

## Assessment Schedule – 2025

### Korean: Demonstrate understanding of spoken Korean related to everyday contexts (91963)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves: <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>	<i>Demonstrating sound understanding</i> involves: <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>	<i>Demonstrating thorough understanding</i> involves: <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>How does Niki describe her school?</i></p> <ul style="list-style-type: none"> <li>• Her school is small.</li> <li>• There are about 200 students and 20 teachers.</li> <li>• The teachers and students are kind.</li> <li>• There is a park and a lake next to the school.</li> <li>• She participates in various club activities.</li> <li>• In summer she plays tennis, and in winter she plays basketball.</li> <li>• It is a small school, with around 200 students and 20 teachers.</li> <li>• She describes it as pretty, and the students and teachers are kind.</li> <li>• She likes the school's location because there is a park and a lake next to it.</li> <li>• During lunch, she enjoys going to the park with her friends, especially when the weather is warm.</li> <li>• Niki describes her school as a small and pretty place, with about 200 students and 20 teachers. She participates in various club activities there.</li> <li>• She emphasises the friendly and welcoming atmosphere, mentioning that both students and teachers are kind.</li> <li>• She participates in various club activities, serving as captain of both the tennis and basketball teams. She teaches basketball to Year 9 pupils every Monday and Friday. This shows how she contributes to the school she enjoys.</li> <li>• The school location is another feature that she appreciates, as it is next to a park and a lake. This allows her to enjoy spending lunch breaks outdoors.</li> <li>• She mentions how much she enjoys eating lunch in the park with her friends when the weather is warm, showing that the school environment contributes to her positive experiences.</li> </ul>	Identifies some ideas with little elaboration.	Explains in some detail by selecting and connecting relevant information.	Provides a comprehensive answer.
(b)	<p><i>Which subject is Niki least likely to continue with next year, and why?</i></p> <ul style="list-style-type: none"> <li>• Science is boring.</li> <li>• It is difficult.</li> <li>• The Spanish teacher is scary.</li> <li>• There is too much homework in English.</li> <li>• Niki finds science lessons both boring and difficult, so she might not want to continue it next year.</li> </ul>	Identifies some ideas with little elaboration.	Explains in some detail by selecting and connecting relevant information.	Provides a comprehensive answer.

	<ul style="list-style-type: none"> <li>• She struggles with learning both Korean and Spanish at the same time. She says her Spanish teacher is a little scary, which might make Spanish a difficult subject for her.</li> <li>• She likes the English teacher, but she gets too much homework, so she might not want to take it next year.</li> <li>• Niki is least likely to continue science because she describes the lessons as both boring and difficult, suggesting that she does not enjoy the subject. Although she also finds learning both Spanish and Korean challenging, she values learning languages because she loves travelling, making it less likely that she will drop them. She mentions having too much English homework, but since she describes her teacher as fun, it is unlikely she will drop English. This makes science the most likely subject for her to discontinue.</li> </ul>			
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Question TWO	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Describe the school festival events that Niki is invited to take part in.</i></p> <p><i>First event:</i></p> <ul style="list-style-type: none"> <li>• The first event is a traditional cafe.</li> <li>• They sell tea and traditional snacks.</li> <li>• The first event is a traditional cafe where they will sell traditional tea and snacks.</li> <li>• As traditional snacks are expensive, they will make 500 pieces themselves before the festival.</li> <li>• They will also wear hanbok, and Niki will get to wear a red and blue one.</li> </ul> <p><i>Second event:</i></p> <ul style="list-style-type: none"> <li>• The second event is a K-pop performance</li> <li>• Niki will sing and dance with 30 friends.</li> <li>• The second event is a K-pop performance with 30 students. They will sing and dance to a famous K-pop song.</li> <li>• The song is easy and fun to learn.</li> </ul>	Identifies some details about the event(s).	Explains in some detail by connecting and selecting relevant information to describe both events clearly.	
(b)	<p><i>Based on the conversation, which event is likely to be more enjoyable for Niki? Explain your choice using evidence from the passage.</i></p> <ul style="list-style-type: none"> <li>• The traditional cafe event is likely to be more enjoyable because Niki likes traditional snacks.</li> <li>• She thinks making traditional snacks will be fun.</li> <li>• She would enjoy the K-pop performance because she likes K-pop.</li> <li>• The traditional cafe event is likely to be more enjoyable for Niki because she likes traditional snacks and enjoys learning how to make them.</li> </ul>	Identifies a few relevant ideas but with little elaboration.	Explains in some detail by connecting and selecting relevant information to explain the choice.	Interprets information and provides a thorough, well-reasoned discussion about the choice.

