

Assessment Schedule – 2019

Japanese: Demonstrate understanding of a variety of extended spoken Japanese texts (91553)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives 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 and varied perspectives 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 and varied perspectives, and communicating 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.

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
<p><i>(a) Possible evidence showing understanding of why Nikau is particularly excited about volunteering at the 2020 Olympics.</i></p>	<ul style="list-style-type: none"> • Nikau wants to volunteer at the surfing event. • Nikau has an interest in surfing and the event is being held for the first time at the Olympics. • The event will be held near Tokyo, in Japan. 	<ul style="list-style-type: none"> • Japan is an island nation, so there is a lot of ocean where you can surf. 	<ul style="list-style-type: none"> • Because he studies / speaks Japanese, he is very excited that he has the chance to volunteer at this Olympics because they are in Tokyo. • Because Japan is an island nation and has a lot of ocean where you can surf, it can hold a surfing competition. This is particularly exciting for Nikau because he is able to volunteer at the Olympics at an event he has an interest in (<i>connection between all three elements</i>). • Nikau will be able to go and watch the surfing in his time off, because many Olympic events are in Tokyo and the surfing is nearby.
<p><i>(b) Possible evidence showing understanding of who can volunteer at the Tokyo Olympics.</i></p>	<ul style="list-style-type: none"> • 80 000 volunteers from around the world. • You have to be 18. • Can speak Japanese / other languages and have an interest in sport. • People who can guide or set up stalls. 	<ul style="list-style-type: none"> • It is better / an advantage if you can speak Japanese and / or another foreign language. • It is better if you like to work in a team. 	

<p><i>(c) Possible evidence showing understanding of whether volunteering at the Tokyo Olympics is a good idea.</i></p>	<ul style="list-style-type: none"> • While you work, you get free food and drink (don't have to buy). • You have to pay for your plane tickets and accommodation. • You don't get paid. 	<ul style="list-style-type: none"> • You have to buy a return plane ticket and find your own accommodation. You need to book soon / early. • You don't get paid, yet you have to pay for accommodation and return airfares. The food and drink are only free while you are working. • You have to pay for tickets to watch the events you'd like to see in your free time. • You don't have to work every day, so in your free time you can watch other events. 	<ul style="list-style-type: none"> • Finding the accommodation could be difficult because there will be so many other volunteers wanting to book, so you should book early. • The cost outweighs the benefits <i>(backed up by organised ideas from the text)</i>. • The experience outweighs the costs – cultural experience of meeting volunteers from around the world, being able to practise your Japanese, seeing other events in your free time.
---	--	---	--

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why Sugamo is unique, who would enjoy going there, and why.</i>	<ul style="list-style-type: none"> • Grandmas and granddads / older people / the elderly / retired people. • Tourists / school students also go there. • It is called Grandma's Harajuku. • It is like Harajuku but in most shops you can buy things grandmas and granddads like, such as traditional sweets / snacks made of rice, and clothes. • There are no cars, so it is safe for the elderly. 	<ul style="list-style-type: none"> • A lot of older people go there, but it is for anyone. • The streets are easy to walk around, because cars can't enter / there is no traffic / it is safe. • It is the same as 60 years ago, so older people can remember the past. • Recently, it has become popular with tourists and you can sit on benches together, relax and have fun. 	<i>Comment on why high school students or tourists would enjoy this place backed by evidence from the text – traditional Japan / unusual shops / relaxed / can see Japan of the past / quirky because there are so many elderly there, etc.</i>
<i>(b) Possible evidence showing understanding of what is interesting about the shop that surprised Mamoru.</i>	<ul style="list-style-type: none"> • It is called the Red Pants underwear shop. • Everything sold in the shop is red. • Since olden times, red was considered a good colour in Japan. 	<ul style="list-style-type: none"> • There are some people who believe if you wear red clothes you won't get sick. 	
<i>(c) Possible evidence showing understanding of why this kind of place is valuable to a city.</i>	<ul style="list-style-type: none"> • This place is a fun place to be able to go for the elderly. • Some older people live by themselves and they have no one to talk to all day. They are lonely. 	<ul style="list-style-type: none"> • In the past, parents were looked after by their families, but recently it is normal for the elderly to live by themselves. • They have no one to talk to all day, so they can end up getting sad / lonely. • This kind of place can improve their lifestyle. 	<i>Explains the benefit to high school students or tourists – culture / old Japan / mixing with the elderly.</i> <i>Benefit to the elderly of inter-generational mixing – including evidence such as the benches for sitting and chatting.</i> <i>Provides evidence based on details from the text of how this place can improve the lifestyle of the elderly – place to talk and make friends, feel like they are in the past, safe, etc.</i>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the solution some Japanese cafés have found for the problem with phones.</i>	<ul style="list-style-type: none"> • They don't allow people to enter with their phones. You have to leave it by the door. • You are not allowed to use your phone. 	<ul style="list-style-type: none"> • You can do other fun things. 	<p><i>Candidate identifies that not having your phone in the café sets up habits for not over-using your phone in general.</i></p> <p><i>Candidate identifies alternatives to being on your phone in the café.</i></p>
<i>(b) Possible evidence showing understanding of the advantages and disadvantages of using a phone.</i>	<ul style="list-style-type: none"> • Phones are convenient / useful because you can mail, chat and there are games for studying. • A lot of students can't sleep and become stressed and don't do well at school. • Looking at a screen all day can make your eyes and head sore. 	<ul style="list-style-type: none"> • It is easy to look up interesting things. • Students end up not being able to sleep and stress builds up. • According to doctors, looking at a screen can make your eyes and head sore. • If you play games too much, your grades go down over time and there are students who end up not graduating from school. 	<p><i>Candidate specifically identifies that over-use is the problem.</i></p>
<i>(c) Possible evidence showing understanding of what advice you could give to parents regarding their children's phone use.</i>	<ul style="list-style-type: none"> • Parents should make rules which limit their children's time on phones, such as not letting them use their phone before going to sleep. 	<ul style="list-style-type: none"> • It is the parents' responsibility to make rules about phone usage when their children start to use a phone. • They should limit game time so that their grades aren't affected. <i>(or similar rule which explains previous detail taken directly from the text)</i> 	<ul style="list-style-type: none"> • Phones can be educational / useful if the children follow the rules and don't over-use them. • It is better for children's health and success at school if parents take responsibility for guiding their children. • Parents need to make rules when the children start using phones, so the habits are established and they don't over-use them in the future.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 14	15 – 19	20 – 24