

Assessment Schedule – 2025

Korean: Demonstrate understanding of a variety of extended spoken Korean texts (91558)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives 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 and varied perspectives 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 and varied perspectives, and communicating 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
0–8	9–14	15–19	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	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>How is rice, or a meal, culturally important in Korea?</i></p> <ul style="list-style-type: none"> • Rice is commonly referenced in greetings, such as “Have you eaten (밥 먹었어)?” • and “Let’s eat together (밥 한 번 먹자).” • The Korean word for family, 식구 (sikgu), means ‘people who eat together’, which emphasises the role of shared meals in family life. • In the past, people gathered to eat together after farming work was completed. This tradition continues today, with friends, classmates, and colleagues commonly sharing meals as a key part of social life. • In Korea, rice is deeply embedded in the culture, not just as a staple food, but as a symbol of community and relationships. This is evident in the frequent use of rice-related expressions in daily conversations. Instead of greeting someone with “How have you been?” (잘 지냈어?), it is common to ask, “Have you eaten?” (밥 먹었어?), reflecting the cultural importance of food in expressing care and well-being. • Korea’s rice-based agriculture required collective effort, reinforcing a communal lifestyle where people worked and ate together, even if they were not family. This tradition continues today, as eating with others – whether at school, work, or social gatherings – is an essential part of Korean culture. Sharing meals strengthens relationships and fosters a sense of belonging. 	<p>Identifies some elements of the importance of rice or a meal.</p> <p>Provides basic facts.</p>	<p>Explains in depth about the importance of rice or a meal.</p>	<p>Provides a comprehensive answer about the importance of rice or a meal in Korea.</p>

<p>(b)</p>	<p><i>What similarities does Maia discover between Korea and New Zealand?</i></p> <ul style="list-style-type: none"> • Korean food culture is similar to the Māori culture of kai. • In both cultures, guests are offered delicious meals and eat together with their hosts. • Both cultures place importance on sharing meals. In Māori culture, meals are shared at the marae, where people prepare and eat food together. Similarly, in Korea, it is customary to share meals with guests and engage in good conversation. • Maia recognises that both Korea and New Zealand share similar cultural values regarding food and community. She compares Korea’s meal-centred social customs to New Zealand’s kai culture, where food serves as a key aspect of hospitality, respect, and communal bonding. At the marae, people gather to prepare and share meals, reinforcing social ties, just as Koreans do when eating together. 	<p>Identifies some similarities.</p>	<p>Identifies similarities in Korean and Māori food culture, making some links.</p>	<p>Provides a comprehensive answer about the similarities in Korean and Māori food culture.</p>
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Question TWO	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>According to Maia and Jun-ho, how have young people's perspectives on work changed?</i></p> <ul style="list-style-type: none"> • Maia and Jun-ho think that many new jobs have emerged that didn't exist in the past. • In the past, it used to be difficult to get into a good company without graduating from university. However, nowadays, they believe that people can work in fields they enjoy. As an example, they mentioned video-related jobs like creators and influencers, discussing both the advantages and disadvantages. • Many jobs now allow people to work regardless of age, and offer easy accessibility as a major benefit. • However, they also believe that there are downsides. One of these is the misuse of technology, such as deepfake videos, where a person's likeness is used without their consent for criminal activities. As Maia mentioned, since these jobs are so easily accessible, they can also have a negative impact on children, making it a double-edged sword. 	<p>Explains young people's perspectives. Able to give basic facts.</p>	<p>Explains young people's perspectives, making some links.</p>	<p>Provides a comprehensive answer explaining young people's perspectives.</p>
(b)	<p><i>How do Maia's and Jun-ho's views on work differ from each other?</i></p> <ul style="list-style-type: none"> • Jun-ho acknowledges that creating videos can be good, but he also points out the negative aspects, such as cases of misuse. He queries whether students' dreams of getting a fun job with high income is a good thing. He expresses concern that some may seek only easy jobs from the beginning, emphasising that all jobs are difficult at first, but become easier over time. • Maia believes such jobs are beneficial because they allow people to learn about diverse thoughts and opinions. She also thinks that making money in an enjoyable way is a good thing. Maia believes that even with hard work, financial success is not always guaranteed, which is why having diverse career opportunities is important. • Their discussion reflects a broader generational shift in attitudes toward work. Jun-ho represents a more traditional view, emphasising hard work and gradual success, while Maia embodies a modern perspective that prioritises adaptability, creativity, and multiple career pathways. 	<p>Identifies some differences in Maia and Jun-ho's views on work.</p>	<p>Identifies differences in Maia and Jun-ho's views on work, making links.</p>	<p>Provides a comprehensive answer about the differences in Maia and Jun-ho's views on work.</p>

Question THREE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>What are the similarities between the two artists?</i></p> <ul style="list-style-type: none"> • They are both New Zealanders of different ethnic backgrounds (Korean / Samoan). • Dawon is visually and hearing impaired from birth, and Lusi had difficulties in talking and moving. They both have disabilities, but were able to overcome them. • They integrated their identity and culture into their art and the way they present it. • Despite societal perceptions that their disabilities might limit their artistic abilities, both artists defied expectations and became highly respected figures in their fields. Both use digital technology to support them to be connected to the world. • Dawon and Lusi wanted to communicate with others. Dawon started to draw what he thought and felt from the age of three, and Lusi went into dance group at the age of 28 and learned how to dance. They share similar factors that led them to use art as a medium for communication and relationship-building. 	<p>Identifies some similarities between the two artists.</p>	<p>Identifies similarities between the two artists.</p>	<p>Provides a comprehensive answer that identifies similarities and is able to make links.</p>
(b)	<p><i>What lessons could Maia learn from the way the artists use art to communicate?</i></p> <ul style="list-style-type: none"> • Maia can learn that art is a powerful tool for self-expression and communication when verbal or traditional methods of interaction are challenging. Both artists turned their struggles into meaningful artistic endeavours. Their success highlights that art can break down communication barriers and connect people. • Dawon and Lusi use their work to reflect their heritage, integrating Korean, Māori, and Samoan influences into their art. Maia can learn the importance of embracing one’s cultural identity through art. • Maia can learn from their determination and resilience. Dawon stated that he did not have friends during school days and Lusi had many hateful comments, such as “she cannot dance as she is in a wheelchair”. Both artists faced societal doubts about their abilities but persevered, proving that passion and dedication can lead to success regardless of physical limitations or external judgments. 	<p>Identifies a way Maia could learn from the artists.</p>	<p>Clearly identifies ways Maia could learn from the artists.</p>	<p>Provides a comprehensive answer that clearly identifies ways Maia could learn from the artists and is able to make links.</p>