

## Assessment Schedule – 2023

### 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.

#### 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 Noah's host grandma is like.</i>  | <ul style="list-style-type: none"> <li>• She is nice / kind.</li> <li>• She goes shopping every day.</li> <li>• She is fun – she goes shopping and eats Japanese snacks and drinks green tea while watching TV.</li> <li>• She speaks in Japanese, not in English.</li> </ul>  | <ul style="list-style-type: none"> <li>• She is very lively / energetic and walks to the shops every day.</li> <li>• She doesn't speak English at all.</li> </ul>  | <ul style="list-style-type: none"> <li>• She is generous. She takes him shopping, and she gives him her snacks and tea.</li> <li>• She is kind because she doesn't correct all of his mistakes when he speaks Japanese.</li> </ul>   |
| <i>(b) Possible evidence showing understanding of how grandma has enriched his experience as an exchange student in Japan.</i> | <ul style="list-style-type: none"> <li>• She takes him shopping with her.</li> <li>• He can go shopping with her to buy fish and meat. It is interesting.</li> <li>• She makes a yummy breakfast – fish and salad. In New Zealand he makes toast.</li> <li>• He can drink green tea and eat Japanese sweets with her while watching TV.</li> <li>• He can watch (Japanese) TV with her.</li> <li>• She always speaks Japanese with him.</li> </ul> | <ul style="list-style-type: none"> <li>• He can experience going to the shops. She goes to the small shops to buy meat and fish, which he finds interesting. He wants to go with her.</li> <li>• He can try a Japanese breakfast because grandma usually makes fish and salad. In New Zealand he has only toast.</li> <li>• He doesn't have to make his breakfast by himself – grandma makes it for him.</li> <li>• She gives him (the family) Japanese sweets and green tea after dinner while she is watching TV.</li> <li>• He can speak Japanese with her, because she doesn't speak any English.</li> <li>• He made a mistake – she said “welcome home” and he said “itadakimasu”, but she said “well done”.</li> </ul> | <ul style="list-style-type: none"> <li>• He can experience a more traditional way of life, such as eating and drinking the traditional foods, going to the shops each day, and having to speak Japanese.</li> <li>• He says he doesn't really like the Japanese sweets and green tea and doesn't really want to eat them, but it is a good experience to be able to try these traditional foods and drinks. (It pushes him outside his comfort zone).</li> <li>• She helps him to improve his Japanese, because she can't speak English, so he has to speak Japanese. Even though he makes mistakes she is kind to him when he does this. She gives him confidence.</li> </ul> |

| Question TWO   | Achievement  | Achievement with Merit  | Achievement with Excellence  |
|--|--|---|--|
| <i>(a) Possible evidence showing understanding of why Noah is texting Kaori.</i> | <ul style="list-style-type: none"> <li>• He is in the class / classroom.</li> <li>• There are no students or teachers in the classroom.</li> <li>• He is texting to ask where to go.</li> </ul>  | <ul style="list-style-type: none"> <li>• He doesn't know where his class is, so he wants to know where they are.</li> <li>• He has been at his one-on-one Japanese lesson in the library.</li> <li>• He returned late.</li> <li>• None of his friends are in the classroom.</li> </ul>  | <ul style="list-style-type: none"> <li>• The class had <u>already left by the time he got back</u> to the classroom, so he wants to know where they are and how to get there.</li> <li>• None of his friends are there to ask, so he is texting Kaori.</li> </ul>  |
| <i>(b) Possible evidence showing understanding of how Kaori helps Noah.</i>      | <ul style="list-style-type: none"> <li>• She gives him directions.</li> <li>• Says he has basketball.</li> <li>• Tells him to go to the gym.</li> <li>• Says it is 9.30 on a Tuesday.</li> <li>• Says they have PE.</li> <li>• Turn left.</li> <li>• Go straight.</li> <li>• Next to the pool.</li> <li>• Put on your shoes.</li> <li>• Bag is next to your desk.</li> </ul> | <ul style="list-style-type: none"> <li>• She tells him that his class is in the gym because it is period two on a Tuesday and the Year One students have PE.</li> <li>• Go outside at the entranceway and then turn left.</li> <li>• Go straight and you can see a large building on the right-hand side. It is the gym. It is also next to the pool.</li> <li>• Put on your shoes at the entranceway.</li> <li>• You aren't allowed to wear your slippers.</li> <li>• Tells him to bring his PE bag, which is next to his desk.</li> <li>• She tells him to hurry up because it will start at 9.40.</li> </ul> | <ul style="list-style-type: none"> <li>• She warns him to get there on time because it is going to start soon. She gives directions and tells him what to bring and what to wear so he is ready to go.</li> <li>• She tells him he will soon know he is in the right place because it is also next to the pool.</li> <li>• She helps him to avoid making mistakes, like wearing his slippers outside and forgetting his PE gear and being late for the start of the PE class.</li> </ul> |

| Question THREE  | Achievement  | Achievement with Merit   | Achievement with Excellence   |
|---|--|--|---|
| Possible evidence showing understanding of the events Noah attended, who he went with, and why he chose the events as a highlight for his storyboard. | <ul style="list-style-type: none"> <li>• Watched a baseball game – the Hanshin Tigers, with a friend. He cheered.</li> <li>• It was fun.</li> <li>• He bought a Hanshin Tigers T-shirt.</li> </ul> | <ul style="list-style-type: none"> <li>• It was crowded and noisy.</li> <li>• He didn't know the cheer beforehand, but it was easy so he could do it.</li> <li>• He bought a Hanshin Tigers T-shirt as a souvenir.</li> </ul>  | <ul style="list-style-type: none"> <li>• The atmosphere was really exciting, because it was crowded and noisy and he added to the noise by cheering as well.</li> <li>• It was so good he bought a souvenir T-shirt to remember it.</li> </ul>                |
|   | <ul style="list-style-type: none"> <li>• Karaoke with grandma and Kaori.</li> <li>• He was very bad at it.</li> <li>• Kaori and grandma were good at it.</li> </ul>                                | <ul style="list-style-type: none"> <li>• Karaoke with his host family, including Kaori and grandma.</li> <li>• The music was too fast and there were a lot of Kanji, so it was difficult.</li> <li>• He often listens to Japanese songs with his friends now.</li> </ul> | <ul style="list-style-type: none"> <li>• It was very challenging, but this made it really memorable.</li> <li>• He enjoyed the music so much that even now he often listens to Japanese songs with his friends in New Zealand.</li> </ul>                     |
|   | <ul style="list-style-type: none"> <li>• It was summer and the sports day was hot.</li> <li>• It was fun / interesting.</li> <li>• He did fun events in Japan.</li> </ul>                          | <ul style="list-style-type: none"> <li>• In New Zealand he always runs by himself, but in Japan he did various fun events with students in his same year level.</li> </ul>   | <ul style="list-style-type: none"> <li>• It was so different and fun compared to a New Zealand sports day.</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>• He did his New Zealand school haka.</li> <li>• He was nervous.</li> <li>• He taught his little brother the haka.</li> </ul>                               | <ul style="list-style-type: none"> <li>• He did his New Zealand school haka in front of the first years at school (the assembly).</li> <li>• It was OK but he was nervous.</li> <li>• He taught his little brother the haka and he can still do it now.</li> </ul>       | <ul style="list-style-type: none"> <li>• He overcame his nerves and did it well. He was also able to teach his brother well enough that he can still do the haka now.</li> <li>• He did it all by himself in front of all the first year students.</li> </ul> |