

## Assessment Schedule – 2017

### 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
<i>Demonstrating understanding</i> involves <b>making meaning of the relevant information, ideas, and/or opinions</b> from the texts.	<i>Demonstrating <b>clear</b> understanding</i> involves <b>selecting relevant information, ideas, and/or opinions</b> from the texts and communicating them <b>unambiguously</b> .	<i>Demonstrating <b>thorough</b> understanding</i> involves <b>expanding on relevant information, ideas, and/or opinions</b> from the texts with <b>supporting detail</b> .

#### Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates <b>limited</b> or <b>no understanding</b> of the texts.		<i>Demonstrates understanding</i> and <b>makes meaning of the relevant information, ideas, and/or opinions</b> from the texts.		<i>Demonstrates clear understanding</i> by selecting <b>relevant information, ideas, and/or opinions</b> from the texts and communicating them <b>unambiguously</b> .		<i>Demonstrates thorough understanding</i> of the <b>implied meanings or conclusions</b> within the texts.	
Some information is correct. The candidate has not shown understanding of the <b>general meaning</b> (gist) of the texts. The response is logically <b>inconsistent</b> , indicating misunderstanding.		Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is <b>consistent</b> .		Information correctly includes relevant detail from the texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.		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 texts.	
		General pieces of information are included, without real connections.		Begins to make connections and justifications, without fully connecting.		Good connections and justifications are made, based on information from the text.	
<b>N1</b> Shows <b>very little understanding</b> and does not convey the general meaning of the texts.	<b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the texts.	<b>A3</b> Demonstrates <b>some understanding</b> of the texts, and conveys <b>some</b> of the general meaning.	<b>A4</b> <b>Demonstrates understanding</b> of the texts and conveys the general meaning.	<b>M5</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates some</b> of the meaning by selecting relevant information, ideas, and/or opinions from the texts.	<b>M6</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates most</b> of the meaning by selecting relevant information, ideas, and/or opinions from the texts.	<b>E7</b> Demonstrates <b>thorough understanding</b> and <b>communicates some</b> of the implied meanings by providing <b>some</b> supporting detail from the texts which justifies conclusions.	<b>E8</b> Demonstrates <b>thorough understanding</b> and <b>communicates most</b> of the implied meanings by providing supporting detail from the texts which fully justifies conclusions.
<b>N0</b> No response; no relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of when Rangi will arrive in Japan, and what will happen on that day.</i>	<ul style="list-style-type: none"> <li>Satoshi's father will drive OR Rangi will arrive next week.</li> </ul>	<ul style="list-style-type: none"> <li>Satoshi's father will drive Satoshi and his family to the airport to meet him.</li> </ul>	<ul style="list-style-type: none"> <li>Rangi leaves New Zealand on Thursday and arrives the next morning.</li> </ul>
<i>(b) Possible evidence showing understanding of what Rangi will take to Japan, and why.</i>	<ul style="list-style-type: none"> <li>It is winter in Japan. Rangi will take a jersey and warm trousers.</li> </ul>	<ul style="list-style-type: none"> <li>It snows sometimes in Tokyo, and it is colder than last year.</li> </ul>	
<i>(c) Possible evidence showing understanding of what Rangi thinks about his upcoming stay.</i>	<ul style="list-style-type: none"> <li>He will go to a Christmas party and nearby shrine at the beginning of the year.</li> </ul>	<ul style="list-style-type: none"> <li>It is too short. Satoshi is arranging a Christmas party especially for Rangi during the day of 25<sup>th</sup> December, with his classmates and his cousins. Rangi wants to do various things while staying with Satoshi.</li> </ul>	<ul style="list-style-type: none"> <li>It sounds like fun. For example, he will be able to experience a Japanese Christmas party (with Satoshi's classmates and cousins), because even though Christmas is usually celebrated on the evening of 24<sup>th</sup> December, because Rangi is going to be there Satoshi has decided to have a party on 25<sup>th</sup> December.</li> <li>(There is a lot to do in just two weeks) so it is too short. School finishes (school holidays start) on 25<sup>th</sup> December, and then there is the Christmas party, and visiting a (nearby) shrine for the New Year, and Rangi wants to do a variety of other things.</li> </ul>

***Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.***

***Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.***

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the latest train they can catch.</i>	<ul style="list-style-type: none"> <li>The last train they can take is the 09:35 train.</li> </ul>	<ul style="list-style-type: none"> <li>From Tokyo Station it takes 15 minutes by train, then they get off at Korakuen Station and it takes another 6 minutes walking to get to Tokyo Dome.</li> </ul>	<ul style="list-style-type: none"> <li>It takes 15 minutes by train from Tokyo Station to the Korakuen Station, which is the closest. When they get off the train at Korakuen Station they have to turn right at the first corner, and left at the next corner. This takes about 6 minutes, which gives them a little time just in case it is crowded.</li> </ul>
<i>(b) Possible evidence showing understanding of the best ticket for Satoshi and Rangi.</i>	<ul style="list-style-type: none"> <li>Online.</li> </ul>	<ul style="list-style-type: none"> <li>Online, which is cheaper than at Tokyo Dome. High school student tickets cost 1 700 yen, but from Tokyo Dome they cost 1 800 yen.</li> </ul>	<ul style="list-style-type: none"> <li>Online, which is cheaper than at Tokyo Dome. High school student tickets cost 1 700 yen, but from Tokyo Dome they cost 1 800 yen which is a saving of 100 yen (they can use for other things).</li> </ul>

<p>(c) Possible evidence showing reasons for and against recommending Comic Con.</p>	<ul style="list-style-type: none"> <li>• They can see guests.</li> <li>• They can do Cosplay.</li> <li>• Not interested in guests or Cosplay.</li> </ul>	<ul style="list-style-type: none"> <li>• They can do Cosplay by dressing up as a character from a movie and walking on the stage, and they are allowed to sing.</li> <li>• They are not allowed to / can't do things like eat or drink on the stage, however.</li> <li>• Don't like dressing up as a character from a movie and walking on the stage, and singing and dancing, even if it is free on Saturday.</li> </ul>	<ul style="list-style-type: none"> <li>• They may get to meet <i>Lord of the Rings</i>' Elijah Wood and <i>Harry Potter</i>'s Daniel Radcliffe who will be famous guests at Comic Con.</li> <li>• It is run over three days, so you have a choice of day to attend.</li> <li>• Easy to get to by train and short walk.</li> <li>• Not expensive, especially for high school students</li> <li>• Cosplay is free on Saturday – implies that it usually costs money.</li> <li>• Not interested in getting to meet <i>Lord of the Rings</i>' Elijah Wood and <i>Harry Potter</i>'s Daniel Radcliffe who will be famous guests at Comic Con.</li> <li>• Too crowded – have to catch train because the roads will be crowded.</li> <li>• Expensive for high school students.</li> </ul>
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**Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.**

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the differences and similarities Gina noticed between Japanese and New Zealand schools.</i>	<ul style="list-style-type: none"> <li>• Every day, Japanese schools have form time at the beginning and the end of the day.</li> <li>• The subjects were things like English, history, and maths, the same as in New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>• After cleaning, Japanese students practised basketball for club activities in the gym. New Zealand schools practise basketball in the gym after school, too. Boys played soccer or baseball in the grounds, but there was no cricket or rugby. Baseball is not common in schools in New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>• There was no netball, which is her favourite. High school students in classes in Japan were quieter in the classroom than in her New Zealand class, but they were really energetic in the gym and the grounds.</li> <li>• She experienced learning English in a non-English-speaking country and found it easy.</li> </ul>
<i>(b) Possible evidence showing understanding of what problem Gina had in Japan, and how she coped.</i>	<ul style="list-style-type: none"> <li>• She hurt her hand.</li> </ul>	<ul style="list-style-type: none"> <li>• She took some medicine she got from the teacher. That day she was (a little) tired, so before dinner she had a little rest.</li> </ul>	<ul style="list-style-type: none"> <li>• She tried too hard and her hand got / became sore at basketball. It healed, so she did not go to the doctor / hospital.</li> <li>• Despite this / but / however, she really enjoyed school.</li> </ul>

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### Cut Scores

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