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91558



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 3 Korean 2025

91558 Demonstrate understanding of a variety of extended spoken Korean texts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended spoken Korean texts.	Demonstrate clear understanding of a variety of extended spoken Korean texts.	Demonstrate thorough understanding of a variety of extended spoken Korean texts.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL the questions in this booklet.

Each of the questions in this assessment requires you to listen to a passage in Korean. You will hear each passage three times:

- The first time, you will hear it as a whole.
- The second and third times, you will hear it in sections, with a pause after each.
- As you listen, you may make notes in the space provided.
- Before the passage begins, you will have 30 seconds to read the question.
- Once the passage has finished, you will have time to review your answers.

Answer in your choice of English, te reo Māori, and/or Korean. If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

Do not write in the margins (//////). This area will be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Excellence

TOTAL 24

FIRST PASSAGE: 식사 문화 (Meal culture)

Maia has her own podcast. Listen to her share her thoughts on the culture of sharing meals in Korea and New Zealand. Refer to the passage in your answer to Question One.

Glossed vocabulary

농사 farming

LISTENING NOTES

im in learning
NZ, Korean learn

during went to
Hols → KR

i met a friend, ^{they} didn't say
"they said, "have u been well"
"did u eat?"

in KR, ppl say
"let's eat, ~~eat's~~ did u eat"? is a common greeting

in KR called ^{사람} person
family, eat ^{함께} tgt ← fam means

from olden days, ^{KRS} eat a lot of rice, rice farming developed.

farming needs a lot of ppl help to do.

so neighbourhood farm all tgt

when farming end, all tgt eat meal happily

so even now skl friends, coworkers, eat tgt culture is important

me, NZ cultural kai is similar to KR ^{sharing} meals
kai - māori ^{means in} 'food' ^{culture}

in NZ,
eat tgt culture

when friend come over, give delish food to friend
same.

KR - guest come over, give delish food to guest
& have good convo

just like
NZ - meal & relationships are important

NZ & KR respect culture / mannerisms are also similar i think.

QUESTION ONE

- (a) In what ways is rice, or a meal, culturally important in Korea?

"Let's eat" or "Did you eat?" is a common greeting in Korea, almost equivalent to the commonality of the greeting "How have you been?". In Korean, the meaning of the word 'family' is literally someone whom you share a meal with. Your family is more than sharing just love, it is also sharing food/meals. From the olden days, Koreans have a history of eating a lot of rice, so rice farming has developed throughout the years. People in the neighbourhood would farm together as farming requires a lot of hands, and when they would finish, they would eat a meal happily altogether. This shows the tightknit, 'bring-together' culture of Koreans sharing food together and the importance of harvesting and eating collectively. This has continued into the modern day, where school friends or work colleagues eat together, and this meal-sharing culture has remained important in Korea for a long time as it is a time where people are brought together and chat.

- (b) What cultural similarities does Maia discover between Korea and New Zealand?

Maia discovers that New Zealand's culture of eating kai - which is the meaning of food in Māori - is similar to Korea's culture of eating food. They both have a culture of eating together and sharing meals with others. When friends come over in New Zealand, they are given delicious foods by the host, just like in Korea when guests come over, they are given delicious foods and share a good conversation. Both New Zealand and Korea value the importance of meals and relationships, incorporating these two to bond over food and deem meal sharing as culturally significant. Maia thinks that the mannerisms in Korea and New Zealand are similar, too. Korea and New Zealand both highly respect and regard food, treating meal times with love and care and seeing it as a valuable time to connect with others. The key aspect is taking time to eat not alone, but with others together to enjoy.

SECOND PASSAGE: 미래 직업 (Future jobs)

Listen to Maia, a New Zealand student, and Jun-ho, a Korean student, discussing future careers. Refer to the passage in your answer to Question Two.

Glossed vocabulary

어렵다	difficult
조심하다	to be careful
달라지다	to be changed

LISTENING NOTES

M:

These days, lots of new jobs

Before, jobs that didn't exist now exist

A: Ur right, if u didn't grad uni, ~~educat~~ difficult to find a ^{good} job/go into a good company

But now, you can do smth u love & make an income

vids, lil kids to adults, variety of ppl can make.

Corp workers, students, if they have time, they can do it too!

M: Yeah. Recently, i made a dance vid w friends

A: Be careful. Recent big issue in UK.

Edit out ppl's faces ^{in vids} and make inappropriate vids w/ those

M: what if lil kid sees those?

You can't say that "vids are bads"

Through vids, can find out diff ^{ppl} thoughts & opinions, which i think is good.

My friend makes vids, so she has a lot of income

A: That's cool. That's why these days primary kids' dream have changed.

They want a fun job

& a high income, is that a good thing...?

All jobs, at the start are all ~~band~~ difficult

But if you work hard and improve, your income will increase

M: I see. Even tho u ~~for~~ try hard, i think your income doesn't always increase

so, i think it's good to have multiple jobs

Me too, like my friend, i want to make an income off of making vids

in the future, i hope there are more fun, and easy jobs in the future than those rn

QUESTION TWO

- (a) According to Maia and Jun-ho, how have young people's perspectives on work changed?

These days, there are many new jobs that did not exist before. Before, it was said that if you did not graduate from university, it would be difficult to find a good job in the workplace. However, now it is possible to make an income whilst doing something you enjoy, such as making videos. Anyone can do this. Young people think making videos are fun and easy, and many young children who are in primary have ~~developed~~ adopted differing dream jobs to older generations. Their perspective on work is now how you don't necessarily need a university degree to earn an income. The modern day offers an endless range of alternate opportunities to work, without any qualifications or needing to follow ~~the~~ a typical, hardworking '9 to 5' job. They can instead do something more catered to their hobbies or rather, something 'fun' and 'easy' to earn a high income instead of working a typical job.

