

Assessment Schedule – 2025

Korean: Demonstrate understanding of a variety of spoken Korean texts on familiar matters (91138)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and/or opinions in the texts.</p> <p>Responses as a whole show an understanding of the general meaning (gist) of the texts.</p>	<p><i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and/or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a clear understanding of the content of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating thorough understanding</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 comprehensive understanding of the content and underlying meaning of the texts, including nuance and meanings not obviously stated in the texts.</p>

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not communicate the general meaning of the text.	Shows little understanding and does not communicate the general meaning of the text.	Demonstrates some understanding and communicates some of the general meaning of the text.	Demonstrates understanding and communicates the general meaning of the text.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates thorough understanding and communicates some of the implied meanings by providing supporting detail from the text to justify conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text to fully justify conclusions.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–7	8–13	14–19	20–24

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 on page 1.

Question ONE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Explain what Tina and Junho think about this year's graduation party and why.</i></p> <ul style="list-style-type: none"> • The theme was black and white. • More people wore black clothing than white. • The pictures looked dark. • The music was too quiet so the students couldn't dance a lot. • The food was in black and white, e.g. black pork, black cake, white cheese. • The venue was the school hall, and it was spacious. • They don't like the black and white theme. They think the ball wasn't very fun due to the dull colours and quiet music. The venue was big, but they don't like it because there is no air conditioning. • They feel that having just two colours made the party less lively. They also think that the music was too quiet, which didn't allow students to have fun dancing. The food choices looked weird and lacked variety. Although the school auditorium was spacious, its lack of air conditioning made it uncomfortable, which added to their disappointment. 	Gives basic details of this year's party.	Explains what they think about the event using most of the evidence.	Fully explains how they think about the event using thorough evidence. Implied meaning(s) is / are given.
(b)	<p><i>What would they do differently next year and why? Explain using evidence from the passage.</i></p> <ul style="list-style-type: none"> • They plan to change the party theme from just black and white to a mix of colours. This is because the limited colour theme made the photos look dark and less lively. • They want to include international elements by having students wear traditional clothes from various countries and prepare songs in different languages, which suits their diverse student body. • For food and decorations, they plan to make colourful cakes and serve a range of festive foods from different countries instead of the plain black and white foods from this year. 	Shows basic understanding of their plan for next year's event.	Explains most of their plan with reasons.	Fully explains their plan and the reasons with comparison to this year's event, including the theme, decorations, food, music, and venue.

	<ul style="list-style-type: none"> • Instead of using the school auditorium, they are considering the school garden for a more pleasant setting, if the weather is good. Although the auditorium was spacious, it lacked air conditioning. • These changes are designed to make next year’s graduation party more fun, vibrant, and comfortable by addressing the issues from this year’s event. 			
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Question TWO	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>What are Sophie’s impressions of her Korean homestay?</i></p> <ul style="list-style-type: none"> • It snowed yesterday. • The house has a floor heating system and it’s warm. • Korean people wear T-shirts inside during winter. • She thinks that Korean technology is amazing. • They can turn off the floor heating when outside and turn it on using a phone app before going home. • The host mother uses the rice cooker often. • Sophie saw the host mother putting chopped carrots into the rice cooker and was surprised. • She was making a carrot cake. • Sophie was sick last week due to travelling and her host mother made her seaweed soup using the rice cooker. • Sophie was impressed by how warm and comfortable the homestay was despite the cold weather. Even when it snowed, the house stayed warm because of the floor heating, which shows her admiration for Korean technology. • She also found the cooking methods very interesting. She was surprised when her host mother used the rice cooker to make carrot cake and seaweed soup when she was sick. This creative approach to cooking left a strong impression on her. • When Sophie caught a cold, the homestay mother took care of her by making seaweed soup. This act of kindness showed her the warmth and hospitality of Korean culture. She also enjoys the company of her host family, especially when sitting and talking with each other in the living room with the floor heating on. 	Describes some of Sophie’s experience in her Korean homestay.	Explains her impressions with details from her experience.	Fully explains her impressions of her homestay including the hospitality and the use of technologies in the house.

