

## Assessment Schedule – 2019

### Japanese: Demonstrate understanding of a variety of written and/or visual Japanese texts on familiar matters (91136)

#### 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>(a) Possible evidence showing understanding of what is happening in Japan in 2020, the preparations being made, and why.</i>	<ul style="list-style-type: none"> <li>• The Olympics will be held in Tokyo during the summer of 2020.</li> <li>• Lots of people may come to see the games.</li> <li>• Japan is making a variety of preparations to help foreigners.</li> </ul>	<ul style="list-style-type: none"> <li>• Tourist information is being written in foreign languages.</li> <li>• New buildings are being built.</li> <li>• Japan will become easy to visit from other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Anna thinks/it is thought that (because of these preparations) it will be easier to visit Japan during the Olympics than it has been previously.</li> <li>• Famous places will probably be full of people.</li> </ul>
<i>(b) Possible evidence showing understanding of what Anna intends to do, and why.</i>	<ul style="list-style-type: none"> <li>• Anna intends to leave Tokyo for the countryside next summer.</li> <li>• It is too hot in Tokyo in July and August/summer and she has no air conditioning in her room (in the school dormitory).</li> <li>• There are fewer people in the countryside than in Tokyo.</li> <li>• She can learn about Japanese culture.</li> </ul>	<ul style="list-style-type: none"> <li>• She has never / not yet been to the countryside.</li> <li>• She is finding it difficult to sleep at night.</li> <li>• (In the countryside) there are rice paddies and fields, and it is cooler.</li> <li>• She is looking forward to being in a more natural environment with fields and rice paddies around her.</li> </ul>	<ul style="list-style-type: none"> <li>• Because (there are fewer people in the countryside than in Tokyo), apparently/it seems there will be less chance of meeting people who speak English.</li> <li>• She is looking forward to it – thinking/ hoping she will be able to speak lots of Japanese and understand the culture better.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
Possible evidence showing understanding of what prompted each person to make their comments.	<ul style="list-style-type: none"> <li>• <b>Bob</b> thinks it's pretty but not good.</li> <li>• Digital art uses a lot of electricity.</li> </ul>	<ul style="list-style-type: none"> <li>• You can see fabulous digital art made using electricity while enjoying Japanese food.</li> <li>• For example:               <ul style="list-style-type: none"> <li>- in spring, pictures of cherry blossoms</li> <li>- in winter, pictures of snow.</li> </ul> </li> <li>• It is a waste of electricity / power.</li> </ul>	<ul style="list-style-type: none"> <li>• It is not good for the earth / environment.</li> <li>• The digital art reflects the change of seasons.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Mere</b> thinks it sounds delicious.</li> <li>• She is interested in it.</li> <li>• She wants to try it.</li> <li>• The food smells good.</li> <li>• The food tastes good.</li> <li>• The food is also good for you.</li> </ul>	<ul style="list-style-type: none"> <li>• The menu changes four times a year.</li> <li>• For example, in summer they use lots of summer fruit and vegetables in the cooking.</li> </ul>	<ul style="list-style-type: none"> <li>• Like the digital art, the menu is seasonal / changes to reflect the four seasons. It builds the concept of harmony with nature.</li> <li>• The food is always fresh (in season).</li> <li>• Chef sets the menu in advance, so the customer can sit back / relax and enjoy the art.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Rangi</b> thinks it's too expensive.</li> <li>• Drinks are included.</li> </ul>	<ul style="list-style-type: none"> <li>• Chef decides the food / menu.</li> <li>• It is ¥45 000 per person.</li> <li>• Rangi wants to choose what he can eat / doesn't like being told what to eat.</li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>Suuyon</b> thinks it's strict.</li> </ul>	<ul style="list-style-type: none"> <li>• Customers are asked to come at 6:50.</li> <li>• You are not allowed in if you are more than 15 minutes after 7:00, when the restaurant opens.</li> <li>• No choice of menu.</li> </ul>	

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of how Mari and Tony intend to enjoy the Olympics.</i>	<ul style="list-style-type: none"> <li>• Tony will watch on TV.</li> <li>• Mari is going to watch the baseball with her friends.</li> </ul>	<ul style="list-style-type: none"> <li>• He hopes that the athletes don't get injured.</li> <li>• Mari wants to go and support the athletes, because they train so hard.</li> <li>• Mari intends to get her tickets early because they are popular.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseball has become an Olympic sport once more / again.</li> </ul>
<i>(b) Possible evidence showing understanding of how the behaviour of Japanese sports fans reflects Japanese culture.</i>	<ul style="list-style-type: none"> <li>• Japanese fans put the rubbish in the rubbish bins.</li> <li>• After baseball games and big overseas sports events, the fans clean up.</li> <li>• At Anna's school, they clean every day.</li> <li>• At Anna's school, they even clean up after Sports Day.</li> <li>• Anna was surprised and thinks it's great.</li> </ul>	<ul style="list-style-type: none"> <li>• Immediately after baseball games and big overseas sports events, Japanese fans put the surrounding rubbish in the rubbish bins.</li> <li>• Tidying / cleaning up together creates a good feeling.</li> <li>• It is a part of Japanese culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning up after sports games reflects the Japanese commitment to work together / teamwork (for the common good).</li> <li>• It shows respect for the environment by keeping it clean, which is taught at school and carries on to adulthood. <i>(Recognise the link between what Mari and Anna say.)</i></li> </ul>
<i>(c) Possible evidence showing understanding of what Anna was concerned about, and whether or not her concern is valid.</i>	<ul style="list-style-type: none"> <li>• She doesn't need to worry.</li> </ul>	<ul style="list-style-type: none"> <li>• Anna worries that the people at the Olympics whose job it is to clean may lose their jobs.</li> <li>• It is not the case, because the cleaners clean the grounds more thoroughly when the fans have left.</li> </ul>	<ul style="list-style-type: none"> <li>• The fans only do a bit of cleaning.</li> <li>• Japanese standards of cleaning are high; a cleaning team will do a thorough job afterwards.</li> </ul>

### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 13	14 – 20	21 – 24