

Assessment Schedule – 2018

Japanese: Demonstrate understanding of a variety of written and/or visual Japanese text(s) on familiar matters (91136)

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 texts. Some information is correct. The candidate has not understood the general meaning (gist) of the texts. The response is logically inconsistent , indicating misunderstanding.		<i>Demonstrates understanding</i> and is able to make meaning of the relevant information, ideas, and opinions from the texts. Information is largely correct. The candidate has understood the general meaning of the texts. The response is consistent .		<i>Demonstrates clear understanding</i> by selecting relevant information, ideas, and opinions from the texts and communicating them unambiguously . Information correctly includes relevant detail from the texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.		<i>Demonstrates thorough understanding</i> of the implied meanings or conclusions within the texts. 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 texts.	
N1 Shows very little understanding and does not convey the general meaning of the texts.	N2 Shows little understanding and does not convey the general meaning of the texts.	A3 Demonstrates some understanding of the texts, and conveys some of the general meaning.	A4 Demonstrates understanding of the 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 texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and opinions from the texts.	E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the texts, which justifies conclusions.	E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the 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 Daiki is looking forward to in 2019, and why.</i>	<ul style="list-style-type: none"> • The Rugby World Cup is being held in Japan. • One team will stay in his town. 	<ul style="list-style-type: none"> • One team will stay in his town, because the matches are in the neighbouring / next town. • Daiki is a dedicated fan since the 2011 World Cup. 	
<i>(b) Possible evidence showing understanding of why Daiki became keen on rugby.</i>	<ul style="list-style-type: none"> • Because of the 2011 Rugby World Cup (that was held in New Zealand). • The Japanese team tried hard. • A Japanese player / Tanaka joined a New Zealand team. 	<ul style="list-style-type: none"> • Although Japan lost almost all / most of its matches, they tried hard. • He thinks that it is important to try hard, and this is also important for studying. • He cheered on the team in 2011. • He is always cheering them. • He believes that they will probably / maybe / might win in the 2019 Rugby World Cup. • A Japanese player called Tanaka joined a New Zealand team after the 2011 World Cup. • Daiki started playing rugby because he wanted to be like Tanaka and play rugby in New Zealand. 	<ul style="list-style-type: none"> • The values reflected in the Japanese rugby team – continuing to try really hard despite losing – are important things. • This applies to studying. You shouldn't give up, even if you get bad results. <i>(Not required as not in the text, but taken into account if used.)</i> • Daiki shows these values by continuing to support the Japanese rugby team. Even though they were unsuccessful at the Rugby World Cup in 2011, they continue to train hard.
<i>(c) Possible evidence showing understanding of why Daiki decided to come to New Zealand.</i>	<ul style="list-style-type: none"> • To become good at rugby. • Rugby isn't as popular in Japan as soccer and baseball <i>(statement with no reason attached to it)</i>. • To improve his English. 	<ul style="list-style-type: none"> • Because rugby isn't as popular in Japan as soccer and baseball, (so) there are not many clubs. • To become an exchange student for a year at a high school in New Zealand, as it also gives him an opportunity to improve his English. • To improve his English, so he can help with various things at the 2019 Rugby World Cup in Japan and talk to the foreign players. 	

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what a lavalava is, and why it is worn at Daiki's school.</i>	<ul style="list-style-type: none"> Looks like a skirt. Clothing traditionally worn by Samoan and Tongan men. Lots of Samoan and Tongan people at his school. Lavalava is allowed at school. 	<ul style="list-style-type: none"> Part of the school uniform of Daiki's school. Anyone can wear it. Popular and / or cool (<i>temperature</i>) to wear in summer. Various cultures at the school. 	<ul style="list-style-type: none"> There are many Samoan and Tongan students at his school; the lavalava is an expression of their culture. The school is responding to its students' culture. Provides an alternative to the regular school uniform.
<i>(b) Possible evidence showing understanding of Mika's reaction, and what we learn about Daiki.</i>	<ul style="list-style-type: none"> She thinks he looks nice. Mika says, "but what are you wearing?" 	<ul style="list-style-type: none"> Mika is shocked / surprised to see Daiki in a lavalava – she repeats her question. Daiki is brave to overcome worries about wearing a "skirt". He reassures Mika that it is cool (<i>temperature</i>). 	<ul style="list-style-type: none"> Mika is shocked / surprised to see Daiki defying norms (<i>explain</i>) by wearing a lavalava. Daiki accepts / supports other cultures. Daiki is confident about wearing the lavalava. Daiki uses his research to explain to Mika.
<i>(c) Possible evidence showing understanding of who Sione is, and how he influences Daiki.</i>	<ul style="list-style-type: none"> Samoan student. Goes to Daiki's school. Shared a dorm room with Daiki, when Daiki came to New Zealand. 	<ul style="list-style-type: none"> Said that lavalava was cooler (<i>temperature</i>) than the regular school uniform in summer. Lent Daiki a lavalava one really hot February OR Daiki borrowed a lavalava from Sione one really hot February. Persuaded Daiki to wear lavalava, even though Daiki felt embarrassed initially. Reassured Daiki that nobody would laugh at him. 	<p><i>A potential Excellence point is to focus on Sione and his positive / inclusive / encouraging / patient attitude towards helping Daiki to learn and experience another culture.</i></p>
<i>(d) Possible evidence showing understanding of where Daiki is staying now, and why.</i>	<ul style="list-style-type: none"> Not staying in the dorm. Homestaying at his friend Dan's house, from last week. 	<ul style="list-style-type: none"> Now Dan's older brother has started living at a house near university. There was now room available for Daiki to stay at Dan's place. 	

