

Assessment Schedule – 2025

Korean: Demonstrate understanding of a variety of written and/or visual Korean text(s) on familiar matters (91141)

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	8–12	13–18	19–24

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>Why did both Mina and Peter write to the Well-being Council?</i></p> <p>Mina</p> <p>Mina has written to the counsellor because:</p> <ul style="list-style-type: none"> • she has a lot of tests and homework lately • she sleeps late after finishing her homework or studies at midnight • she does homework using either books or the computer but mostly she uses the computer • she sometimes has a headache and a fever after studying • she can't sleep well, even though she's tired • she reads on the bus to school for an hour • she doesn't enjoy reading but does it to practise English • lately she doesn't feel hungry, and she has occasional headaches and chest pain • the doctor has told her to sleep and rest well • she used to have many friends and enjoyed playing sports in Korea but now she doesn't have enough time • she's glad her test results were good • Mina has had bad health lately due to her studies. She has already been to the doctor because of her conditions, such as headaches and chest pain, but the doctor told her to rest. She is also having a problem with sleeping, and she can't sleep even though she's tired. She does a lot of things related to school but not for her own pleasure. 	Gives basic information.	Describes the lifestyles of both students in detail.	Fully explains the reasons and issues from what both students have written.

	<p>Peter</p> <p>Peter has written to the counsellor because:</p> <ul style="list-style-type: none"> • he is busy every day. He walks to school every day for 5 minutes • he does revision for 10 minutes when he arrives at school • there is too much homework, and he finds doing homework on the computer hard • he does 2 hours of exercise with friends every day after school • his knees sometimes hurt • he goes to the park or to karaoke during the weekend • he likes computer games but plays for only an hour a week • he doesn't have time to talk with his family • he worries because his grades are bad • Peter is overwhelmed by his daily routine and his schoolwork. He struggles to finish all his homework, particularly the computer assignments. His health is affected by the amount of sport he does. He finds it hard to find time to interact with his family and is worried over poor exam results. 			
<p>(b)</p>	<p><i>Discuss the strengths and weaknesses of their lifestyles.</i></p> <p>Mina</p> <ul style="list-style-type: none"> • Mina's lifestyle shows that her strong focus on academic work has led to good exam results. Her excessive schoolwork and late-night studying affect her physical and mental well-being. • Mina's rigorous study habits, including reading extensively for English practise and maintaining discipline despite disliking reading, have resulted in good exam results. Her daily routine forces her to juggle homework on both paper and the computer until late into the night. This leads to chronic fatigue, sleep deprivation, and physical health issues such as headaches, fever, and chest pain. • Mina's lifestyle clearly shows her strong commitment to academic excellence. On the positive side, her dedication is evident as she studies and completes homework until midnight almost every day, even using her commute time to improve her English skills. This would have helped her achieve commendable exam results. However, this intense focus on studies comes with significant drawbacks. Her heavy workload and constant studying have led to physical problems such as headaches, fever, and chest pain, and despite being exhausted, she struggles to sleep. Her focus on academic achievement takes away opportunities for social interaction and exercise, which affects her overall well-being. 	<p>Describes some of the pros and cons with evidence.</p>	<p>Explains most of the pros and cons with evidence.</p>	<p>Fully justifies the pros and cons using evidence.</p>

	<p>Peter</p> <ul style="list-style-type: none"> • Peter’s lifestyle shows that he socialises with his friends and does what he enjoys, for example doing sports and playing games. He misses out on time to spend with his family and his schoolwork is incomplete, which leads to getting poor exam results. • Peter’s lifestyle shows that he is physically active and enjoys socialising with friends. His routine includes two hours of daily exercise after school and fun weekend outings like visiting parks or karaoke. On the other hand, he has little time to spend with family. He doesn’t prioritise his schoolwork as much as these and spends 10 minutes in the mornings to study. This results in his poor exam results. • Peter’s lifestyle shows a commitment to physical fitness and social engagement. He walks to school and spends two hours every day exercising with friends, while his weekend outings to the park or karaoke highlight his enjoyment of leisure activities. However, his lifestyle leads to incomplete homework and difficulty managing computer assignments. The physical demands of his routine result in occasional knee pain. The limited time with family is another downfall which affects his personal well-being. 			
<p>(c)</p>	<p><i>Based on the text, what advice would you give both students? Explain why.</i></p> <ul style="list-style-type: none"> • Mina should rest more and do more things she enjoys. Peter should spend less time doing sports after school and try to recover his knee as well as improve his academic achievement. • Mina should rest more and do more things she enjoys, such as a sport she used to enjoy a few times a week. Rearranging her schoolwork routine to enable her to get a better sleep at night will help with her poor physical health. Peter should spend less time on sports after school and use some of that time for homework and family. This will improve his knee pain, and his exam results, which he is concerned about. Spending time with family is as important as socialising with friends. • Mina should rearrange her daily routine to prioritise her physical and mental well-being. Socialising with a friend and talking in English will still benefit her English, instead of reading, which she doesn’t enjoy. She used to be social and physically active in Korea. She should try to maintain that. Peter should rearrange his after-school routine to balance his active lifestyle with his schoolwork and family time. He can exercise with friends a few times a week and on other days, he can have more time for homework and spend time with family. This will help him perform better academically, and spending time with family is as important as socialising with friends. 	<p>Gives advice based on limited evidence.</p>	<p>Gives advice and explains why using most of the evidence.</p>	<p>Gives detailed advice on their mental and physical well-being, with full justifications.</p>

