

Assessment Schedule – 2021

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 Keiko and Jane's initial plans.</i>	<ul style="list-style-type: none"> Meet at Harajuku station. 2 o'clock. 	<ul style="list-style-type: none"> No school this afternoon / holiday / time off, so go to Harajuku for the afternoon. Meet at Harajuku station at 2 o'clock. 	
<i>(b) Possible evidence showing understanding of how things do not go as planned.</i>	<ul style="list-style-type: none"> Keiko goes to a book shop. Jane can't find the book shop. Keiko goes to a crepe shop. Jane goes to a different crepe shop. 	<ul style="list-style-type: none"> Keiko goes to wait at a book shop because she is early. Jane tries to find the book shop, but there are three of them near the station. Keiko then goes to a crepe shop. Jane goes to a different crepe shop and can't find Keiko there. 	<ul style="list-style-type: none"> Keiko gets to Harajuku early, and rather than waiting at the station as planned, goes to a book shop to wait, and texts Jane her location. When Jane arrives, she cannot find the book shop, as there are three near the station. Keiko gives another place to meet – a crepe shop – but there is more than one and Jane goes to the wrong one.
<i>(c) Possible evidence showing understanding of what Keiko and Jane could have done to ensure their day was more successful.</i>	<p>Keiko:</p> <ul style="list-style-type: none"> wait at the station say what she is wearing earlier go back to meet Jane at the station when she arrives. <p>Jane:</p> <ul style="list-style-type: none"> ask Keiko to come back to the station to find her. 	<p>Keiko:</p> <ul style="list-style-type: none"> go back to the station as soon as she hears from Jane not go to a new place instead send a picture of the crepe shop before she orders something to eat, so they go to the same place. 	<p>Keiko:</p> <ul style="list-style-type: none"> instead of going off and doing two different things, Keiko should have gone back to the station when Jane arrived. Alternatively, she could have waited at the book shop so Jane could see her, and told her what she was wearing to make it easier for Jane to find her. Not go to the crepe shop, as that made it even more complicated.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why Leiani is buying a bag.</i>	<ul style="list-style-type: none"> • A present for her sister. • Her sister likes Japanese things. 	<ul style="list-style-type: none"> • Her sister's birthday is next week, she likes Japanese things, and her bag is old. 	
<i>(b) Possible evidence showing understanding of what she finds out about each bag.</i>	<p>Randoseru:</p> <ul style="list-style-type: none"> • primary school bag • small • expensive. <p>Black cat bag:</p> <ul style="list-style-type: none"> • has kanji for 'cat' on it • small • cheap • sister likes cats. <p>Pink bag:</p> <ul style="list-style-type: none"> • cherry blossom – spring design • spacious, can fit lots in. 	<p>Randoseru:</p> <ul style="list-style-type: none"> • randoseru – only used by primary school students, so no good for an older sister, but cute • at 33,000 yen, it is very expensive. <p>Black cat bag:</p> <ul style="list-style-type: none"> • has kanji for 'Tokyo' and 'cat' on it, but it is a bit small for all the things you need for school. <p>Pink bag:</p> <ul style="list-style-type: none"> • large, can fit in P.E. gear, e.g. towel, on P.E. days at school. 	<p>Randoseru:</p> <ul style="list-style-type: none"> • The randoseru is a bit small, but red and cute, and the older sister likes red and Japanese things. However, in Japan it is only for primary school students – junior and senior high students would never use it. It is also really expensive – 33,000 yen – so too much to spend on a birthday gift. <p>Black cat bag:</p> <ul style="list-style-type: none"> • Her sister likes cats, as their family cat sleeps on her bed, and it has the kanji for 'cat' on it. She likes Japanese things, so this would be good, and it is cheap, but a little small. <p>Pink bag:</p> <ul style="list-style-type: none"> • Lots of space to fit big things, like towels, etc at swimming time and on sports days.
<i>(c) Possible evidence showing understanding of which bag Leiani is likely to buy, and why she would choose this option instead of the others.</i>	<ul style="list-style-type: none"> • Either the cat bag or the pink bag – with simple reason: <ul style="list-style-type: none"> - not expensive - big / small / convenient - Japanese things, which sister likes. 	<ul style="list-style-type: none"> • Either the cat bag or the pink bag – with some connected reasons and comparison: <ul style="list-style-type: none"> - not expensive like the randoseru, cute Japanese design, and sister likes Japanese things - pink bag has space, unlike the cat bag, so you can fit in lots of things – lunchbox, books, and towels etc. on sports days. 	<ul style="list-style-type: none"> • Either the cat bag or the pink bag – with extended reasons and an explanation of why not the other bags: <ul style="list-style-type: none"> - The cat bag, because the older sister likes Japanese things and cats, and this has the kanji and the cat on it. The randoseru is too expensive, and while the cherry blossom bag is also good, it is maybe more of a sports bag, as you could carry towels, P.E. gear etc, but the cat bag would be OK for normal school days.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the first three situations in which Julia hears the word “mottainai”.	<ul style="list-style-type: none"> Japanese breakfast is bigger than New Zealand breakfast. New Zealand: cereal or toast. Japan: rice, fish, salad, egg, nori, etc. 	<ul style="list-style-type: none"> Japanese breakfast is bigger than New Zealand breakfast and she finds it hard to eat it all. Compared to just cereal or toast in New Zealand, Japanese breakfast is rice, fish, salad, egg, nori, etc. 	
	<ul style="list-style-type: none"> Practising kanji on paper. Made an origami dog with the paper. 	<ul style="list-style-type: none"> She practised kanji on some paper and went to throw it away. Then she made it into an origami dog, instead. 	
	<ul style="list-style-type: none"> Favourite green sweater. Too small. Gave to her sister. Wears every day. 	<ul style="list-style-type: none"> She loves her favourite green sweater, but she has grown taller and it is too small. 	
(b) Possible evidence showing understanding of what “mottainai” means.	<ul style="list-style-type: none"> Don't waste. Use things again. Recycle. 	<ul style="list-style-type: none"> ‘Waste not want not’. Reuse things rather than throwing them away. 	
(c) Possible evidence showing understanding of how Julia showed she understood the meaning of “mottainai”.	<ul style="list-style-type: none"> She eats all her breakfast. She reuses the paper to make origami. She gives her favourite sweater to her sister. She gets some stationery from her Japanese teacher. 	<ul style="list-style-type: none"> When people say “mottainai” to her, she does something different – e.g., finishes her breakfast rather than leaving it. She uses “mottainai” herself at the end, when her teacher wants to get rid of some things. 	<ul style="list-style-type: none"> Each time she hears “mottainai” she behaves differently to how she intended – e.g., she finishes her breakfast, she reuses the paper to make origami, she gives away her sweater rather than throwing it out. She is able to use the word “mottainai” herself in the appropriate situation to her teacher when he wants to get rid of some stationery – she finds a new use for it – so after hearing it three times she can now use it herself.