countries as an exchange student. She wants to go to other countries and promote Korea.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate 1 because she can teach people who initially come to Korea for K-pop more about the history of the Korean language, which could generate further interest in the history of Korea.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate 2 because he thinks it's good for students to travel to other countries as exchange students. If Sumi went she could also teach people there is more to Korea than K-pop, while also learning another language herself.</li> </ul>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Possible evidence showing understanding of the changes Nathan wants to make and why he thinks they are needed.</i>	<ul style="list-style-type: none"> <li>• Set up exercise corners.</li> <li>• Give more money to sports teams.</li> <li>• Give prizes to students who exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up exercise corners, because students think it's too difficult to exercise.</li> <li>• Provide more support for sports teams, because students think joining a sports team is not cool.</li> <li>• Reward students who exercise, because students think exercising is not fun.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up exercise corners around the school that are accessible and where students can easily exercise, because currently it takes a lot of time, money, and effort to exercise.</li> <li>• Many students think joining a sports team is not cool. By providing more financial support, teams can buy new uniforms that they are proud of and eat yummy food to become closer as a team.</li> <li>• Give rewards to students to make exercise more fun to do. Currently, students watch TV or play games, because they are more fun than exercise.</li> </ul>
(b) <i>Possible evidence showing understanding of the benefits to the students if Nathan was elected and made the changes.</i>	<ul style="list-style-type: none"> <li>• More students will exercise.</li> <li>• Teams will buy uniforms and eat yummy food together.</li> <li>• Students will get prizes.</li> </ul>	<ul style="list-style-type: none"> <li>• More students will exercise using the exercise corners.</li> <li>• Teams will have more budget to spend on cool uniforms and yummy food to eat together.</li> <li>• Students who exercise harder will get prizes.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will become healthier from exercising in the exercise corners, which are easily accessible.</li> <li>• Sports teams will become closer, as they wear cool team uniforms and have more money to celebrate and have more food together.</li> <li>• Exercising helps students with their studies and they will enjoy getting prizes for exercising more.</li> </ul>