Question TWO	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Do you think Minhø and Aroha enjoyed their different weekends? Explain why or why not.</i></p> <p>Minho</p> <ul style="list-style-type: none"> • He went to a marae with a Māori friend last weekend. • The people were welcoming. They greeted each other with hongi. • They made traditional Māori food. It took a long time, but he enjoyed learning something new. • People were kind, and he learned some te reo Māori. • He watched a haka performance and learned some things about Māori culture. • Minhø enjoyed his weekend. The people welcomed him warmly. He made traditional Māori food and learned new songs and watched a haka performance. • Minhø enjoyed his weekend. The warm welcome he received from the people at the marae reflected a positive and inclusive atmosphere. He had a culturally enriching experience by participating in various activities. <p>Aroha</p> <ul style="list-style-type: none"> • She learned about Korean traditions at the cultural centre last weekend. • She tried <i>hanbok</i> for the first time and played fun games in the morning. • They sang. She likes to listen to modern music but had to learn a traditional song she didn't know. It was hard because she didn't know some words. • There were many people she didn't know, and she felt uncomfortable. • They had Korean food for lunch. • They made kimchi together in the afternoon, which she enjoyed. • However, it was too difficult and took a long time. • She felt tired and doesn't want to do it again next year. • Aroha had a mixed weekend. Some activities were fun and enjoyable, but some activities she struggled with a bit, such as learning an unfamiliar traditional song and socialising with strangers. • Aroha's weekend was more mixed. Although she found some aspects enjoyable, like wearing <i>hanbok</i> and playing traditional games, there were aspects that made her feel uncomfortable, such as interacting with strangers. Although she enjoys Korean cuisine, she felt tired after making kimchi and didn't enjoy the process. 	Gives basic information about both people's activities.	Describes both experiences in detail.	Describes both experiences in detail and explains their opinions.

<p>(b)</p>	<p><i>How likely is it that they will attend the events next week? Justify your answer using evidence from the text.</i></p> <ul style="list-style-type: none"> • Minho is likely to attend next weekend’s event since he had a great time at the marae and there’s a haka practice planned for graduates. • Minho is likely to attend next weekend’s event. He enjoyed meeting new people who gave him a warm welcome. He enjoyed the cultural activities he participated in last weekend, including watching a haka performance. He might like to see the haka again and learn it himself. • Minho is likely to attend next weekend’s event. He has a Māori friend, and he liked meeting new people at the marae, which suggests he enjoys their company and might be interested in learning more about their culture. He recalls a positive experience of learning a Māori song and the language, which means he might also enjoy learning haka. • Aroha might not attend next weekend’s event because, even though she enjoyed some activities, she found parts (like making kimchi) too hard and tiring. • Aroha may be less likely to attend next weekend’s event. Although she listens to the current song, she didn’t enjoy some of the cultural activities in which she had to interact with strangers. She also felt tired after making kimchi. • Aroha is likely to attend next weekend’s event. Although she didn’t enjoy some activities last weekend, she still enjoyed some aspects. She listens to recent music instead of older songs, so she might like to attend to do something that is more relevant to her interest. 	<p>Gives an opinion with little explanation.</p>	<p>Gives an opinion with detailed reasons using evidence.</p>	<p>Fully justifies their opinion with thorough evidence.</p>
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Question THREE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Why would people want to visit these two places?</i></p> <p>Paju</p> <p>You can ride the subway. There are foreign restaurants. You can make tofu and can see art. It is possible to make traditional Korean cups. You can read books at the book cafe and also try Korean tea and desserts there. People can ride bicycles at the lake. They can buy clothes at a cheaper price at the department store.</p> <p>Busan</p> <p>People can ride the KTX train. They can eat and enjoy the view during the ride. Busan is close to the beach, and the food is good. There is a famous pork broth and many side dishes. You can go for a picnic at the national park and also walk by the seaside. There is lots of culture to experience and wonderful colourful houses to see. People can try the traditional snacks at the market and buy traditional clothes.</p>	Gives some information about the places.	Gives detailed information about the places.	
(b)	<p><i>Which place is more suitable for the class trip and why?</i></p> <p>Paju is the more suitable choice for the class trip, because:</p> <ul style="list-style-type: none"> • of its proximity to Seoul. It is only about an hour by subway, which makes it convenient for a quick getaway before flying back to New Zealand. • students can try traditional Korean food such as tofu, tea, and dessert. There are also famous foreign restaurants, which means there are options. • there are activities to do, such as visiting exhibits and even learning about making traditional Korean cups. This suits students who want to see something uniquely Korean and participate in fun activities. • of options like a cozy book cafe serving Korean tea and dessert, and outdoor activities such as biking by the lake, providing plenty of engaging experiences. In contrast, Busan’s 3-hour KTX journey and its strong focus on seaside and natural attractions might not fully cover the wide range of interests expressed by the students. Paju provides various attractions that cater to culinary, cultural, and recreational interests. <p>Busan is the more suitable choice for the class trip, because:</p> <ul style="list-style-type: none"> • it offers a unique travel experience with its 3-hour KTX train ride, where students can enjoy onboard food and scenic views, making the journey itself a fun part of the trip. • it provides unique Korean dishes such as the famous pork broth with many side dishes, which is appealing to students who enjoy Korean food. 	Chooses a place and gives some explanation.	Compares and contrasts both destinations and explains the reasons.	Compares and contrasts both destinations in detail to draw a conclusion. Fully justifies the choice which reflects the wishes of the students.

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| <ul style="list-style-type: none">• the city also provides rich cultural opportunities, such as exploring traditional houses and markets, where students can taste traditional snacks and even buy traditional clothes, which would appeal to students whose interests are in uniquely Korean activities.• outdoor activities like picnics in national parks and leisurely walks by the seaside offer a refreshing escape from urban life in Seoul. Overall, despite the longer travel time compared to Paju, Busan’s combination of scenic travel, food, and cultural immersion makes it highly suitable for the class trip. | | | |
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