

## Assessment Schedule – 2020

### 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
<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 – 8	9 – 14	15 – 19	20 – 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 Ken has decided, and why.</i>	<ul style="list-style-type: none"> <li>• After school he will go to cram school.</li> <li>• No time for practice or games.</li> <li>• He wants to continue with baseball.</li> <li>• He intends to quit the baseball club.</li> <li>• He wants to go / will go to university.</li> <li>• He will sit a university entrance exam next year.</li> </ul>	<ul style="list-style-type: none"> <li>• He has to sit the entrance exam and pass, so he can go to university.</li> <li>• From second year term two he will go to cram school after school, so he has no time for practice or games, so he intends to quit the baseball club.</li> </ul>	<ul style="list-style-type: none"> <li>• Games are probably on Saturday or even on Sunday.</li> <li>• He wants to continue playing baseball, but his studies won't allow it because he has to attend cram school and prepare for the university entrance exams to be able to enter the university of his choice.</li> <li>• If he gets bad results, he won't be able to go to the university of his choice.</li> <li>• He is focused on his future.</li> </ul>
<i>(b) Possible evidence showing understanding of what recommendation would be made for Sione, and why.</i>	Join the club, because: <ul style="list-style-type: none"> <li>• Training is five times a week; rest on Saturday and Sunday.</li> <li>• Can make friends.</li> <li>• Sport is good for health.</li> <li>• Lots of good / fun / happy experiences.</li> </ul>	Join the club, because: <ul style="list-style-type: none"> <li>• Even though you can get injured you can make lots of memories.</li> <li>• Experience a sport not readily available / played much in New Zealand.</li> <li>• He can improve his Japanese by speaking Japanese with his team-mates.</li> </ul>	Join the club, because: <ul style="list-style-type: none"> <li>• Even though you can get injured there are lots of positives – for example, being glad / happy with the supporters (people who come to support) when you win, making lots of memories.</li> <li>• Playing sport is better for your health / body than using phones / playing games.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what is special about the place Sione went to.</i>	<ul style="list-style-type: none"> <li>• Women made sushi.</li> <li>• It was very expensive.</li> </ul>	<ul style="list-style-type: none"> <li>• Sushi is normally / usually made by men.</li> <li>• Women's hands are small and too warm.</li> </ul>	<ul style="list-style-type: none"> <li>• It was his first experience of eating in a sushi shop in Japan.</li> <li>• It is unusual for women to make sushi in a sushi shop because ...</li> <li>• She has heard that women's hands are small and warm and therefore not good for (handling) raw food.</li> </ul>
<i>(b) Possible evidence showing understanding of what Sione has learned about sushi.</i>	<p>History:</p> <ul style="list-style-type: none"> <li>• In the past, the rice was not eaten.</li> </ul> <p>Development of sushi:</p> <ul style="list-style-type: none"> <li>• Now rice is eaten as well.</li> <li>• Sushi is popular in Japan.</li> <li>• There are lots of varieties of sushi.</li> <li>• Sushi is often a party food.</li> <li>• Japanese people often make sushi at home and buy it in the shop.</li> </ul>	<p>History:</p> <ul style="list-style-type: none"> <li>• Mari told him about her Japanese class, when she learned about the history of sushi.</li> </ul> <p>Development of sushi:</p> <ul style="list-style-type: none"> <li>• Sushi is not just made in Japan</li> <li>• California roll is not traditional Japanese sushi.</li> <li>• California roll was first made in America.</li> <li>• Sushi is similar to cake.</li> </ul>	<p>History:</p> <ul style="list-style-type: none"> <li>• The teacher talked about interesting things – for example, sushi rice was historically used only to wrap fish and the rice was never eaten.</li> </ul> <p>Development of sushi:</p> <ul style="list-style-type: none"> <li>• Sushi has developed across the world to include other cultures, e.g. America, where they developed the California roll.</li> <li>• Sushi is similar to cake because it is often served at parties that celebrate special events, so it is similar to the way that we eat cake to celebrate special events.</li> </ul>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of who this person is, and how she was involved in the event.</i>	<ul style="list-style-type: none"> <li>• This is Mari.</li> <li>• Her role was to buy things (for the play).</li> <li>• You can buy things on the internet.</li> <li>• She searched for a good shop.</li> <li>• Everything she ordered was a bit big.</li> </ul>	<ul style="list-style-type: none"> <li>• She is dressed in blue and white like a cat.</li> <li>• She enjoyed the Culture Festival, but the preparations were terrible.</li> <li>• She heard that you can buy things cheaply on the internet.</li> <li>• She had a problem because the things she bought online were all a bit big.</li> <li>• She ordered a lot.</li> </ul>	<ul style="list-style-type: none"> <li>• Her class put on a play of a famous anime for the Culture Festival.</li> <li>• The audience said that the play was interesting, so she was really pleased because they had done their best.</li> </ul>
<i>(b) Possible evidence showing understanding of who this person is, and what her class did for the event.</i>	<ul style="list-style-type: none"> <li>• This is Mari's friend.</li> <li>• Her class made their classroom into 'obakeyashiki'.</li> <li>• Her class put a lot of surprising and scary things into the room.</li> <li>• You feel bad when you go in.</li> <li>• Mari hates it.</li> </ul>	<ul style="list-style-type: none"> <li>• They had their photo taken standing in front of the 'obakeyashiki' created by Mari's friend's class.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Obakeyashiki' is a 'Ghost/Haunted House'.</li> <li>• It looks similar to Halloween – pumpkins and bats – and reminds Sione of Halloween.</li> </ul>
<i>(c) Possible evidence showing understanding of who this person is, and why she attended.</i>	<ul style="list-style-type: none"> <li>• This is Keiko.</li> <li>• Mari's cousin in third year at junior high school/middle school.</li> <li>• She came to see what the school was like.</li> <li>• Most of the junior high school students who live close by, choose this school.</li> </ul>	<ul style="list-style-type: none"> <li>• Keiko wants to go to the same school as Mari.</li> <li>• Sometimes there are also students who live far away.</li> <li>• The school is popular because it has a lot of good teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• She won't be able to go to this school unless she passes the entrance exam.</li> <li>• The entrance exam might be hard, because the school is popular.</li> <li>• Having good teachers will increase her chances of getting into university.</li> </ul>