

## Assessment Schedule – 2019

### Japanese: Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance (90896)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating <b>understanding</b></i> involves making meaning of relevant information, ideas, and /or opinions in the texts.</p> <p>Responses as a whole show an <b>understanding of the general meaning (gist)</b> of the texts.</p>	<p><i>Demonstrating <b>clear understanding</b></i> involves selecting relevant information, ideas, and /or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a <b>clear understanding of the content</b> of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating <b>thorough understanding</b></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 <b>comprehensive understanding of the content and underlying meaning</b> of the texts, including nuance and meanings not obviously stated in the texts.</p>

#### Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows <b>very little understanding</b> and does not communicate the general meaning of the text.	Shows <b>little understanding</b> and does not communicate the general meaning of the text.	Demonstrates <b>some understanding</b> and <b>communicates some of the general meaning</b> of the text.	Demonstrates <b>understanding</b> and <b>communicates the general meaning</b> of the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates some of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates most of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>thorough understanding</b> and <b>communicates some of the implied meanings</b> by providing supporting detail from the text to <b>justify</b> conclusions.	Demonstrates <b>thorough understanding</b> and <b>communicates most of the implied meanings</b> by providing supporting detail from the text to <b>fully justify</b> 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>Possible evidence showing understanding of the host family's response to Mark's blog.</i>			
<i>Host father</i>	<ul style="list-style-type: none"> <li>• He likes fishing.</li> <li>• He wants to go fishing too.</li> </ul>	<ul style="list-style-type: none"> <li>• He enjoys fishing and wants to go fishing, but he lives a long way from the sea.</li> </ul>	<ul style="list-style-type: none"> <li>• He would love to go fishing as he enjoys it very much, and thinks fish is delicious, but he lives too far from the sea so can't do so – unlike Mark, who goes fishing in his summer holidays at the beach and doesn't even like fish.</li> </ul>
<i>Host mother</i>	<ul style="list-style-type: none"> <li>• She has kiwifruit for breakfast each day.</li> </ul>	<ul style="list-style-type: none"> <li>• She thinks it is interesting that New Zealanders are called 'Kiwis' too and that kiwi doesn't just mean the fruit she eats every morning for breakfast.</li> </ul>	<ul style="list-style-type: none"> <li>• The host mother thinks it is interesting that there are three kinds of kiwis – she comments on the fact that Mark is also a Kiwi, but not the kind she eats for breakfast every day.</li> <li>• Mark explains how kiwi can be used to mean three completely different things – a person from New Zealand, a bird, or a fruit.</li> </ul>
<i>Kenji</i>	<ul style="list-style-type: none"> <li>• Mark's dog likes playing.</li> <li>• It is noisy but cute.</li> <li>• Kenji's dog is 15 years old.</li> <li>• The garden is small.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark's dog likes walks and playing, and runs around the garden.</li> <li>• Kenji's dog is 15 years old and has bad legs, so it doesn't play.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark's dog does much more than Kenji's dog – it runs in the garden and is more interesting than the cat, which always sleeps. However, Kenji's dog is like an old grandpa, and it doesn't play. Also, the garden is too small, so they don't go outside much. <i>(Includes details of both dogs.)</i></li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the family's use of the living room and kitchen.</i>	<ul style="list-style-type: none"> <li>• The living room has a TV.</li> <li>• Mark studies in the living room.</li> <li>• He watches TV there with Kenji.</li> <li>• The kitchen is small.</li> </ul>	<ul style="list-style-type: none"> <li>• They use the living room to watch TV, study and have dinner at the low table.</li> <li>• The host mother cooks in the kitchen, and then Kenji and Mark do the dishes there afterwards.</li> </ul>	<ul style="list-style-type: none"> <li>• Because the kitchen is so small, the family eats dinner in the living room at the low table.</li> <li>• The living room is used more often as it has more space and they can do things like watch TV, study at the low table, and eat dinner there, whereas the kitchen is too small.</li> </ul>
