

Assessment Schedule – 2019

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

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
<i>(a) Possible evidence showing understanding of the problem described in the article.</i>	<ul style="list-style-type: none"> • The world population is increasing. • Need more food / food shortage / food problem. 	<ul style="list-style-type: none"> • Making enough food in countries where the population has increased. • One of the problems is how to produce enough food. 	
<i>(b) Possible evidence showing understanding of the solution Japan has developed.</i>	<ul style="list-style-type: none"> • Vegetable factories. • Grow vegetables using computers. • Control the temperature and the water with a computer. • Can grow vegetables in summer or winter. • You can buy them in shops and restaurants. • They are cheaper than other vegetables. • They are popular. • No fertiliser (<i>using glossed word only</i>). 	<ul style="list-style-type: none"> • You can grow vegetables no matter what the season / recognition that growing vegetables is easier when you don't have to deal with the weather (<i>connected with an idea from the text</i>). • When you grow vegetables at a normal farm, water is essential and rain is very important. • There are times when you can't really grow vegetables, because of typhoons and snow, etc. • One such place in Kyoto looks like an electrical products factory. • Uses few resources and creates no pollution. • The vegetables produced in the factories are more delicious and healthier, because they don't use fertiliser. • Vegetables grown in factories are better for you (your body) than vegetables grown on normal farms. • You can eat them safely. 	<ul style="list-style-type: none"> • They are factories, so you can build them anywhere – even in places where there is little rain or where it is cold all year. • Environmentally friendly compared with other methods of farming (<i>needs to link to fertiliser or other justification as to why it's environmentally friendly</i>).

<p><i>(c) Possible evidence showing understanding of how this solution could help the world in the future.</i></p>	<ul style="list-style-type: none"> • Reduce/stop the food problem in the world. 	<ul style="list-style-type: none"> • If other places around the world set up factories like this, it could probably help to solve the world food problem. • Even if the world population increases, we won't need to worry about food. 	<ul style="list-style-type: none"> • Controlled production levels. • Efficient. • Places where the weather is poor or there are few resources would benefit from this type of farming. • Can increase the amount of healthy food produced in each country.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the type of holiday recommended in the online chat.</i>	<ul style="list-style-type: none"> • He recommends travelling without the internet. • City life has become busy. • Trains are crowded. 	<ul style="list-style-type: none"> • City life has ended up becoming really very busy (<i>negative nuance</i>). • Everyone is rushing. 	
<i>(b) Possible evidence showing understanding of what is special about Mount Koya.</i>	<ul style="list-style-type: none"> • There is still no internet. • It is in the countryside. • You can speak with monks who speak foreign languages. • It is a special tourist place. • You can wake up early and walk in the beautiful forest. • While listening to the rain, you can drink green tea. • It is traditional. • Lots of nature / it's a peaceful place. 	<ul style="list-style-type: none"> • You can learn / experience all about the hidden culture of Japan (<i>isolated idea</i>). • You can imagine / get the feel of Japan of 1200 years ago. • Because it has a Buddhist temple, you can eat food / cooking without any meat or fish in it (vegetarian food). • Their friend says she enjoys the fact there is a lot of nature / it is a very natural place. • You can get a special feeling when you go there. 	<ul style="list-style-type: none"> • You can learn / experience all about the hidden culture of Japan, because there is no internet and things are done as they were 1200 years ago. • Because there is no internet, you can get a feel for the natural side of Japan, and spend time talking to people rather than spending time on your phone / computer.
<i>(c) Possible evidence showing understanding of what advice should be given to tourists intending to stay at Mount Koya.</i>	<ul style="list-style-type: none"> • Take off / don't wear your shoes on the tatami. • Don't be loud. • Read the book on the history of Koyasan that is in the room. • Leave your phone / computer at home. • Relax. 	<ul style="list-style-type: none"> • Read the Koyasan history book that is in the room, so that you can understand / be respectful of / obey the traditional customs. • You need to ensure that your family know you are going somewhere where there is no internet. • Because they will probably worry about you / us. 	<ul style="list-style-type: none"> • Because it is an old / traditional / Buddhist town, there are rules that many tourists may not be aware of. If you aren't aware of the rules you can cause offence, which isn't good. • Research beforehand (<i>and link to why this is important – for example, so that you don't offend; as you won't have internet to search sites to visit etc</i>). • There's an expectation of accessibility 24/7 (<i>and link to why it's important to let family / friends know where you are</i>).

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of who Tetsuwan Atom was, and how he has influenced the robot industry.</i>	<ul style="list-style-type: none"> • An anime character. • He was on TV. • He looks like a child. • He can do things people can't do, he can understand people's thoughts, he lives with people / shares their lifestyle. 	<ul style="list-style-type: none"> • He influenced Japanese society and its children. • Amongst the Japanese people working in the robotics industry were some people who watched the anime, gained an interest in robots, and started studying them. 	<ul style="list-style-type: none"> • People working in the robotics industry started studying robots after they saw the anime, because they were influenced / inspired by it.
<i>(b) Possible evidence showing understanding of why the robot Pepper is popular.</i>	<ul style="list-style-type: none"> • He is an android. • His child-like face is cute. • He is fun. • He is not very big. • People like him a lot. • He can talk, so he is very fun. 	<ul style="list-style-type: none"> • Androids are popular at the moment. • You can buy Pepper at a shop. • Resembles Atom. 	<ul style="list-style-type: none"> • Pepper is popular because he allows simulated human interaction. • He is popular because it is like having a friend / small child. • <i>Link idea that those who watched Tetsuwan Atom in 1960s can own a robot like this (Pepper) nowadays.</i>
<i>(c) Possible evidence showing understanding of what Japan is doing to prepare for a world where there are more robots.</i>	<ul style="list-style-type: none"> • Teaching children about programming in primary schools. • From 2020. • Robot industry developing worldwide. • Important to have people who can use new technology. 	<ul style="list-style-type: none"> • They have decided to begin programming education for children in primary schools from 2020. • It is important for the children's future that they can try to think for themselves and make plans. • It will probably be essential to have people who can use new technology. 	<ul style="list-style-type: none"> • Programming education might give students skills that robots don't possess or cannot do (e.g. think for themselves). • Teaching students from (such) a young age skills they'll need in the future.

Cut Scores

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