

## Assessment Schedule – 2025

### Korean: Demonstrate understanding of written Korean related to everyday contexts (91962)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves:</p> <ul style="list-style-type: none"> <li>identifying meaning of the relevant information, ideas, and opinions in the texts</li> <li>communicating an overall sense or intent of the text.</li> </ul>	<p><i>Demonstrating sound understanding</i> involves:</p> <ul style="list-style-type: none"> <li>selecting evidence of ideas, information, and opinions to establish meaning in the texts</li> <li>connecting specific elements in texts to support meaning or intent in the texts.</li> </ul>	<p><i>Demonstrating thorough understanding</i> involves:</p> <ul style="list-style-type: none"> <li>interpreting language to make meaning that is precise and fully constructed</li> <li>showing awareness of the speakers' choices of language and content that establish context and purpose.</li> </ul>

N1	N2	A3	A4	M5	M6	E7	E8
Shows minimal understanding of language or meaning.	Shows a little understanding of language or meaning.	Shows understanding of elements of text language and communicates some meaning or intent.	Shows understanding of elements of text language to communicate general meaning or intent.	Shows understanding by selecting and connecting relevant ideas and language to support responses.	Shows understanding by selecting and connecting relevant ideas and language to confirm responses.	Shows detailed and accurate understanding. Responds by interpreting language and content and justifying conclusions about texts.	Shows detailed and accurate understanding. Responds fully by interpreting language and content choices and justifying conclusions about texts.

**N0** = No response; no relevant evidence.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–8	9–14	15–20	21–24

#### Notes

- Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response and the grade. Errors of less impact should be disregarded.
- Quoting or direct translation *alone* are not sufficient evidence that the candidate understands the meaning of the text soundly or thoroughly.
- The overall grade for a question must be judged after considering how the text as a whole has been understood, and to what depth. Detail is important when it is relevant to the question asked.
- What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

## Sample Evidence

Question ONE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>What do Sejin and Manaia's profiles suggest about their personalities?</i></p> <ul style="list-style-type: none"> <li>• Sejin is a studious, quiet person.</li> <li>• She diligently studies English by listening and writing a lot.</li> <li>• Sejin is hard working and active. She studies hard to improve her English and runs every morning. On the weekend she goes hiking.</li> <li>• Sejin is driven, as shown by her diligent approach to studying English, even though she already speaks Korean and French. She appears to be more introverted, as she enjoys quiet sports such as running and hiking. However, when it comes to achieving her goals (improving her speaking), she takes the initiative to find an exchange partner who can speak English with her.</li> <li>• Manaia is friendly and interested in different cultures.</li> <li>• He likes outdoor activities and sports.</li> <li>• Manaia is open-minded and social. He has friends from many countries and enjoys learning about different cultures. He can also do Taekwondo.</li> <li>• He is active, enjoying outdoor activities like surfing, skiing, and snowboarding.</li> <li>• Manaia is sociable and culturally curious, as shown by his interest in learning about different cultures, watching Korean films, and doing Taekwondo. He is adventurous and energetic, as he loves spending all day at the beach in summer holidays and going to the mountains in winter.</li> </ul>	Identifies some personality traits.	Identifies and connects relevant information to describe Sejin and Manaia's personalities.	Interprets information to describe Sejin and Manaia's personalities and infers meaning.
(b)	<p><i>Based on their interests, how compatible are Sejin and Manaia as exchange partners? Explain your reasoning in support of your answer.</i></p> <ul style="list-style-type: none"> <li>• They are somewhat compatible because Sejin wants to practise English, and Manaia speaks English.</li> <li>• They have different hobbies but both like outdoor activities.</li> <li>• Sejin enjoys calm activities like running and hiking, whereas Manaia prefers high-energy sports like surfing and snowboarding. This could create some differences in their lifestyles and the topics they talk about.</li> <li>• Sejin and Manaia have a strong compatibility. Sejin wants to practise speaking English, and Manaia, as a native speaker, can support her. They both have an interest in Korean culture – Sejin as a native Korean and Manaia as someone who watches Korean films and does Taekwondo. Manaia, as a student who spends his winter in the mountains, might also be interested in learning about the many beautiful mountains in Korea. This shared interest could strengthen their friendship.</li> </ul>	Gives general description of shared interests.	Identifies relevant information about their compatibility.	Interprets information to provide a well-reasoned and thorough discussion on their compatibility.

