

## Assessment Schedule – 2015

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

#### 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.  Some information is correct. The candidate has not understood the <b>general meaning</b> (gist) of the texts. The response is logically <b>inconsistent</b> , indicating misunderstanding.		<i>Demonstrates understanding</i> and is able to <b>make meaning of the relevant information, ideas and / or opinions</b> from the texts.  Information is largely correct. The candidate has understood the general meaning of the texts. The response is <b>consistent</b> .		<i>Demonstrates clear understanding</i> by selecting <b>relevant information, ideas and / or opinions</b> from the texts and communicating them <b>unambiguously</b> .  Information correctly includes relevant detail from the texts. The candidate communicates implied meanings without fully understanding every nuance.		<i>Demonstrates thorough understanding</i> of the <b>implied meanings or conclusions</b> within the texts.  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.	
<b>N1</b> Shows <b>very little understanding</b> and does not convey the general meaning of the text(s).	<b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the text(s).	<b>A3</b> Demonstrates <b>some understanding</b> of the text(s), and conveys <b>some</b> of the general meaning.	<b>A4</b> <b>Demonstrates understanding</b> of the text(s) 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 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 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.	<b>E8</b> Demonstrates <b>thorough understanding</b> and <b>communicates most</b> of the implied meanings by providing supporting detail from the texts.
<b>N0</b> No response; no relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what Sayuri thinks is good about mobile phones.</i>	<ul style="list-style-type: none"> <li>• They are convenient because you can send messages to friends and use the internet anywhere.</li> <li>• You can research things on the internet in class.</li> <li>• Play her favourite game, Kahoot, with everyone.</li> </ul>	<ul style="list-style-type: none"> <li>• You can research things on the internet in class and play her favourite game, Kahoot, with everyone. <i>(Both points required for Merit.)</i></li> </ul>	
<i>(b) Possible evidence showing understanding of what she thinks is not good about them.</i>	<ul style="list-style-type: none"> <li>• Students use them in class when the teacher isn't looking. They send friends messages and play games, so it's hard to teach young people.</li> <li>• Students don't listen to the teacher.</li> <li>• Friends don't talk to each other during breaks.</li> </ul>	<ul style="list-style-type: none"> <li>• Friends don't talk to each other during breaks as they're always looking at their mobiles.</li> </ul>	
<i>(c) Possible evidence showing understanding of what decision she has made and why.</i>		<ul style="list-style-type: none"> <li>• She thinks that communication is really important.</li> </ul>	<ul style="list-style-type: none"> <li>• She thinks that she won't use her mobile as much as she used to, and she will make an effort to talk to her friends more.</li> <li>• She thinks that communication is really important between people and that talking is the easiest way and best way to do that.</li> </ul>

***Possible evidence is not limited to these examples.***

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) (b) Possible evidence showing understanding of features and things you can do on LINE.	<ul style="list-style-type: none"> <li>Line is simple and easy to use.</li> <li>Can send messages to friends easily.</li> <li>Stamps are cute and convenient.</li> <li>It takes time to write in Japanese, especially in Kanji, so you can send “stamps” with texts and you don’t have to write everything out in Japanese.</li> <li>You can create groups and send texts to everyone and make a photo album with the people in the group. However, you can’t phone them together as a group talk.</li> <li>It’s hard to find people.</li> </ul>	<ul style="list-style-type: none"> <li>You can send “stamps” rather than writing things in Japanese.</li> <li>It’s hard to find people if you don’t know their ID.</li> <li>Can practice reading and writing Japanese. <i>(Both points for Merit.)</i></li> <li>Can practice speaking and listening Japanese. <i>(Both points for Merit.)</i></li> </ul>	<ul style="list-style-type: none"> <li>Can practice reading, writing, speaking and listening Japanese. <i>(All four for Excellence.)</i></li> </ul>
(c) Possible evidence showing understanding of what safety features LINE has.	<ul style="list-style-type: none"> <li>It is safe because it’s hard to find people.</li> </ul>	<ul style="list-style-type: none"> <li>It is safe because it’s hard to find people if you don’t know their ID.</li> </ul>	
(d) Possible evidence showing understanding of what Lisa and Yuka are going to use it for.		<ul style="list-style-type: none"> <li>They are going to make a group on LINE with their friend Keiko and plan what they will do on a trip to Yokohama.</li> </ul>	

**Possible evidence is not limited to these examples.**

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>Possible evidence showing understanding of 'The history of cup noodles'.</i>	<ul style="list-style-type: none"> <li>• In 1958 made instant noodles called Chicken Ramen.</li> <li>• In 1966, Mr Ando went to America to try to sell his Chicken Ramen noodles. He thought he couldn't sell them there, because there were no bowls and chopsticks so he made them in a cup.</li> <li>• He persisted despite the funny smelling cup.</li> <li>• Ando first made 'Chicken noodles' in 1958 but 'Cup noodles' didn't appear until 1971.</li> <li>• The noodles are now eaten in about 80 countries. There are a variety of flavours.</li> </ul>	<ul style="list-style-type: none"> <li>• In 1971, Mr Ando made 'Cup Noodles' and starting selling it in large cities in Japan. It became popular among young people in Japan.</li> <li>• It became popular among young Japanese people because it is cheap and it takes only three minutes to cook and they can eat while standing.</li> <li>• Examples of Mr Ando's persistence: he didn't give up when he got to America and realised they didn't have the same equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Mr Ando had to face challenges, such as the paper cup got too hot when eating the noodles. The noodles smelled funny so weren't appealing to eat.</li> <li>• Mr Ando saw young people in America eating and drinking outside, and he thought that Japanese people would also like to have an easy meal outside, so he started selling his Cup Noodles in large cities in Japan.</li> </ul>

*Possible evidence is not limited to these examples.*

### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 14	15 – 20	21 – 24