

Assessment Schedule – 2015

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

Assessment Criteria

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

Evidence

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

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of things to do at Bonbori festival.	<ul style="list-style-type: none"> • Play traditional games. • Go to town's spa / hot spring. • Go to special concert tomorrow. 	<ul style="list-style-type: none"> • Go to special concert tomorrow put on by region's university students. 	
(b) Possible evidence showing understanding of what visitors are asked to do.			
(i) About transport.	<ul style="list-style-type: none"> • Take the bus when / if you can. • This year there is a bus because roads are crowded. 		<ul style="list-style-type: none"> • Take the bus that leaves from Kyoto station at 12.00 when / if you can. • Festival began five years ago and visitor numbers gradually increased. • Roads are crowded like rush hour.
(ii) About finding their way around.	<ul style="list-style-type: none"> • Make sure you get a map from the (Kyoto) station's information bureau. 	<ul style="list-style-type: none"> • If you get lost you will know where the police box/es is / are. 	<ul style="list-style-type: none"> • Make sure you get a map from the (Kyoto) station's information bureau before you get on the bus. • If you get lost you will know where the police box/es is / are to assist with directions.
(iii) With regard to the weather.	<ul style="list-style-type: none"> • Better to take a jersey because even though it will be fine, the temperature will drop / it will be cold. 	<ul style="list-style-type: none"> • Better to take a jersey because according to the weather forecast even though it will be fine, the temperature will drop / it will be cold in the evening. 	

Possible evidence is not limited to these examples.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why Anna is skyping Jiro.</i>	<ul style="list-style-type: none"> • Anna wants to ask to ask about Japanese manga because she has to do research on manga for her Japanese class homework. 	<ul style="list-style-type: none"> • Anna wants to ask to ask about Japanese manga because she has to do research on the influence of manga for her Japanese class homework. 	
<i>(b) Possible evidence showing understanding of what Anna has learned from Japanese manga.</i>	<ul style="list-style-type: none"> • Can learn about Japanese history and religion. • Can compare high school life in New Zealand with high school life in Japan. 		
<i>(c) Possible evidence showing understanding of what Anna learns about manga from Jiro.</i>	<ul style="list-style-type: none"> • They eat and drink things that appear in manga. • They begin new hobbies that appear in manga. 	<ul style="list-style-type: none"> • Japanese people don't think about manga very seriously. • Because there are parks and buildings in manga that resemble real parks and buildings, everyone goes to these places. 	<ul style="list-style-type: none"> • Some places have become busier than before because there are parks and buildings in manga that resemble real parks and buildings, so everyone goes to these places and they have become tourist spots.

Possible evidence is not limited to these examples.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what business conditions are like in Japan.</i>	<ul style="list-style-type: none"> • Transport is convenient. 	<ul style="list-style-type: none"> • Most companies have a connection with other countries. 	<ul style="list-style-type: none"> • Manufacturing and trade is developed. • Japan is an island country but most companies have a connection with other countries.
<i>(b) Possible evidence showing understanding of how Japanese companies feel about international students.</i>	<ul style="list-style-type: none"> • They are interested in international students because they can speak Japanese. 	<ul style="list-style-type: none"> • They know the language and culture of their own countries. 	<ul style="list-style-type: none"> • For sure they / it is expected that they are interested in international students.
<i>(c) Possible evidence showing understanding of what advice Mr Yamada gives.</i>	<ul style="list-style-type: none"> • Better to get a part time job. • Get better at Japanese. • Probably make lots of friends as well. 	<ul style="list-style-type: none"> • Understand the way of thinking of Japanese companies. 	<ul style="list-style-type: none"> • Better to get a part time job because they only have a little bit of experience in Japan.

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 video Emma was watching.</i>	<ul style="list-style-type: none"> Used to introduce J-pop song. Dance while listening to music with other students. Teachers dance too. 	<ul style="list-style-type: none"> Dance while listening to music with other students who are studying Japanese from other high schools and universities. 	
<i>(b) Possible evidence showing understanding of how making the video influenced her.</i>	<ul style="list-style-type: none"> In fact Emma was going to give up Japanese, but the time making the video was fun as well. She could talk to everyone. 	<ul style="list-style-type: none"> She wanted to know more about Japanese culture. 	<ul style="list-style-type: none"> She decided to continue.
<i>(c) Possible evidence showing understanding of how this kind of video is used in Japan.</i>	<ul style="list-style-type: none"> Company people dance to the song. 	<ul style="list-style-type: none"> To introduce companies. 	<ul style="list-style-type: none"> Company people dance to the song in the office and cafeteria. Much cheaper than a normal advertisement. Has a much greater influence.
<i>(d) Possible evidence showing understanding of Emma's suggestion to make another video.</i>	<ul style="list-style-type: none"> Introduce her school. Not just the students and teachers – the receptionist, cleaning people, everyone, could dance to this song. 		

Possible evidence is not limited to these examples.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 17	18 – 25	26 – 32