

Assessment Schedule – 2020

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.

Cut Scores

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

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 why Kazuo wrote the article for World Environment Day.</i>	<ul style="list-style-type: none"> • Yesterday, he saw a TV programme where a bird ate some rubbish, and he was sad about this. • There is a lot of rubbish in the sea, forests, and rivers. • He wants students to try Supogomi. • He cares about the environment and is concerned about the amount of rubbish. 	<ul style="list-style-type: none"> • According to a TV programme he watched yesterday, a bird ate some rubbish because it thought it was food. He felt very sad about this. • He wrote the article because there is rubbish around the area – not only in the sea, but in the forests and rivers and various other places. • He wants us to think about what we should do about the rubbish. • He thinks it is better to not drop rubbish, but there are still a lot of people who do. 	<ul style="list-style-type: none"> • He thinks it is better to not drop rubbish at all, but because there are people who do, you need another method of encouraging people to clean up, and Supogomi is a unique and enjoyable way of doing this. • He is offering a possible solution to the problem – <i>with explanation of the problem.</i>

<p><i>(b) Possible evidence showing understanding of what is unique about supogomi.</i></p>	<ul style="list-style-type: none"> • It is a sport, but you collect rubbish while playing it. • You clean up by picking up rubbish. • It takes only an hour. • In northern Europe, foreigners can kayak while they pick up rubbish. • Young people and retired people play together in a team. 	<ul style="list-style-type: none"> • Just like the man who started it thought, picking up rubbish can be fun if you do it while jogging, because it becomes a fun sport. • You can play it no matter your age – even young people and retired people play. • When you find some rubbish, you call out “gomi!”, so it is fun like a sport. • Because it is a sport, everyone picks up the rubbish with all their effort, so in about only an hour, it is clean. • It doesn't take much time to play. • In northern Europe, Supogomi has converted picking up rubbish into a fun experience for foreign tourists. The kayaking doesn't cost any money / is free while you are picking up rubbish. 	<ul style="list-style-type: none"> • Because you are playing sport at the same time as picking up rubbish, it makes taking care of the environment fun. You aren't thinking about the rubbish because you are playing in a team.
<p><i>(c) Possible evidence showing understanding of whether Kazuo will be successful in encouraging others to participate.</i></p>	<ul style="list-style-type: none"> • Yes, because they aren't just picking up rubbish, it's a fun sport. • It is becoming popular around the world. • No, because rubbish is dirty. 	<ul style="list-style-type: none"> • No, because some people will probably think it is horrible to pick up dirty rubbish. • Yes. There will be some people who think it is horrible to pick up dirty rubbish, but there will be more people who think we must care for nature. • Yes, because there is rubbish around the school, and it will make them feel good to make the neighbourhood clean. • It's good for your body and you are protecting resources at the same time, so Kazuo thinks it will become popular. 	<ul style="list-style-type: none"> • Despite the fact some people will think it is dirty to pick up rubbish, I think he will be successful because most people will think we must care for nature / the environment. • Because Supogomi is fun and there are personal benefits, such as it being good for your body, and benefits to the environment. I think they will participate. <i>(Must link idea of the benefits to the individual and the environment.)</i>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence showing understanding of the purpose of this guidebook.</p>	<ul style="list-style-type: none"> • A guidebook for foreign people who want to live in Japan. • It explains things, such as the way in which you use the hot pools. • It tells you how to get to the station safely in the snow. • It helps people who can't speak Japanese and / or haven't been to Japan before. 	<ul style="list-style-type: none"> • To explain things about living in Japan to people who can't speak Japanese. • To give advice that you can't find in a normal guidebook to people who don't speak Japanese or know Japanese culture. • It is for cases such as if a person wants to work in Japan, but they don't know the company rules. • If someone doesn't speak Japanese, when something happens they get worried. • It explains, for example, what to do if you get lost on the street, how to get to the station safely in the snow, etc. 	<ul style="list-style-type: none"> • To give real advice about living in Japan that you can't find in a normal tourist guidebook, which will help people to live in Japan (<i>with examples from the text</i>). • Some information about living in Japan can only be gained by living there for a long time, and this book provides that information.
<p>(b) Possible evidence showing understanding of why this guidebook is more useful for students than a tourist guidebook. Explain with examples from the text.</p>	<ul style="list-style-type: none"> • It gives advice you wouldn't get in a tourist guide. • It doesn't just give you advice about tourist places. • You get advice from the exchange students who are living there. • Even though there is not much homework, you have to go to a lot of classes and the classes are long. • It tells you how to pay the rent when you rent an apartment. It tells you how to put the rubbish out. • It tells you about places that aren't tourist spots. They are cheap and there are not many people, so they are good for students. 	<ul style="list-style-type: none"> • You find out that you can work on a student visa up to 20 hours, but the student advice is that you shouldn't work too much. Their advice is that they think it isn't a good idea to have a part-time job. • According to Talia, you must create a good relationship with your neighbours. This text gives you advice about how to ... The sooner you hear this the better, for making your lifestyle easier. • It can help you to avoid panicking unnecessarily. Joe says that even if you lose something when riding on the train, you can usually expect it to be returned. • Going to places where there are no tourists is useful when you have a lot of study / are studying hard. It is peaceful, cheap and there are not many people. 	<ul style="list-style-type: none"> • This book is useful because it has advice from exchange students living there and not just places tourists like to go. It can help you to avoid problems that other exchange students have experienced, and help you to have an easier life more quickly. (<i>Links these three ideas.</i>) • Because it has information from real exchange students who are living there, you can avoid the problems they have had and get on to having a great time quicker (<i>with examples from the text</i>).