<p>(b)</p>	<p><i>Do you think Sophie and James will use a rice cooker in New Zealand? Use evidence from the passage to support your answer.</i></p> <ul style="list-style-type: none"> • James has entered a cooking school. • Sophie thinks the rice cooker is good because it can make different types of food, including rice cakes and <i>ramyun</i>. • They can get a rice cooker in New Zealand. • Sophie wants to teach James many Korean recipes. • James got into a cooking school so he might like to try making some Korean food using a rice cooker. <i>Bulgogi</i> is his favourite dish, and Sophie says she will teach him the recipe. • Sophie is very impressed by its functions. She mentioned how her host mum uses it to make various dishes like carrot cake and seaweed soup. This shows that the rice cooker isn't just for cooking rice but can make a variety of foods, potentially New Zealand food, too. She also pointed out that a rice cooker can be bought in New Zealand and promised to teach Korean recipes. 	<p>Gives an opinion with partial reasons.</p>	<p>Justifies an opinion with evidence from the text.</p>	<p>Fully justifies an opinion with thorough evidence from the text.</p>
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Question THREE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>What surprised Maia about some Korean restaurants?</i></p> <ul style="list-style-type: none"> • There are many kiosks in Korean restaurants to order food. • She found them hard to use at first and now she can order food quickly using it and gets her food very quickly. • She was eating at a restaurant with a friend yesterday. • She heard a bell sound from the table next to them. • They used the bell to order more side dishes. • Korean restaurants play fast and upbeat music. People eat quickly too. • She thought it was interesting at first and now she eats quickly and can do many more things as a result. • Maia was surprised by how quickly people do things in Korea. For example, people use the kiosk and bells at restaurants to more quickly. • Maia was surprised by the fast-paced system in Korean restaurants. For example, she noticed that many restaurants use kiosks, which allow customers to order and receive food quickly. She was also surprised when she heard a bell sound from the next table, used by people asking for extra side dishes. These experiences, including the quick service and even the upbeat music that makes people eat quickly, shows a big cultural difference from the more relaxed meals she is used to in New Zealand. 	Gives some information about the Korean restaurant culture she experienced.	Explains Maia's experience at the restaurant of fast-paced living in Korea.	Explains the cultural differences she experienced in Korea with detailed evidence.
(b)	<p><i>Explain a unique aspect of Korean culture that Maia has learned about.</i></p> <ul style="list-style-type: none"> • People use a kiosk to order food quickly. • Her friend walks and eats quickly. • Korean people are busy and do everything quickly. • Shops are open on holidays in Korea. It's convenient. • Online shopping arrives on the same night. • She learned about the fast-paced and efficient way of living in Korea. • During her time in Korea, Maia learned that Korean culture places a strong emphasis on speed and efficiency. Her experience at the restaurant reflects the fast-paced nature of dining in Korea, where even the upbeat music encourages customers to eat quickly. The bell helps customers get their food quickly, showing a culture of convenience and quick service. 	Gives some information about what she learned.	Explains the Korean culture she learned with most of the evidence.	Fully explains the Korean culture she learned with thorough evidence, across all the aspects mentioned.

	<ul style="list-style-type: none"> • Businesses are open even on holidays, offering convenience to those who need to shop. Maia pointed out that online purchases can be delivered on the same day, highlighting Korea’s highly efficient service. This contrasts her experience in New Zealand, where weekends and holidays are more relaxed, and family time is more prioritised. This was a significant part of the Korean culture that Maia learned about – prioritising efficiency in daily life, at work, in restaurants, and even in shopping. 			
(c)	<p><i>Do you think Maia will adapt well to life in Korea? Justify why or why not using evidence from the passage.</i></p> <ul style="list-style-type: none"> • In New Zealand, her family don’t work on holidays and spend time together. • Conversation during a meal is important to her. • It’s boring on holidays because there aren’t many things to do in New Zealand. • Some Koreans eat more slowly for their health or well-being. • Doing things too quickly can be stressful. • She will adapt well to life in Korea, because she has already changed her eating habits to keep up with the busy lifestyle. Although some people think it can be bad for their health due to stress, she seems to appreciate the efficiency and accessibility of things in Korea, such as having more things to do on holidays and the fast shipping. • She will not adapt well to life in Korea, because she is used to spending a lot of time with family in New Zealand and values family conversations over meals. In Korea she can’t do that, and everyone eats quickly to do more things afterwards. She might not enjoy the stressful lifestyle that is different to New Zealand – where life is slower and shops are closed on holidays. 	Gives an opinion with partial evidence.	Gives an opinion and explains using most of the evidence.	Give an opinion and fully justifies the reasons across all the aspects.