

Assessment Schedule – 2022

Japanese: Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance (90896)

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 – 6	7 – 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 above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the information in the text.</i>			
<i>Who they travel with:</i>			
Ryosuke	<ul style="list-style-type: none"> • Younger sister. • Friends. 	<ul style="list-style-type: none"> • With annoying younger sister who is six years old. 	
Yukiko	<ul style="list-style-type: none"> • With friend Eri. 		
Reina	<ul style="list-style-type: none"> • Travels alone. 	<ul style="list-style-type: none"> • Travels alone, but the trains are always crowded so lots of people around. 	
<i>What they do while travelling:</i>			
Ryosuke	<ul style="list-style-type: none"> • Talks and plays with friends on the way. • Wears a yellow hat. • Carries a bag. • Fun. 	<ul style="list-style-type: none"> • Wears a yellow hat and carries a heavy bag. • Not fast, but they walk, talk, and play on the way to school and it is fun / enjoyable. 	
Yukiko	<ul style="list-style-type: none"> • Ride through the forest. 	<ul style="list-style-type: none"> • A bit long – ride through forest, but more convenient than the bus or train. 	
Reina	<ul style="list-style-type: none"> • Reads. • Listens to music. • Does homework. • Sleeps. 	<ul style="list-style-type: none"> • Has exams this year, so sometimes does homework, or reads, or listens to music on the train. • Because she gets up early, sometimes she sleeps. 	

<i>(b) Possible evidence showing understanding of the positive and negative points about each form of transport.</i>			
Walking	<ul style="list-style-type: none"> • Fun with friends. • Awful when it rains. 	<ul style="list-style-type: none"> • It is slow but enjoyable, as with friends. 	<ul style="list-style-type: none"> • It is slow but enjoyable, as with friends and can play and talk, but when it rains it is awful.
Cycling	<ul style="list-style-type: none"> • Convenient. 	<ul style="list-style-type: none"> • Better and more convenient than train or bus, but a little far. • Sometimes snowy. 	<ul style="list-style-type: none"> • Goes with a friend on a road through the forest, so it is more convenient than the bus or train, but in winter when it snows it is awful.
Catching the train	<ul style="list-style-type: none"> • Takes a long time. • Two trains. • Has to get up early. 	<ul style="list-style-type: none"> • Always gets up early to get two trains to school, so always tired. • Can use time on the train to catch up on homework or sleep. 	<ul style="list-style-type: none"> • Because she spends so much time on the train, she can use it to do things like homework and reading, but also to catch up on sleep because she gets up so early. The weather isn't a problem.
<i>(c) Possible evidence showing understanding of which of the three students has the best experience travelling to school.</i>	<p><i>Example of a possible Excellence answer</i></p> <p>Overall, Ryosuke has the most fun and therefore the best experience. Although he is carrying a heavy bag, he has fun chatting with friends and playing. While Reina could also play during her time on the train, she doesn't because she is pressured by being at high school and having exams. Yukiko travels by bike, so she must focus to avoid being injured. Yukiko can enjoy beautiful scenery, but during winter when it snows the cold bothers her. It doesn't bother Ryosuke because he is younger and more carefree, and it doesn't bother Reina because she is not exposed to it. However, it is crowded in the trains that Reina takes, so it is still unpleasant.</p>		

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the activities.</i>			
<i>Where:</i>			
Kimono	<ul style="list-style-type: none"> • Library. 		
Kendo	<ul style="list-style-type: none"> • Gym. 		
Obento	<ul style="list-style-type: none"> • Japanese classroom. 		
<i>Information about the activity:</i>			
Kimono	<ul style="list-style-type: none"> • Cute. • Can take photos. • Can eat sweets. • Can drink tea. • \$4. 	<ul style="list-style-type: none"> • Can look at cute kimonos and take photos. • Can have tea and sweets with friends for \$4. 	
Kendo	<ul style="list-style-type: none"> • Wear a mask. • Get warm. • Fun sport. 	<ul style="list-style-type: none"> • Wear a mask, so you will get quite warm. • Fun sport, but takes one and a half hours. 	
Obento	<ul style="list-style-type: none"> • Put in chicken, rice, salad, eggs, etc. • Eat with chopsticks. 	<ul style="list-style-type: none"> • Arrange rice, salad, eggs, chicken beautifully – prize for best one. • Great activity if you are feeling hungry. 	

(b) Possible evidence showing understanding of which activity each student is likely to select.

Hiroshi	Choice between kendo or obento <ul style="list-style-type: none"> • Hungry. • Likes sports. • Mum makes his lunch in Japan. 	Kendo – because he likes sports, although not kendo so much. He is not good at making food. Obento – because he wants to eat but he is bad at cooking. However, he also doesn't like kendo much, although he likes sports.	Obento – in Japan his mum makes his obento every day, but he is bad at cooking, so it's a chance to learn how to make one. Also he is hungry. He also thinks about kendo, but even though he likes sports, he really doesn't much like kendo, and it is for an hour and a half.
Mele	Choice between kendo or kimono <ul style="list-style-type: none"> • Hasn't seen kimono before. • Wants good photos for Instagram. • Wear a mask. • Eat sweets and drink green tea. • Take photos. 	Kendo – likes sports, but can't see your face because of the mask. Kimono – hasn't seen them before and would like to eat sweets and drink tea.	She is likely to choose kendo, as she likes sports. She would like photos for Instagram, but kendo is a problem as you wear a mask and can't see your face. She also thinks about the kimono and would like to try the tea and sweets. She hasn't seen kimono before, and you can take photos, which would also be good for Instagram AND you could see her face.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the main differences in Carl's daily routine when he goes to Japan.</i></p>	<ul style="list-style-type: none"> • Get up earlier in Japan. • Go to school by car. • No morning tea break. • Get home much later in Japan. • Does his homework straight after school in New Zealand. • Go to bed much later. 	<ul style="list-style-type: none"> • Favourite breakfast is toast and jam, but in Japan breakfast is fish and rice and soup. • In New Zealand goes to school by car, but in Japan will go by train. • In New Zealand has morning tea, but in Japan there is no morning tea break. • Does homework before dinner in New Zealand, but in Japan will have to do it much later after dinner. 	<ul style="list-style-type: none"> • Daisuke has a much longer day – he gets up at 5:30 a.m. and goes to bed after midnight. Carl will have to do a whole lot more time at school in Japan, because there is basketball after school until 6 p.m. every day. He likes basketball, but he just plays at morning tea and lunch in New Zealand. • There is no morning tea break, and you are not allowed to eat between lessons in the morning, so he will be really hungry by lunchtime. • He usually has dinner with his family, but in Japan he will have dinner with Daisuke later, when they get home from school. • He is used to having a shower in the morning, but he won't have time as they have to get up so early and take the train, and they have a bath at night instead in Japan.
<p><i>(b) Possible evidence showing understanding of what Carl might gain from this experience.</i></p>	<ul style="list-style-type: none"> • He will learn to get up earlier. • He will do more sport. • He will be more independent. 	<ul style="list-style-type: none"> • He will have to get up earlier, because he will have to go to school on the train. • He will learn to do school cleaning, as it is not something he has to do in New Zealand. • He will have to do his homework later, as he will get home a lot later. 	<ul style="list-style-type: none"> • Time management, eating differently etc. Carl has an easier life in New Zealand, as he goes to school by car, and gets home a lot earlier. In Japan, he will have to be much more independent and use public transport, so he will have to allow more time. He will need to get used to different food for his breakfast, and he will also have to get used to not having morning tea. He will probably get fitter, as he will be playing basketball for hours every day, instead of just walking the dog.