

## Assessment Schedule – 2015

### Japanese: Demonstrate understanding of a variety of extended written and/or visual Japanese texts (91556)

#### Assessment Criteria

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

#### Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates <b>limited</b> or <b>no understanding</b> of the texts.		<i>Demonstrates understanding and is able to <b>make meaning of information and varied perspectives</b> of the texts.</i>		<i>Demonstrates clear understanding by selecting <b>relevant information, ideas and opinions, and varied perspectives</b> from the texts and communicating them <b>unambiguously</b>.</i>		<i>Demonstrates thorough understanding of the <b>implied meanings or conclusions</b> of the texts.</i>	
Some information is correct. The candidate has not understood the <b>general meaning</b> (gist) of the texts. The response is logically <b>inconsistent</b> , indicating misunderstanding.		Information is largely correct. The candidate has understood the general meaning of the texts. The response is <b>consistent</b> .		Information includes relevant detail from the texts. The candidate <b>communicates implied meanings</b> without fully understanding every nuance.		Relevant information, ideas and opinions, with supporting detail, are selected and expanded on. The response shows understanding of <b>nuance and meanings not obviously stated</b> in the texts.	
<b>N1</b> Shows <b>very little understanding</b> and does not convey the general meaning of the texts.	<b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the texts.	<b>A3</b> Demonstrates <b>some understanding</b> of the texts, and conveys <b>some</b> of the general meaning.	<b>A4</b> <b>Demonstrates understanding</b> of the texts and conveys the general meaning.	<b>M5</b> Demonstrates <b>clear understanding</b> and unambiguously <b>conveys some</b> of the meaning by selecting relevant information and varied perspectives from the texts.	<b>M6</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates most</b> of the meaning by selecting relevant information and varied perspectives from the texts.	<b>E7</b> Demonstrates <b>thorough understanding</b> and <b>communicates some</b> of the implied meanings by providing <b>some</b> supporting detail from the texts which justifies conclusions.	<b>E8</b> Demonstrates <b>thorough understanding</b> and <b>communicates most</b> of the implied meanings by providing supporting detail from the texts which fully justifies conclusions.
<b>N0</b> No response; no relevant evidence							

Question ONE:	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of what you do at the event.	<ul style="list-style-type: none"> <li>At the event you eat sweets while you drink tea.</li> </ul>		
(b) Possible evidence showing understanding of what Anna can learn about Japanese culture.			
(i) About kanji.		<ul style="list-style-type: none"> <li>The kanji for the word 'tea ceremony' is made up of the kanji for 'way' or 'road' and 'tea.'</li> </ul>	<ul style="list-style-type: none"> <li>When the kanji for 'road' is combined with the kanji for 'tea' the meaning becomes 'a special way of doing something'.</li> </ul>
(ii) About tea ceremony.		<ul style="list-style-type: none"> <li>Everyone studies the rules from long ago diligently.</li> <li>Came from Buddhism and often performed at temples, but also in Shinto shrines and other places.</li> </ul>	
(iii) About clothes.	<ul style="list-style-type: none"> <li>Don't have to wear kimono to tea ceremony.</li> <li>Students can wear school uniform.</li> <li>Uniform is very convenient.</li> </ul>		<ul style="list-style-type: none"> <li>Students can wear school uniform, like they can for weddings and funerals.</li> </ul>
(c) Possible evidence showing understanding of arrangements to get to the event.	<ul style="list-style-type: none"> <li>Catch train from Tokyo station, have to change trains so it can take a bit of time – about 50 minutes and costs ¥600.</li> <li>They will meet at the entrance to the subway / basement at Tokyo station and go together.</li> <li>If Ana gets lost she will call.</li> </ul>	<ul style="list-style-type: none"> <li>Costs ¥600 one way.</li> <li>If Ana gets lost she will call Mariko's cellphone.</li> </ul>	

**Possible evidence is not limited to these examples.**

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the problem with 'toki'.</i>	<ul style="list-style-type: none"> <li>• 'Toki' did not used to be rare in Asia, but you could not find them in China and Korea.</li> </ul>	<ul style="list-style-type: none"> <li>• But because of development of factories, when rice paddies, woods and forests were reduced you could not find them in China and Korea.</li> <li>• In Japan, they gradually became fewer.</li> </ul>	
<i>(b) Possible evidence showing understanding of the relationship between Japan and China when dealing with 'toki'.</i>	<ul style="list-style-type: none"> <li>• Japan built a centre to protect 'toki' but 'toki' continued to decline and in 1981 they were looking after the last 'toki'.</li> <li>• China gave Japan a few 'toki,' so the Japanese centre 'toki' increased.</li> </ul>	<ul style="list-style-type: none"> <li>• At the same time, China understood that there were still 'toki' in China and the Japanese centre helped protect the Chinese 'toki'.</li> <li>• Chinese 'toki' increased, so China gave Japan a few 'toki,' so the Japanese centre 'toki' increased.</li> </ul>	<ul style="list-style-type: none"> <li>• They helped each other (co-operation).</li> <li>• Japan built a centre to protect 'toki' in nature, but 'toki' continued to decline and in 1981 they were looking after the last 'toki' in the centre.</li> </ul>
<i>(c) Possible evidence showing understanding of the future of 'toki'.</i>	<ul style="list-style-type: none"> <li>• Centre studied ways to protect the life-style of 'toki'.</li> <li>• On farms they stopped putting medicine / fertiliser / chemicals on rice paddies.</li> <li>• When they use medicine / fertiliser / chemicals, toki's food dies.</li> <li>• 2008 'toki' in nature began to increase.</li> </ul>	<ul style="list-style-type: none"> <li>• On farms they decided to stop putting medicine / fertiliser / chemicals on rice paddies.</li> </ul>	<ul style="list-style-type: none"> <li>• Looks good / continue to increase.</li> </ul>

