

Assessment Schedule – 2022

Japanese: Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance (90893)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and /or opinions 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, ideas, and /or opinions 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, ideas, and /or opinions, with supporting detail, to show understanding of the 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 – 6	7 – 12	13 – 18	19 – 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 what the teacher says about classes this week and last week.</i>	<ul style="list-style-type: none"> Have been online. Difficult. 	<ul style="list-style-type: none"> Using Google Classroom and doing classes online, which has been difficult. Have been doing classes online last week and this week, and will be doing so again next week. 	
<i>(b) Possible evidence showing understanding of what students must do before next week.</i>	<ul style="list-style-type: none"> Homework. Learn kanji. Read book. Groups of four. Pens and notebooks. 	<ul style="list-style-type: none"> Learn six new kanji before the next lesson. Also read page 30 of the book. Introductions in groups of four, taking notes so have notebooks and pens ready. 	
<i>(c) Possible evidence showing understanding of what kinds of problems may have been happening in classes up until now.</i>	<ul style="list-style-type: none"> Wearing pyjamas. Wearing hats. Pets with them in class. Camera off. Messy hair. Closing the door OR leaving the door open. 	<ul style="list-style-type: none"> Students have had cameras off, so the teacher could not see their faces. Students have had their pets in their rooms, but they need to not have them there. Students have not done homework in advance for the lesson. 	<ul style="list-style-type: none"> There have obviously been a number of problems – the teacher asks the students to have their cameras turned on so she can see their faces, and be dressed and ready for class, not in pyjamas, or with hats or messy hair. Also, people probably haven't had the things they need ready, such as notebooks and pens to do the tasks in class, nor completed homework. Pets have been distracting, as the teacher asks the students to close their doors and leave the pets outside – they are not members of the class.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the problems Yukiko had during her weekend.</i>	<ul style="list-style-type: none"> • Hard walk. • Weather was rainy. • Tent was small. • It was windy. 	<ul style="list-style-type: none"> • It took a long time and they climbed hills / mountains. • The weather was rainy and windy, and she caught a cold. • The tent was small and she didn't sleep well. • Walked up a mountain for five hours. • Slept for only three hours. 	Lots of problems – she had to climb hills for five hours in wet and windy weather, and then her tent was too small so she didn't sleep well (only three hours), and then she caught a cold so had to go back home early.
<i>(b) Possible evidence showing understanding of why Yukiko might be jealous of Rangi's weekend.</i>	<ul style="list-style-type: none"> • More enjoyable. • Better weather. • They did cooking – Rangi cooked! • Could see the sea and it was very pretty. • Could see buildings and rivers. • Hiking with friends (200 people). 	<ul style="list-style-type: none"> • Rangi had a better experience overall – he found it easy, he did things like singing, and cooking on a campfire. • They cooked on a campfire and ate food outside. • Yukiko's weekend was really bad – she got sick and the weather meant she didn't enjoy it so much. • Yukiko said how much more enjoyable his weekend had been compared to hers. 	Everything that was wrong with Yukiko's weekend seemed to go well for Rangi. For instance, she had rain and wind while he had clear cool weather. She found the walking really long and hard, but he found it easy. She also ended up getting sick because of the weather and not being able to sleep well, but he seemed fine. From the top of the mountains Rangi got a good view of all the small buildings and the sea, and it was very pretty.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what is happening next week.</i>	<ul style="list-style-type: none"> Fred's parents are coming from New Zealand. 	<ul style="list-style-type: none"> Fred wants to go sightseeing with his parents, who are coming from New Zealand next week. 	
<i>(b) Possible evidence showing understanding of where Nanako recommends going, and why.</i>	<ul style="list-style-type: none"> The shrine and the golf course. Mum likes gardens. Dad likes golf. 	<ul style="list-style-type: none"> Fred's father likes golf, so the golf course. Parents like old things and history, so the shrine. Mum likes gardens, and there is a garden at the shrine. 	<ul style="list-style-type: none"> Parents both like old things and history, so the shrine, and because the golf course is nearby, they can go to both easily. Not only will the shrine be old, but it has a lovely garden, which will suit both his mum and dad.
<i>(c) Possible evidence showing understanding of the map symbols.</i>	<ul style="list-style-type: none"> Hospital Bank Post office High school Shrine Golf course 		
<i>(d) Possible evidence showing understanding of what Fred thinks about Japanese maps, and why.</i>	<ul style="list-style-type: none"> They are useful / convenient. Interesting. 	<ul style="list-style-type: none"> Useful, because they help with finding landmarks. 	<ul style="list-style-type: none"> They are interesting and they are also useful, because they help you find your way on a map, and are used on all Japanese maps. Because the symbols are the same on all Japanese maps, you can understand them without reading Japanese.