

Assessment Schedule – 2017

Japanese: Demonstrate understanding of a variety of extended spoken Japanese texts (91553)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves making meaning of the information and varied perspectives in the texts.	<i>Demonstrating clear understanding</i> involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously .	<i>Demonstrating thorough understanding</i> involves expanding on relevant information and varied perspectives from the texts with supporting detail .

Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates limited or no understanding of the spoken texts.		<i>Demonstrates understanding</i> and makes meaning of the information and varied perspectives in the spoken texts.		<i>Demonstrates clear understanding</i> by selecting relevant information and varied perspectives from the spoken texts and communicating them unambiguously .		<i>Demonstrates thorough understanding</i> of the implied meanings or conclusions in the spoken texts.	
Some information is correct. The candidate has not shown understanding of the general meaning (gist) of the texts. The response is logically inconsistent , indicating misunderstanding.		Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is consistent .		Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.		Relevant information and varied perspectives, with supporting detail, are selected and expanded upon. The response shows understanding of nuance and meanings not obviously stated in the spoken texts.	
N1 Shows very little understanding and does not convey the general meaning of the spoken texts.	N2 Shows little understanding and does not convey the general meaning of the spoken texts.	A3 Demonstrates some understanding of the spoken texts, and conveys some of the general meaning.	A4 Demonstrates understanding of the spoken texts and conveys the general meaning.	M5 Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting relevant information and varied perspectives from the spoken texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information and varied perspectives from the spoken texts.	E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the spoken texts which justifies conclusions.	E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the spoken texts which fully justifies conclusions.
N0 No response; no relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what Emma intended to do, and why.</i>	<ul style="list-style-type: none"> She intended to go to Disneyland on the 15th, because it was easy for her to get there. 		<ul style="list-style-type: none"> By bus by herself / did not plan to go with anyone else.
<i>(b) Possible evidence showing understanding of the reasons that made Emma change her mind.</i>	<ul style="list-style-type: none"> Takeshi and his friends are going to Edo Mura. Emma thinks it is interesting, because she can learn about Japanese history. For example, you can experience olden-day Japanese lifestyles and culture, wear a kimono walking around the village, eat traditional Japanese food, and watch things like a free Ninja performance. It is the same price overall as going to Disneyland. 	<ul style="list-style-type: none"> It is further than Disneyland, so the return ticket is more expensive, but the entrance fee is cheaper. 	<ul style="list-style-type: none"> Takeshi is going with his friends and he understands that it can be hard to get to Edo Mura on your own, because it is a bit far and you have to change trains, so invites Emma along as well which is a good opportunity for her. Edo Mura is hard to get to on your own if you are an exchange student like Emma. She did not have any plans to go with someone, so she could easily change her mind. The trip would benefit her studies.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the kind of place Emma goes to.</i>	<ul style="list-style-type: none"> • A place where you can rent pets. • You can borrow a dog and take it for a walk. 	<ul style="list-style-type: none"> • A place that Takeshi told her about. 	
<i>(b) Possible evidence showing understanding of what choices are available for customers in this place.</i>	<ul style="list-style-type: none"> • You can borrow a pet for an hour, or a week. 	<ul style="list-style-type: none"> • The first time borrowing a pet is better to be for a short time, and then gradually get longer. For example, you can borrow a pet for an hour if you have not had any previous experience. • If you have had previous experience, like Emma, you can borrow a pet overnight, or even for a week. 	<ul style="list-style-type: none"> • Even if you can borrow a pet overnight because you have enough experience like Emma, there are still restrictions, as shown by the fact that Emma lives in an apartment so can't have a pet overnight. • You can choose the dog you wish to rent.
<i>(c) Possible evidence showing understanding of what Emma thinks about this place.</i>	<ul style="list-style-type: none"> • Initially she was surprised and couldn't believe it, but was delighted. • It relieves the stress of university life in Japan as an international student. • Feels less sad when she remembers her dog in New Zealand. 		<ul style="list-style-type: none"> • She hopes that it will lift her spirits.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of how the work of travel agents has changed, and why.	<ul style="list-style-type: none"> Travel agents used to make plane and travel bookings, but now clients can do that on the Internet themselves. 	<ul style="list-style-type: none"> Travel agencies have made websites that make it easy for customers to make plane and travel bookings. 	
(b) Possible evidence showing understanding of what is innovative about the travel agent Emma worked for.		<ul style="list-style-type: none"> Helps people make friends. Uses local people. 	<ul style="list-style-type: none"> They made plans for a new kind of travel. For example, the most popular is travel that helps people make friends, by getting people with similar interests to go together to places that interest them. The second most popular is to let locals introduce their region's festivals to the tourists.
(c) Possible evidence showing understanding of what the future holds for Emma, and why.	<ul style="list-style-type: none"> Next year when Emma graduates from high school, she will work in the same travel agency. She wants to make a similar travel agency in New Zealand. 	<ul style="list-style-type: none"> She will work really hard to ensure that the clients have safe and enjoyable travel. If she can, she wants to make a similar travel agency in New Zealand. 	<ul style="list-style-type: none"> Emma will have to think of new ways of travel. This is because she finds innovation challenging, but really interesting. It has been decided that she will work in the same travel agency where she worked part-time as a student.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question FOUR	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the best way to get to Disneyland, and why.</i>	<ul style="list-style-type: none"> • The train. • The bus arrives directly in front of Disneyland, the closest train station is about a four-minute walk. • The train was cheaper. The train is 220 yen, the bus is 720 yen. • Leaves later. 	<ul style="list-style-type: none"> • Go by train, because it was more convenient than the bus. • Train leaves later, so you can stay until the end at 10.00. 	<ul style="list-style-type: none"> • When the roads are crowded, you don't know when you will arrive. The trains are not usually late. • Train is more reliable than the bus even though you have to walk four minutes from the train station. • One way train is 220 yen. • Last bus from Disneyland to Tokyo Station leaves at 7.00.
<i>(b) Possible evidence showing understanding of which entry ticket to Disneyland is preferable, and why.</i>	<ul style="list-style-type: none"> • An afternoon ticket that starts at 3.00 and finishes at 10.00. • The afternoon ticket is 2000 yen cheaper than the morning ticket. 	<ul style="list-style-type: none"> • There is enough time to see things. 	<ul style="list-style-type: none"> • The evening is not crowded and you don't have to queue so much, so you can do various things in a short space of time.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 17	18 – 25	26 – 32