**Possible evidence is not limited to these examples.**

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the HATO BUS tour</i>			
<i>Dates</i>	<ul style="list-style-type: none"> <li>• 10<sup>th</sup> – 12<sup>th</sup> October.</li> </ul>		
<i>Duration</i>	<ul style="list-style-type: none"> <li>• 2 days, 3 nights.</li> </ul>		
<i>Meals</i>	<ul style="list-style-type: none"> <li>• Fish cuisine.</li> <li>• Western-style.</li> </ul>	<ul style="list-style-type: none"> <li>• Western-style that the reviewer likes.</li> </ul>	
<i>Accommodation</i>	<ul style="list-style-type: none"> <li>• 1st night, hotel close to the beach.</li> <li>• Had kiosk and vending machine.</li> <li>• 2nd night hotel in centre of city, a bit noisy.</li> </ul>	<ul style="list-style-type: none"> <li>• Had kiosk and vending machine, so convenient.</li> </ul>	
<i>Activities</i>	<ul style="list-style-type: none"> <li>• Flower festival of seasonal flowers.</li> <li>• Swimming in hotel's big pool.</li> <li>• Visit volcano museum.</li> <li>• On way back to Tokyo visit sake factory.</li> <li>• Went to art gallery.</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming in hotel's big pool (had to borrow togs).</li> <li>• On way back to Tokyo visit sake factory – bought a post card as a reminder (memory).</li> <li>• Went to art gallery in a new tourist area with 68 embassies.</li> </ul>	
<i>(b) Possible evidence showing understanding of what influence the weather has on the tour.</i>			<ul style="list-style-type: none"> <li>• If the weather is good can go on a boat from the harbour to an island, but if it is rainy with strong winds, you go to a volcano museum instead.</li> </ul>
<i>(c) Possible evidence showing understanding of how the reviewer felt on the last day.</i>			<ul style="list-style-type: none"> <li>• Happy / pleased that they could make a choice.</li> <li>• Instead of going shopping for Japanese-made cheap electrical goods, the reviewer asked the driver and she went back to Tokyo on the tour bus.</li> </ul>

**Possible evidence is not limited to these examples.**

Question FOUR	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the meaning of ESD.</i>	<ul style="list-style-type: none"> <li>At the moment big countries are developed and because of this there is a problem with the environment.</li> </ul>		<ul style="list-style-type: none"> <li>ESD is education to protect the future from environmental problems.</li> </ul>
<i>(b) Possible evidence showing understanding of what will happen if there's no ESD.</i>		<ul style="list-style-type: none"> <li>For example, if the people now (our parents) eat a lot then there will be nothing left for people in the future.</li> </ul>	
<i>(c) Possible evidence showing understanding of how ESD is good for the environment.</i>	<ul style="list-style-type: none"> <li>Try thinking one more time.</li> <li>In everyday life there is a connection.</li> <li>Make plans for the future.</li> <li>Do things with everyone. Everyone takes responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Is what you are doing now really necessary and correct?</li> <li>Value connections between nature and between other people.</li> <li>When you do things like eating too much food and using too much electricity, they will disappear.</li> <li>If everyone takes responsibility, not just on our own, there will be more things that we can do.</li> </ul>	<ul style="list-style-type: none"> <li>Try thinking one more time. Is what you are doing now really necessary and correct?</li> <li>Value connections. In everyday life there is a connection between nature and between other people.</li> <li>Make plans for the future. When you do things like eating too much food and using too much electricity, they will disappear.</li> <li>Do things with everyone. If everyone takes responsibility, not just on our own, there will be more things that we can do.</li> </ul>
<i>(d) Possible evidence showing understanding of what individuals can start doing today.</i>	<ul style="list-style-type: none"> <li>Reduce TV watching time.</li> <li>Don't use heaters and air conditioners much.</li> <li>When you are not in a room, stop leaving the light on.</li> <li>Walk when you are going somewhere close.</li> <li>Don't take long showers.</li> </ul>		

**Possible evidence is not limited to these examples.**

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 8	9 – 17	18 – 24	25 – 32