

Assessment Schedule – 2018

Japanese: Demonstrate understanding of a variety of spoken Japanese texts on familiar matters (91133)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding involves making meaning of the relevant information, ideas, and opinions from the texts.</i>	<i>Demonstrating clear understanding involves selecting relevant information, ideas, and opinions from the texts and communicating them unambiguously.</i>	<i>Demonstrating thorough understanding involves expanding on relevant information, ideas, and opinions from the texts with supporting detail.</i>

Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates limited or no understanding of the spoken texts.		<i>Demonstrates understanding and makes meaning of the relevant information, ideas, and opinions from the spoken texts.</i>		<i>Demonstrates clear understanding by selecting relevant information, ideas, and opinions from the spoken texts and communicating them unambiguously.</i>		<i>Demonstrates thorough understanding of the implied meanings or conclusions within the spoken texts.</i>	
Some information is correct. The candidate has not shown understanding of the general meaning (gist) of the spoken texts. The response is logically inconsistent , indicating misunderstanding.		Information is largely correct. The candidate has shown understanding of the general meaning of the spoken texts. The response is consistent .		Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.		Relevant information, ideas, and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the spoken texts.	
N1 Shows very little understanding and does not convey the general meaning of the spoken texts.	N2 Shows little understanding and does not convey the general meaning of the spoken texts.	A3 Demonstrates some understanding of the spoken texts, and conveys some of the general meaning.	A4 Demonstrates understanding of the spoken texts and conveys the general meaning.	M5 Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting relevant information, ideas, and opinions from the spoken texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and opinions from the spoken texts.	E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the spoken texts, which justifies conclusions.	E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the spoken texts, which fully justifies conclusions.
N0 No response; no relevant evidence.							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what Michael Leitch thinks about rugby practice in Japan.</i>	<ul style="list-style-type: none"> • He went to Hokkaido as an exchange student when he was 15. • Practice was long and strict. • They ran in the snow in winter. 	<ul style="list-style-type: none"> • Practice was always long and strict. • He was surprised that they ran in the snow in winter. • If methods like that are used in New Zealand, the players would probably / maybe quit. 	<ul style="list-style-type: none"> • When he went to Hokkaido as an exchange student when he was 15, he wasn't very good at rugby, and by practising Japanese-style he gradually improved / became good at it.
<i>(b) Possible evidence showing understanding of what Michael Leitch thinks is the most important aspect of the game in Japan.</i>	<ul style="list-style-type: none"> • Teamwork is the most important. • Everybody practises diligently / every day. • If they do that they can probably win. 	<ul style="list-style-type: none"> • In order to win, everyone continues to practise every day so they can become a good, strong team. 	<ul style="list-style-type: none"> • Everybody works together to make the team good and strong. • And this helps you to win.
<i>(c) Possible evidence showing what Michael Leitch thinks about his role, and how he is dealing with it.</i>	<ul style="list-style-type: none"> • He is from New Zealand, but he is the captain of the Japanese rugby team. • He thinks it is a bit strange. • Is preparing for the 2019 World Cup. 	<ul style="list-style-type: none"> • Being strong, because when it's tough (and / or) when everyone is tired, if the captain isn't strong then that's no good / useless. • He intends to continue to try hard for the sake of Japan. • He thought about the team and worked as captain. 	<ul style="list-style-type: none"> • He is loyal and committed to his team.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what Daiki's host sister learned about the Kawaii Monster Café.</i>	<ul style="list-style-type: none"> • It is in Harajuku. • It is popular. • It is a strange, unusual, funny café. • The food and drink are interesting / delicious. • Daiki went there on a school trip. • Costs 500 yen to get in. • It is more expensive than other cafés. • Rice is green, hamburgers are blue, and salad is pink. 	<ul style="list-style-type: none"> • It is popular – sometimes you have to queue for an hour before you can get in. • The food and drink are brightly coloured e.g. rice is green, hamburgers are blue, and salad is pink. • When you look at the photos in the menu you don't think that it is edible, but when you eat, it is delicious. 	<ul style="list-style-type: none"> • You have to pay 500 yen entrance fee, and then for food and drink. • The inside of the café, and the food and drink, are brightly coloured e.g. rice is green, hamburgers are blue, and salad is pink.
<i>(b) Possible evidence showing understanding of what happened to Daiki, and why, when he went to the café.</i>	<ul style="list-style-type: none"> • He ordered an ice cream. • He was very embarrassed. • There are many people in Harajuku who wear strange and interesting clothes. • He thought she was a monster girl. 	<ul style="list-style-type: none"> • The waitresses in the Kawaii Monster Café are called 'monster girls', and wear strange clothes but are very cute. • He ordered an ice cream from a guest. 	<ul style="list-style-type: none"> • In Harajuku lots of people wear interesting and strange clothes, and the monster girl waitresses in the café are cute but wear strange clothes as well. So in the café, Daiki mistook a guest / customer for a waitress because she was wearing strange clothes similar to what the waitresses wear.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the importance of exams in Japan.</i>	<ul style="list-style-type: none"> Entrance exams are between January and March. There are entrance exams to get into high school and university. Exams are very important, because if you don't get good marks you can't pass the exams. 	<ul style="list-style-type: none"> Year 3 junior high school students have entrance exams to get into high school and there are also entrance exams for university. We don't have the same system of entrance exams. Because the exams are so important, as well as studying at school before the exams, students sometimes study more at cram school after school. 	<ul style="list-style-type: none"> Exams are very important, because if you don't get good marks you can't pass the exams, and Year 3 junior high school students can't enter senior high school and high school students can't enter university / go to the school or university they want to.
<i>(b) Possible evidence showing understanding of exam preparation in New Zealand.</i>	<ul style="list-style-type: none"> Important exams are at the end of term four and students become really busy. Students try doing questions from past exam papers. Students revise things that they have studied. 	<ul style="list-style-type: none"> Parents often tell students that they are not allowed to muck around. 	<ul style="list-style-type: none"> Parents often tell students that they are not allowed to muck around, so they have less free time and more time to study.
<i>(c) Possible evidence showing understanding of what the friends have in common regarding exams.</i>	<ul style="list-style-type: none"> The Japanese exam and the English exam are both the hardest. They read books. They write essays. 	<ul style="list-style-type: none"> The Japanese exam in Japan and the English exam in New Zealand are both the hardest for them. The books the students read are difficult. They are not good at writing essays. They write essays in the exam about the books they have read. 	<ul style="list-style-type: none"> Both countries' national language exams are the hardest for them.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 18	19 – 24