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what Daiki's mother has requested for the trip.</i>	<ul style="list-style-type: none"> • Go for a walk in nature. • Shopping. • Stay somewhere nice / stay at a nice place. • Do one special thing. • That she doesn't speak English. 	<ul style="list-style-type: none"> • A holiday where Japanese is used, because she doesn't understand English. • A holiday that doesn't require her to use much English because she said she doesn't understand English. • To not forget that she doesn't understand English. 	
<i>(b) Possible evidence showing understanding of how the tour Daiki has chosen meets his mother's requirements.</i>	<p>(i) Going for a walk in nature</p> <ul style="list-style-type: none"> • Enjoy nature from the bus. • Hotel is surrounded by nature. • There is lots of nature. <p>(ii) Shopping</p> <ul style="list-style-type: none"> • There are nice / lovely shops in Queenstown. • There is a market on Saturdays. • The market sells things made by the local people. • The market is good for buying souvenirs. <p>(iii) Stay somewhere good</p> <ul style="list-style-type: none"> • The hotel is next to a pretty river. • The hotel is surrounded by nature. • You can hear the call of kiwis. 	<ul style="list-style-type: none"> • She can enjoy nature on the bus, as she goes through the national park (on the way to Milford Sound). • The tour does not mention being able to go for a walk in nature, so this tour does not meet this requirement. • During the free time on the morning of the first day, she can go shopping at the (nice / lovely) shops in Queenstown. • There is a market on Saturdays when it is fine. • As the market sells things made by the local people, it is good for buying souvenirs. • The hotel is surrounded by nothing but mountains, river, and lake. • As the hotel is surrounded by nature, you can sometimes hear the call of kiwis in the evening / at night. 	<ul style="list-style-type: none"> • Although his mother will not be able to go for a walk in nature, she will be surrounded by the river, mountain, and lake during the tour <p>OR</p> <ul style="list-style-type: none"> • As the hotel is surrounded by nature, she will be able to go for a walk in nature while she is staying at the hotel. • If she is there on a Saturday, and it is a fine day, then she can go shopping at the market where they sell things made by the local people. • She can buy souvenirs, which is an important part of Japanese culture.

	<p>(iv) Do one special thing</p> <ul style="list-style-type: none"> • Go cruising. • Catch fish / go fishing. • Hear kiwis at night (<i>if not mentioned prior</i>). • You can eat delicious New Zealand cuisine for dinner. <p>(v) Doesn't understand English</p> <ul style="list-style-type: none"> • The brochure is in Japanese. 	<ul style="list-style-type: none"> • The fish that you caught becomes your lunch. • This is more popular than other cruising. <ul style="list-style-type: none"> • Waitress can explain the meal in Japanese, Chinese, and English. 	<ul style="list-style-type: none"> • On a tour you usually have a packed lunch, but on this cruise you go fishing, and the fish that you catch becomes your lunch, and this is what makes it special. (<i>Comparing lunch on a normal tour to lunch on this boat, in order to justify why it is special.</i>) • Unique experience of hearing kiwis call at night, which is only possible in New Zealand and is therefore special. • The tour caters for Japanese-speaking tourists, as evidenced by the waitress in the hotel being able to explain the evening meal in Japanese as well as English and Chinese, and the brochure itself is in Japanese. This is important for the mother because of her limited English.
--	---	---	--

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