	<ul style="list-style-type: none"> <li>• She also looks forward to wearing hanbok, making this a meaningful experience for her.</li> <li>• The K-pop performance is a better choice because Niki enjoys K-pop and believes she can do well.</li> <li>• Even though she is nervous about performing, Minjae reassures her that they can stand in the back, which might make her feel more comfortable.</li> <li>• The traditional cafe event is a better activity for Niki because she has a strong interest in traditional snacks, especially because they are not sweet. She also thinks learning to make them will be fun. Additionally, she seems excited about wearing hanbok, describing it as a “special experience”. This suggests she would fully enjoy the cafe event.</li> <li>• The K-pop performance is also a better activity because Niki enjoys K-pop and believes she can do well. While she initially feels uncomfortable about performing in front of many people, Minjae reassures her that they can stand in the back. Since the song is easy and fun to learn, this may help her feel more confident about participating. Performing with 30 friends may also make the experience enjoyable rather than stressful.</li> </ul>			
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Question THREE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>How does Niki plan to organise her weekend activities?</i></p> <ul style="list-style-type: none"> <li>• Niki will study on Saturday</li> <li>• She has an exam on Monday.</li> <li>• She suggests meeting up with Minjae on Sunday.</li> <li>• She can hang out on Sunday.</li> <li>• Niki will study on Saturday to prepare for her Monday exam.</li> <li>• If she studies a lot on Saturday, she can hang out on Sunday. She suggests meeting Minjae on Sunday instead.</li> <li>• Niki prioritises studying on Saturday because she has an exam on Monday. She believes that if she studies a lot on Saturday, she can take a break on Sunday. To balance both study and social time, she suggests meeting Minjae on Sunday, so she can enjoy the weekend while still being responsible with her schoolwork.</li> </ul>	Identifies some details about her plan.	Explains in some detail by selecting and connecting relevant information to describe her plan.	

(b)	<p><i>What specific plan do Minjae and Niki agree on?</i></p> <ul style="list-style-type: none"> <li>• They will meet on Sunday at 3:30p.m.</li> <li>• They will meet on Sunday after Minjae’s church.</li> <li>• They will go to the mall for shopping.</li> <li>• They agree to meet on Sunday at 3:30p.m. after Minjae’s church. They decide to go shopping at the mall, where Minjae knows a good clothing store.</li> <li>• Niki wants to buy cool clothes in Korea, and Minjae suggests a good clothing store inside the mall.</li> <li>• They also agree to have dinner together, but since Niki cannot eat spicy food, they decide to find a non-spicy restaurant near the mall.</li> </ul>	Identifies the agreed plan(s) with little elaboration.	Explains in some detail by selecting and connecting relevant information to identify the specific plan.	Interprets information and provide clear explanation of the agreed plan with supporting details.
(c)	<p><i>How do you think Minjae feels about their final plan? Support your answer with information from the passage.</i></p> <ul style="list-style-type: none"> <li>• Minjae is okay with the plan because they will meet on Sunday at 3:30p.m.</li> <li>• He suggests a clothing store, so he seems happy to help Niki with shopping.</li> <li>• Minjae seems happy with the plan. Although he doesn’t usually go shopping, he still suggests a good clothing store for Niki, showing that he wants to help her.</li> <li>• He also agrees to find a non-spicy restaurant, which shows he is considerate of Niki’s preference.</li> <li>• Minjae appears to be a supportive and flexible friend. Although he does not shop often, he suggests a good clothing store for Niki, showing that he wants to make the experience enjoyable for her. While he initially recommends a restaurant with spicy food, he quickly adjusts the plan when Niki says she cannot eat spicy food. This shows his willingness to compromise and that he is comfortable with their final plan.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Minjae might not be very happy because he doesn’t like shopping.</li> <li>• He originally suggested a spicy restaurant, but they had to change the plan because Niki can’t eat spicy food.</li> <li>• Minjae might not be completely happy with the plan because it is not what he originally suggested. He admits that he does not shop often, so spending time at the mall may not be something he enjoys. Additionally, he was looking forward to eating at a restaurant with spicy food, which he described as “really delicious”. However, since Niki cannot eat spicy food, they must find an alternative. While he is flexible and willing to compromise, he might feel slightly disappointed that the plan does not fully match his preferences.</li> </ul>	Identifies a few relevant ideas, but with little elaboration.	Explains in some detail by selecting and connecting relevant information to explain how Minjae might feel.	Interprets information and provides a thorough, well-thought discussion about how Minjae might feel, considering different factors.