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the benefits for Japan in hosting the 2019 Rugby World Cup.</i>	<ul style="list-style-type: none"> • During the Rugby World Cup, the numbers of foreign tourists increased, so it was good for people in the tourism industry. • There were games from the north to the south of Japan. • While people enjoyed the games, they also went and looked at the tourist sites. • Half the population of Japan watched the rugby. • There was an increase in the number of fans in Japan. • People learned about Japanese customs. 	<ul style="list-style-type: none"> • There was an increase in the number of people visiting the tourist sites, because they went to see the rugby but then also travelled to tourist sites. The games were located from the north to the south across various regions. • Japanese people got to enjoy the rugby games – this is clear because half of the population watched them and there was an increase in the number of fans in Japan. 	<ul style="list-style-type: none"> • Rugby gained in popularity in Japan and Asia, so there is the possibility of future games. • Because the games ranged from the north to the south of Japan across various regions, the fans travelled to many places in Japan, benefitting tourism in a wide range of areas. • They are likely to get tourists returning, because they ended up liking Japan and its customs more. • They got to show the world what Japan was really like (<i>with examples from the text</i>).
<i>(b) Possible evidence showing understanding of what the world learned about Japan during the 2019 Rugby World Cup.</i>	<ul style="list-style-type: none"> • They came to watch rugby but discovered they liked the culture and customs of Japan. • Many people in other Asian countries have become fans of rugby. • They understood that there is a lot of beautiful nature in Japan. • They learned that Japanese people don't drop rubbish and they clean up after a game / match. • The foreigners cleaned up with them. 	<ul style="list-style-type: none"> • The fans gained an interest in Japanese customs and learned to appreciate the Japanese polite manner (way of doing things), such as the way they don't drop rubbish in the street and clean up after a game. The foreigners also helped to clean up, so they gained this experience. • They learned that Japan isn't just a country where there are a lot of industrial cities without a lot of natural places. • They gained really good memories, because they came to like the polite Japanese people and Japanese culture. 	<ul style="list-style-type: none"> • They learned about the real Japan – the way Japanese people are respectful (<i>examples</i>). • It broke down stereotypes of what Japan is like as country (e.g. only full of industrial cities / lacking in natural places). • It showcased the custom of not dropping rubbish and cleaning up after yourself, which could benefit the environment around the world (<i>foreigners will take this habit home</i>).

<p><i>(c) Possible evidence showing understanding of the challenge for Japanese rugby after the 2019 Rugby World Cup and how it can be resolved.</i></p>	<ul style="list-style-type: none"> • To keep rugby popular. • High school students only make up 5% of the players. • Rugby is a university and company sport. 	<ul style="list-style-type: none"> • Teachers are not sure if they are happy about the popularity of rugby. • Rugby is mainly a university and company sport, so high school students make up only 5% of players. • They need to encourage more students to play rugby. • You can only take one club activity, so even though the number of rugby fans has increased, the number of school students who will choose rugby as their club will probably not increase, they say. 	<ul style="list-style-type: none"> • The challenge is how to build on the popularity of rugby in Japan developed during the Rugby World Cup, when the number of high school players is limited. • Promoting rugby in high schools by changing the club system so students are allowed to choose more than one activity. The number of players is unlikely to change unless they do this.
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