Question TWO	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>What is the main purpose of Sejin's email?</i></p> <ul style="list-style-type: none"> <li>• Sejin is asking Manaia about New Zealand because she is travelling to New Zealand.</li> <li>• She is asking about New Zealand's weather.</li> <li>• She wants to know about New Zealand's culture and food.</li> <li>• The main purpose of this email exchange is for Sejin to learn about New Zealand before her trip in December.</li> <li>• Sejin asks about the weather so she will know what clothes to wear, as well as what cultural and nature-related experiences she can have.</li> </ul>	Identifies the main purpose, gives basic facts.	Identifies relevant information and explains the main purpose.	
(b)	<p><i>How helpful do you think Manaia's response was to Sejin's email? Use details from the text to support your answer.</i></p> <ul style="list-style-type: none"> <li>• Manaia's reply is helpful because it tells Sejin about the weather and suggests some activities.</li> <li>• Manaia mentions that December is warm but rainy.</li> <li>• He recommends wearing comfortable clothes and shoes.</li> <li>• Manaia's reply is helpful because it answers Sejin's questions about the weather. He explains that December is warm but often rainy and advises Sejin to wear comfortable clothes and shoes.</li> <li>• He suggests taking part in Māori culture, farm visits, and boat trips, giving Sejin a variety of experiences to consider.</li> <li>• Manaia's reply is very helpful because it gives Sejin practical advice about what to expect in New Zealand and offers a range of activity options. He answers Sejin's weather question by saying it is warm but often rainy, which helps Sejin prepare suitable clothing. He provides cultural recommendations, such as visiting a place to learn about Māori traditions, listen to traditional music, and try Māori food, which aligns with Sejin's interest in local culture. He also suggests outdoor activities like visiting a farm to see animals and picking fruit or taking a boat trip to see marine life, which match Sejin's interest in experiencing nature.</li> <li>• Manaia could have given more specific advice on clothing or alternative activities in case of bad weather, which would have made the response even more useful.</li> </ul>	Explains some ways in which Manaia's reply was helpful.	Explains ways in which Manaia's reply was helpful, linking relevant material.	Interprets ways in which Manaia's reply was helpful, linking material, and inferring meaning.

Question THREE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Explain how each of the recipients has influenced Manaia this year.</i></p> <ul style="list-style-type: none"> <li>• Manaia thanks his Korean teacher for making lessons enjoyable.</li> <li>• He appreciates his football coach's support in training.</li> <li>• He thanks his mother for her cooking.</li> <li>• Manaia expresses his enjoyment of learning Korean, particularly about its culture and history. He also apologises to his teacher for talking too much in class.</li> <li>• He thanks his football coach for training him and his team to become the top team and apologises for occasionally being late.</li> <li>• He appreciates his mother's cooking and all her support at his football games. He apologises for not cleaning his room and expresses his love for her.</li> <li>• Manaia expresses his enjoyment of learning Korean, particularly its cultural and historical aspects. He also acknowledges the engaging class activities, such as games, and the valuable experience of an international exchange. Additionally, he apologises for talking too much in class, demonstrating self-awareness and a desire to focus more on learning.</li> <li>• He expresses gratitude for the coach's dedication to training the team to first place. He acknowledges the challenge of early morning training sessions but values the opportunity to develop under the coach's guidance. He also apologises for occasionally being late and commits to improving his punctuality next year.</li> <li>• He deeply appreciates his mother's cooking and unwavering support at his football games. He recognises areas for self-improvement, such as not cleaning his room, and expresses his love for her. Additionally, he mentions his desire to learn to drive, reflecting his growing independence.</li> </ul>	Identifies basic facts about the Christmas cards.	Selects and connects relevant information.	Interprets the information to give a comprehensive answer.
(b)	<p><i>Based on what Mania wrote, what do you think his goals are for the next year?</i></p> <ul style="list-style-type: none"> <li>• He might want to continue improving in Korean.</li> <li>• He wants to work harder in football.</li> <li>• He wants to learn to drive.</li> <li>• Manaia might want to improve his Korean skills and be more focused in class, as he apologised for talking too much.</li> <li>• In football, he aims to train harder next year, as he acknowledged being late sometimes and promised to improve.</li> <li>• He plans to learn how to drive, showing a desire for more independence.</li> </ul>	Identifies basic details about goals.	Selects and connects relevant information about goals.	Interprets the information to give a comprehensive answer about goals.

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| <ul style="list-style-type: none"><li>• Manaia's goals for next year likely stem from the areas where he acknowledged room for improvement. Academically, he may aim to participate more effectively in class by reducing distractions while continuing to enjoy learning about Korean language and culture. In sports, he recognises the challenges of early training but is committed to improving his effort and punctuality. On a personal level, his interest in learning to drive suggests a step towards greater independence, while his apology for not cleaning his room might indicate a goal to be more responsible at home.</li></ul> |  |  |  |
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