<i>(b) Possible evidence showing understanding of which room in the house Mark enjoys the most.</i>	<ul style="list-style-type: none"> <li>• He likes the bathroom.</li> <li>• It is nice and warm.</li> </ul>	<ul style="list-style-type: none"> <li>• He really likes the bathroom because he can have a bath after a shower, and it is warm and nice / comfortable / feels good.</li> <li>• He likes the living room, as they spend a lot of time there watching TV and eating dinner, etc.</li> </ul>	
<i>(c) Possible evidence showing understanding of what Mark is looking forward to next week, and why.</i>	<ul style="list-style-type: none"> <li>• He sleeps in a bed.</li> </ul>	<ul style="list-style-type: none"> <li>• The grandparents sleep on a futon, but he sleeps in a bed.</li> </ul>	<ul style="list-style-type: none"> <li>• He wanted to sleep on a futon, but only the grandparents do.</li> <li>• However, they will go to stay in a temple next week, and the whole family will sleep on futons.</li> </ul>
<i>(d) Possible evidence showing understanding of what transport Kenji's father uses, and why.</i>	<ul style="list-style-type: none"> <li>• He drives the car on Saturdays and Sundays.</li> <li>• He likes going to the mountains.</li> <li>• He takes the train to work.</li> <li>• It is convenient.</li> </ul>	<ul style="list-style-type: none"> <li>• His hobby is driving, so he takes the car to the mountains or rivers in the weekends.</li> <li>• He takes the train to work from Monday to Friday, as it is more convenient than the car.</li> </ul>	<ul style="list-style-type: none"> <li>• Because the roads are not crowded, he uses the car at weekends to go for drives to the mountains and rivers, but during the week it is more convenient to take the train, as the roads are crowded then.</li> </ul>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the problems each student has, and the proposed solutions.</i>			
<i>Charlotte</i>	<ul style="list-style-type: none"> <li>• She is sick/has a cold.</li> <li>• She is not going to Disneyland.</li> <li>• She is staying home from Disneyland.</li> </ul>	<ul style="list-style-type: none"> <li>• She is feeling unwell with a cold and a headache, so isn't going to Disneyland.</li> <li>• She has been given some medicine by her host mother.</li> </ul>	<ul style="list-style-type: none"> <li>• As she is sick (with a cold and a sore head), she is asking if she is allowed to stay home from Disneyland tomorrow. She will be OK for the return trip to New Zealand the day after tomorrow, as she has been given medicine by her host mother.</li> </ul>
<i>Nadia</i>	<ul style="list-style-type: none"> <li>• She has no money for lunch.</li> <li>• Mark will buy lunch for her.</li> <li>• You can buy hamburgers and ice-creams etc.</li> <li>• You can buy gifts/souvenirs as well.</li> </ul>	<ul style="list-style-type: none"> <li>• They have to buy their own lunch and she has no money, and it is a bit expensive.</li> <li>• She has no money left, so she cannot buy any lunch or souvenirs, which are all a bit expensive at Disneyland.</li> </ul>	<ul style="list-style-type: none"> <li>• Nadia has used all her money (has no money left) and Mark asks if Nadia will have lunch with him. As he still has a little money left, he can buy lunch for her and it will probably be fun to have lunch together.</li> </ul>
<i>(b) Possible evidence showing understanding of what will happen at the end of the day.</i>	<ul style="list-style-type: none"> <li>• There will be fireworks at 8 o'clock.</li> <li>• There will be rain and cloud.</li> <li>• The fireworks happen on fine days.</li> </ul>	<ul style="list-style-type: none"> <li>• If it rains, there won't be any fireworks, but if it is OK weather, then the fireworks will be at 8 p.m.</li> </ul>	<ul style="list-style-type: none"> <li>• They are <b>not quite sure</b> what will happen, because tomorrow it will probably be cloudy and sometimes rainy – they will see the fireworks at 8 p.m. if it is fine, but if it rains the fireworks won't happen and they will be disappointed. Iosefa really wants to see them.</li> </ul>

### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	19 – 24