

## Assessment Schedule – 2019

### 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 <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
<p><i>(a) Possible evidence showing understanding of important dates and times.</i></p>	<ul style="list-style-type: none"> <li>• 30 March.</li> <li>• 9 a.m.</li> <li>• 12:00.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet at the airport on Sunday 30 March at 9 a.m.</li> <li>• Flight leaves for Japan at 12:00 and takes about 10 hours.</li> <li>• They will arrive at the Tokyo school at 11 p.m.</li> </ul>	
<p><i>(b) Possible evidence showing understanding of the teacher's instructions.</i></p> <p><i>Clothing</i></p> <p><i>On the plane</i></p> <p><i>Luggage</i></p>	<ul style="list-style-type: none"> <li>• Wear school T-shirt.</li> <li>• T-shirt is yellow.</li> <li>• Bring a sweatshirt/jumper.</li> <li>• Watch movies.</li> <li>• Read books.</li> <li>• 10 hours.</li> <li>• Take a suitcase.</li> <li>• There are cool souvenirs in Japan.</li> </ul>	<ul style="list-style-type: none"> <li>• Wear the yellow school T-shirt, as it is easy to see, and you must take a sweatshirt as it will be cool on arrival in Japan.</li> <li>• You can watch movies and read books, but you should also sleep a little.</li> <li>• Don't take too much in your suitcase, as there are cool souvenirs in Japan.</li> </ul>	<ul style="list-style-type: none"> <li>• Because the flight is 10 hours, you can watch movies and read books, but we will be arriving at the school in Japan at 11 p.m. (late) so you should also sleep a little on the plane, as you will be really tired.</li> <li>• You need some space in your suitcase/don't take too much in your suitcase, as there are lots of cool souvenirs in Japan and you will need some space to fit these in.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the clubs in Fumiko's school, and which one she belonged to.</i>	<ul style="list-style-type: none"> <li>• Tennis club.</li> <li>• There is a tennis / swimming / dance club.</li> <li>• There is a basketball club.</li> </ul>	<ul style="list-style-type: none"> <li>• Fumiko was in the tennis club, and there are also swimming, dance and basketball clubs.</li> </ul>	
<i>(b) Possible evidence showing understanding of which club Mark wants to join, and why.</i>	<ul style="list-style-type: none"> <li>• Mark is tall.</li> <li>• Mark is good at basketball.</li> <li>• He wants to play basketball in Japan.</li> </ul>	<ul style="list-style-type: none"> <li>• He is tall, and is good at basketball, so he wants to join the basketball club in Japan rather than tennis or soccer etc.</li> <li>• He wants to join the basketball club, because he is keen to do club activities after school.</li> </ul>	
<i>(c) Possible evidence showing understanding of what decision Mark is likely to make about clubs, and why.</i>	<ul style="list-style-type: none"> <li>• They practise every day.</li> <li>• It is hard.</li> <li>• The dance club has more girls than boys.</li> <li>• They dance to J-pop music.</li> <li>• The karate club practises once a week.</li> </ul>	<ul style="list-style-type: none"> <li>• The basketball club practises every day until 6.30 p.m. and he thinks it is hard.</li> <li>• Mark says it is dreadful, because they practise a lot, whereas other clubs are only once a week.</li> <li>• He is not interested in dance club, as he doesn't like dancing and prefers sport to dance.</li> </ul>	<i>Comparison needed between the more difficult choice of basketball club and the more reasonable expectations of karate club. He hasn't done karate in New Zealand but is interested in it, he has watched it on TV, and the club only practises once a week. It would be good for him to do a Japanese sport while in Japan, too.</i>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the problems Mark has that morning.</i>	<ul style="list-style-type: none"> <li>• His host brother has a headache.</li> <li>• He has to go to school on his own.</li> <li>• He's worried.</li> <li>• He doesn't know the way.</li> </ul>	<ul style="list-style-type: none"> <li>• It's already 8.30 and his host brother has a headache, so he won't be going to school today, so Mark has to go by himself.</li> <li>• He is worried because he doesn't know the way and his Japanese isn't very good.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark has to get himself to school today, as his host brother is sick and won't be going. He is worried about the directions, and his Japanese isn't very good, so all of these things make it a challenge for him to go on his own.</li> </ul>
<i>(b) Possible evidence showing understanding of why Mark's map might be problematic.</i>	<ul style="list-style-type: none"> <li>• He hasn't drawn it correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Instead of showing a right turn at the lights, he has drawn a left turn.</li> </ul>	<ul style="list-style-type: none"> <li>• Because he has drawn it incorrectly, showing a left turn instead of a right turn, he might end up going the wrong way and have to call/ask for help.</li> </ul>
<i>(c) Possible evidence showing understanding of the steps put in place to help him.</i>	<ul style="list-style-type: none"> <li>• He asks the mum for her phone number.</li> </ul>	<ul style="list-style-type: none"> <li>• He asks the mum for her phone number, so he can call her if he has a problem.</li> <li>• The host sister works at a bank behind the supermarket.</li> </ul>	<ul style="list-style-type: none"> <li>• He has the mum's phone number, and also the sister works at a bank behind the supermarket, so he can get help there too. He can come home with the host sister after school if he needs to, but in the end he sounds confident enough.</li> </ul>

### Cut Scores

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