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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.**

Merit

TOTAL 16

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

30 뉴질랜드에서 인식이 매우.

밥 먹었어 ) 자주 쓰는 인사  
밥

가족 -> 식구

(같이 먹는 사람)

예로부터 양식이 따로

살아남은 것 (많은 이의 도움) 그래서 다같이

동네사람들이 다같이

다같이 행복하게 밥 먹음

밥 먹는 문화 (지금도 친구들, 회사에서 같이)

같이 문화와 비슷

Q2.

같이 먹는 문화 = 한국 문화와 같음 (맛난 음식)

~~친구들~~

이식대접

남과 사귄 후에 ~~친구~~가 됨.

손님이 오면 음식 대접

좋은 대접

예의 문화

**QUESTION ONE**

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

In Korea, a meal is culturally important. In the past, rice farming had been developed very much and it required lots of people's labours. Thus, all people in the town helped farming and they had rice together after that. This is ~~the~~ why rice is culturally import. In these days, people in Korea eat rice ~~for~~ with friends and co-workers to build social bonds or celebrate their success.

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

Maia found out that there are cultural similarities between Korea and NZ about eating. Korea meal culture is similar with k̄i culture. In both cultures, when friends and any visitors ~~come~~<sup>visit</sup> their house, they gave great meal and have a conversation. Maori and Koreans both think that the relationships of meals and people are very important. They have meals together on the table. In addition, behavioural cultures are ~~also~~ similar.

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

\* 이런거 안  
 \* 바쁘다  
 대학 X → 좋은회사 X  
 좋아하는게 많아 수입 ↑  
 동영상이 다양한 사람들이 만들 (시간만 소요)  
 영상 만들  
 큰 이슈: 알고리즘 때문 나쁜 동영상 만들  
 동영상 나쁘지 X  
 다양한 이들이 생각할 수  
 수입도 OK  
 초딩들 꿈 다들 → 재밌는 직업, 높은 수입  
 청년 다 어렵, 노력과 발전 수입 ↑  
 노력해도 수입 안올라 있어. (처구려널 영랑이도 수입 0)  
 나미에게 더 강한 직업 만들 원함

Young people's P.

요즘에 좋아하는 것 수입 making.

\* 큰 이슈:

나쁜 동영상 제작 (편집해서)

동영상은 나쁘지 X

나 다양한 생각과 의견

나 친구가 동영상으로 수입 ↑

Maia

초딩들 꿈 다들

→ 강한 직업 want

High income want

Junho

중계 X

원심비 노력, 처음엔 다 어렵

발전하면 high income.

Maia: 노력해도 안되는 것 있어.

여러 직업을 하고 싶어.

→ 나미에게 더 쉽고 강한 직업 만들 원함

수입 늘지 않아요.

## QUESTION TWO

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

Thesedays, many new jobs have been developed. In the past, people couldn't get a nice job without uni degrees. However, many people ~~are~~ earn a high income, doing what they like including making videos. It has changed young people's perspectives. They want more interesting jobs with a high income. Especially, they like creating videos because it takes less time and effort and many people earn high income with the video like Maia's friend.

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

Maia and Jun-ho have different views on work. Jun-ho worries about new jobs and the change in people's mind. He does not think that the easy jobs (funny job) with a high income are not good. As well, he also thinks about the danger of uploading videos ~~with~~ revealing their face because it can be used to online criminal by random people. He determines that all the jobs are difficult at ~~the~~ first but when people try hard and put lots of effort, they can get ~~a~~ a high income. Maia does not agree with Maia. She does not think that making videos are bad. She said that she could get various ideas and thoughts of other people via videos and her friends earn ~~a~~ a high income. She also disagrees with Jun-ho's ideas that ~~putting~~ <sup>developing</sup> and putting efforts make people earn high income saying that there are also things that can not ~~be~~ be achieved with efforts and ~~she~~ I want that there are many easy jobs in the <sup>future</sup>.

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

Similarities:  
 작가가 있다.  
 이야기 하길 좋아하고  
 art를 communicate.  
 그리고 art에  
 자신만의 culture를 put.  
 인정받  
 award 상 아니 받음  
 도구도 아니 이용.  
 (Phone, wheel chair)  
 같이 있다.

이야기 배우러  
 노서역. 형역  
 근데 이야기 하길 좋아함  
 그림 그리기 시작  
 영산에 NZ로  
 자연과 Maori 문화가  
 Korean culture.  
 학교 생활 어려웠어  
 이야기 하는 여파로  
 세계 여행을  
 뉴질랜드 상 받음  
 사회생활 못함.  
 휠체어, 컴퓨터 사용하기  
 만화, 유튜브  
 디자인, 인쇄업. (2014)  
 휠체어 활. 아티스트  
 하지만 멋진 장소  
 (A면아름다보게 가능)  
 상 받음

Lessons:  
 Endless effort.  
 They found the  
 alternative ways to  
 survive without them.  
 어려움을 극복  
 due to wheel chair  
 친구: (사람들이 할 수 없는 것)  
 아들: (No friends).

## QUESTION THREE

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

Both artists have disabilities. Dawon is blind and deaf while Lucy can not move and have conversation. However, they both have ~~the~~ dreams of communicating with others so they <sup>use art to</sup> ~~communicate~~ achieve it. They use many tools to complete their arts including phones wheelchair and computer. They put their own cultures on their arts. Dawon put korean, Maori and nature on her ~~arts~~ <sup>paintings</sup> and Lucy put Samoan dancing. They won many prizes ~~due to~~ <sup>due to</sup> their efforts.

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

Maia could learn lessons from the artists about endless efforts and overcoming the disabilities and ~~other~~ people's perspective. Many people told Lucy that you cannot dance due to wheel chair but she ~~is~~ has shown amazing ~~movement~~ <sup>dancings</sup> despite of wheel chair. Then, Dawon ~~is~~ wanted to communicate with friends but she had no friends at school. Thus, she started to ~~is~~ put her voice on her paintings regarding social issues. ~~Maia could learn~~ Two artists put endless efforts to achieve their dream of communicating with others despite of disabilities and people's negative perspectives.

## Merit

**Subject:** Korean

**Standard:** 91558

**Total score:** 16

Q	Grade score	Marker commentary
One	M5	The candidate demonstrates a clear understanding of the texts, selecting general information that is connected to the answer. However, the response requires stronger justification from the texts to fully support the points made. While the connections between ideas and the answer are present, they are not consistently developed or fully explained. To reach M6, the candidate would need to integrate the supporting details more thoroughly and provide more explicit justification to clearly communicate most of the meaning from the texts.
Two	M6	The candidate's M6-level response connects their answers well with most of the given context demonstrating clear understanding, and appropriate use of supporting details. To achieve Excellence, the candidate would need to interweave the implied meanings more consistently throughout the response, fully integrating them with the context to provide deeper justification and insight.
Three	M5	The candidate includes some relevant information and connections to the answer are weak. While Dawon and Lusi's similarities and the ways they communicate through art are mentioned, these points require more justification from the context. Strengthening these connections and providing clearer supporting evidence would move the response toward a thorough Merit level.