- (b) How do Maia's and Jun-ho's views on work differ from each other?

Maia thinks that the introduction of new jobs is great, especially making videos as her friend does so for a living, so Maia is interested in this 'fun' and 'easy' type of work. She believes that even with hard work, income isn't always guaranteed to increase, so she thinks it is good to have multiple [^] jobs. ^{she likes how there are videos, you can find out others' thoughts and opinions} Maia's view on work is mainly absorbed into the aspect of it being fun and instead of pouring effort into one type of work, having multiple forms of work is best to make an income, which is not very easy to juggle nor is very sustainable. On the other hand, Jun-ho's view on work is much more logical and careful. He is worried about the future of making videos for a living as there was a recent big issue in Korea where people's faces were edited out of their videos to produce inappropriate materials, which seriously violates human rights and privacy. Jun-ho wonders if children wanting a fun job with a high income is a good thing as this could mean there are less people in the future will much needed jobs in essential areas, like healthcare. He believes that as long as you work hard and advance, your income will increase, you don't only make a high income taking the 'easy' route.

THIRD PASSAGE: 뉴질랜드 아티스트 (New Zealand artists)

Listen to Maia share her thoughts about her visit to the art gallery to see the work of two New Zealand artists. Refer to the passage in your answer to Question Three.

Glossed vocabulary

상	award or certificate
휠체어	wheelchair
움직이다	to move

LISTENING NOTES

최 다영 ^{Korean} from young came to NZ
 From baby, could not see or hear
 However, wanted to comm w ppl
 So in KR, from 3yo, ^{started} thoughts & feelings expressed thru art drawing
 when
 9yo, came NZ, learnt nature & māori culture
 So,
 Their art has NZ & KR culture seen.
 SKI, no friends, so difficult ski life
 Thru art ^{as adult}, comm w diff ppl as an artist
 when drawing, use camera phone, look closely & draw
 so earned lot of NZ & worldwide awards
 Social issues can be thought of when looking at her art
 Lucy Paiva in
 NZ Samoan, wheelchair learning how to talk thru computer
 when she had.
 5yo dream
 Talk, more ^{difficult}, wanted to talk w/ others.
 28 went into dance group & ^{learn} dance w ppl
 Ppl said to Lucy, "u can't dance cus ur in a wheelchair"
 But, Lucy could make special & cool dance
 Lucy's dance, ^{express} samaa culture u can feel it.
 earned a lot of ^{see} NZ awards

QUESTION THREE

(a) What are the similarities between the two artists?

Dawon Choi and Lucy Paiva both have had a disability since they were young. Dawon had the inability to see ^{very well} or hear and Lucy has learned to talk through using a computer whilst she is in a wheelchair. Both had the desire to communicate with others. They both live in New Zealand, with Dawon, a Korean, coming to New Zealand when she was nine, and Lucy who is ethnically Samoan. They are both artists, using their respective art forms to express themselves, their thoughts, their feelings despite their ^{physical} disadvantage. Through Dawon's visual art drawings and Lucy's unique yet special dancing, they have both been able to prove themselves as artists, with Lucy earning many awards in New Zealand, and Dawon earning awards both within New Zealand and also worldwide. They both incorporate their cultures in their art, where you can see elements of New Zealand and Korean culture seen in Dawon's drawings and Samoan culture in Lucy's dance.

(b) What lessons could Maia learn from the way the artists use art to communicate?

Dawon using art to communicate, can show Maia that anything is possible. Dawon, despite not being able to see ^{very well} or hear, had a desire to still communicate with others. Although, on top of that, she came to New Zealand as an immigrant when she was nine years old, this made it ^{even more} difficult to interact with others as a child, having no friends in school, making school life difficult than it already was. Dawon was so dedicated to art, that as an adult, she used this to communicate with different people as an artist. Even using her phone camera to look closely and draw showed her drive and dedication to art, using her own method to break her physical barrier to be able to communicate herself through art. Lucy, could not talk at all, only through the computer device. She used her childhood dream, the art of dance, to communicate with others and express herself. People said to Lucy that she would not be able to dance because she was in a wheelchair. She ignored this and started learning dance when she was 28 years old. Although Lucy's dance was not the conventional sort of dance, she was able to make it hers, being special and unique. Maia can understand that it is never too late to pursue your dream, and to disregard those who do not believe in you, because, with enough passion and ⁰⁰¹⁶² will power you can do anything. ^{Korean 91558, 2025}

Excellence

Subject: Korean

Standard: 91558

Total score: 24

Q	Grade score	Marker commentary
One	E8	The candidate demonstrates thorough understanding of the texts, consistently expanding on relevant information and considering varied perspectives. Implied meanings are communicated effectively throughout the response and supporting details from the texts are used to fully justify conclusions. Each question shows skilful interweaving of implied meaning, with connections between ideas and evidence seamlessly integrated into the analysis.
Two	E8	The candidate demonstrates thorough understanding of the texts, consistently expanding on relevant information and considering varied perspectives. Implied meanings are interwoven effectively across the response, and supporting details are used to fully justify conclusions. Maia and Junho's perspectives have been well integrated into the analysis, enhancing the depth and coherence of the justification.
Three	E8	The candidate shows a thorough understanding of the texts, effectively expanding on relevant information and incorporating varied perspectives. The analysis of the similarities between the two artists is clearly developed, highlighting what Maia can learn from their approaches to using art as a means of communication. Implied meanings are skilfully interwoven throughout the response, with supporting details consistently used to justify conclusions.