

Assessment Schedule – 2016**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</i> involves making meaning of the information and varied perspectives in the texts.	<i>Demonstrating clear understanding</i> involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously .	<i>Demonstrating thorough understanding</i> involves expanding on relevant information and varied perspectives from the texts with supporting detail .

Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates limited or no understanding of the texts.		<i>Demonstrates understanding</i> and makes meaning of the information and varied perspectives of the texts.		<i>Demonstrates clear understanding</i> by selecting relevant information and varied perspectives from the texts and communicating them unambiguously .		<i>Demonstrates thorough understanding</i> of the implied meanings or conclusions of the texts.	
Some information is correct. The candidate has not shown understanding of the general meaning (gist) of the texts. The response is logically inconsistent , indicating misunderstanding.		Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is consistent .		Information correctly includes relevant detail from the texts. The candidate communicates implied meanings without showing understanding of every nuance.		Relevant information and varied perspectives, 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 and varied perspectives from the texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information and varied perspectives 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 how long it takes to get from Osaka to Hokkaido.</i>	<ul style="list-style-type: none"> • 1 hour 30 minutes by plane. 		
<i>(b) Possible evidence showing understanding of where the students will stay during the trip.</i>	<ul style="list-style-type: none"> • First night, in a place with a hot spring, near a volcano. • Second night, on a farm. 		
<i>(c) Possible evidence showing understanding of the two things students will learn about on the trip.</i>	<ul style="list-style-type: none"> • On the first afternoon, they will study rare animals that are found only in Hokkaido. • All day on the second day they will listen to a talk about eco activities on the farm. 	<ul style="list-style-type: none"> • They will study rare animals while in the information bureau, which is on an island in the middle of a lake; they will go there by boat, and then around the island. • While helping on the farm, they will think about the connection between nature and farming. For example, about not using medicine/chemicals when they grow fruit. 	<ul style="list-style-type: none"> • They don't know whether they will get to see all the rare animals or not.
<i>(d) Possible evidence showing understanding of how events available on the morning of the third day would make the overall trip attractive to a range of students.</i>	<ul style="list-style-type: none"> • They will go to Sapporo, the most international city in Hokkaido. • They can also buy various snack foods. 	<ul style="list-style-type: none"> • The trip is mainly supervised study in the country/first two days, but on the last day they have free time in the most international city of Sapporo. • If they are interested in history, they can go to see the museum or beautiful old buildings. They can buy all kinds of delicious sweets. 	<ul style="list-style-type: none"> • The trip covers the interests of students who are interested in the countryside, as well as those interested in the city, as well as those who like history. <i>(Must explain the difference/provide a contrast.)</i>

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 the background of the Ainu people.</i>	<ul style="list-style-type: none"> • Since long ago, people other than Japanese, called Ainu, have also lived in Japan. • There are a lot of Ainu people, especially in the north. • They have their own culture, customs, and language. 	<ul style="list-style-type: none"> • They had to speak and write Japanese, so the number of people who speak the Ainu language became smaller/less/fewer. 	
<i>(b) Possible evidence showing understanding of why the Ainu group went to New Zealand.</i>	<ul style="list-style-type: none"> • The Māori population, and the number of people who could speak Māori, declined. 	<ul style="list-style-type: none"> • Now, however, there are people who work to protect Māori language and culture. 	<ul style="list-style-type: none"> • They heard that there was a time ... • They don't want to lose Ainu traditions, so in order to know about the way Māori people do things, it was decided that they go to New Zealand.
<i>(c) Possible evidence showing understanding of the things the Ainu group did in New Zealand.</i>	<ul style="list-style-type: none"> • Studied Māori education. Studied politics. Went on a study tour of the place where they make Māori TV programmes, and to Māori festivals. 		
<i>(d) Possible evidence showing understanding of the conclusion the writer comes to as a result of the visit.</i>			<ul style="list-style-type: none"> • That there are a lot of small societies like Māori and Ainu in the world. • He felt strongly that all small societies, not only Ainu and Māori, must develop together.

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 how Tom knows about the book.</i>	<ul style="list-style-type: none"> His host brother has the book, and dances while he sings the song all day. 		
<i>(b) Possible evidence showing understanding of the comment Tom makes that Atsushi finds funny.</i>	<ul style="list-style-type: none"> Atsushi wants to see Tom dance and sing. 	<ul style="list-style-type: none"> Tom dances and sings along with his host brother. 	<ul style="list-style-type: none"> Tom says that lately when he hears the song, even though he has no intention to, he ends up dancing as well.
<i>(c) Possible evidence showing understanding of the thinking behind 'mottainai', according to the passage.</i>	<ul style="list-style-type: none"> The way of thinking is from religion. In English it means "wasteful". 	<ul style="list-style-type: none"> Initially from Buddhism, but as a result of the influence of Shinto it has gradually changed to the meaning it has now. Atsushi gives the example that when we have a meal and don't finish everything, and throw some food away, we are being rude to the people who produce/ grow the rice and vegetables. 	<ul style="list-style-type: none"> It is said the person who wrote the book wants children to value resources.
<i>(d) Possible evidence showing understanding of why Mottainai Baasan was written and how its message is conveyed.</i>			<ul style="list-style-type: none"> For example, in the book when children throw away food or leave the light on when no one is there, 'Mottainai Baasan' comes and says "wasteful".

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 FOUR	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of what yurukyara are, with examples.	<ul style="list-style-type: none"> • Mascots for towns and cities, to introduce the region's tourist spots and special food. • They talk and dance and are very cute. • For example, 'Gunmachi' is a mascot for Gunma Prefecture. 	<ul style="list-style-type: none"> • You can see 'Gunmachi' in advertisements and in sports events in Gunma. • For example, 'Gunmachi' was created from using the kanji for 'horse', that is part of the word for 'Gunma'. 	<ul style="list-style-type: none"> • They have something that connects them to the region.
(b) Possible evidence showing reasons for and against yurukyara being successful in New Zealand.	<ul style="list-style-type: none"> • They appeal to both children and adults. There are 'Gunmachi' wallets, cup ramen, and cake. 	<ul style="list-style-type: none"> • As a result, the number of tourists increases, and you can sell lots of souvenirs of the yurukyara. 	<ul style="list-style-type: none"> • Yurukyara help develop the industry of the region. • There are yurukyara that are not popular, and have failed. • Towns and cities use taxes to make yurukyara, and if they fail it is wasting public money. • New Zealand is not that interested in cute things.

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 – 8	9 – 17	18 – 25	26 – 32