

Assessment Schedule – 2020

Japanese: Demonstrate understanding of a variety of spoken Japanese texts on familiar matters (91133)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and /or opinions in the texts.</p> <p>Responses as a whole show an understanding of the general meaning (gist) of the texts.</p>	<p><i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and /or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a clear understanding of the content of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating thorough understanding</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 comprehensive understanding of the content and underlying meaning of the texts, including nuance and meanings not obviously stated in the texts.</p>

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not communicate the general meaning of the text.	Shows little understanding and does not communicate the general meaning of the text.	Demonstrates some understanding and communicates some of the general meaning of the text.	Demonstrates understanding and communicates the general meaning of the text.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates thorough understanding and communicates some of the implied meanings by providing supporting detail from the text to justify conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text to fully justify conclusions.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 13	14 – 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 Mari's father wants to do, and why.</i>	Buy a new TV, because: Practical reasons: <ul style="list-style-type: none"> • He watches the news and movies on TV • He wants to watch on a big screen • Not a cell phone because the screen is small. Health reasons: <ul style="list-style-type: none"> • You get a headache if you watch cell phones for too long • He thinks looking at cell phones while walking is dangerous. 	Buy a new TV for the family, because: Practical reasons: <ul style="list-style-type: none"> • The current one is old / out-of-date. Family reasons: <ul style="list-style-type: none"> • He enjoys watching with her mother • When Mari was young, they always watched TV after dinner and talked about various things. Health reasons: <ul style="list-style-type: none"> • He wants to watch at his own pace on a big screen because he thinks that cell phone screens are small and difficult to watch. 	Because: Family reasons: <ul style="list-style-type: none"> • Watching is part of family time because he remembers when ... • He likes watching with company and remembers when ... • Possibly he misses this family time • Only one person can watch a cell phone and he enjoys watching with others • Shopping with Mari would mean more time together. Health reasons: <ul style="list-style-type: none"> • He's heard that you get a headache if you watch for too long.
<i>(b) Possible evidence showing understanding of what Mari wants her father to do, and why.</i>	Buy her a new phone instead of a new TV, because: <ul style="list-style-type: none"> • Cell phones are convenient • You can read the news on a cell phone • Watching comedy and music programmes is popular. 	Buy her a new phone instead of a new TV for the family, because: <ul style="list-style-type: none"> • She thinks that nobody watches TV anymore, only her Dad • There are also people who read the news on cell phones • Convenient – you can take a cell phone anywhere, anytime. 	Because: <ul style="list-style-type: none"> • Her friends use cell phones more than watching TV • You can watch – even while you are walking – comedy and music programmes, which are popular.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of whether hearing Sione's feelings about studying in Japan will encourage his New Zealand classmates to study in Japan.</i>	<p>Probably no; or yes giving the same reasons with a positive spin:</p> <p>Complaints:</p> <ul style="list-style-type: none"> • He hasn't done his maths homework • If he doesn't do his homework his teacher, who is usually kind, will get angry • Busy every day. 	<p>Complaints:</p> <ul style="list-style-type: none"> • There are times when he sleeps after school. • He has to write various essays in Japanese • He is always tired, so he doesn't do his homework. 	<p>Complaints:</p> <ul style="list-style-type: none"> • Presumably writing essays in Japanese is hard because he is still learning Japanese, or <p>Positives:</p> <ul style="list-style-type: none"> • It is challenging so he will learn a lot • His time management seems poor • He may feel better if he is more organised.
<i>(b) Possible evidence showing understanding of whether Sione is worried about his health.</i>	<p>Yes, because:</p> <ul style="list-style-type: none"> • The hostel's dining room is open from 5.30 to 7.30, but generally he is asleep during that time • Cup ramen and sandwiches are yum, but not good for you. 	<p>Yes, because:</p> <ul style="list-style-type: none"> • He can't eat the meals from the hostel, so he has to prepare meals later • Usually, there is no time to cook so he buys cup ramen and sandwiches from the nearby convenience store. 	<p>Yes, because:</p> <ul style="list-style-type: none"> • He doesn't get a chance to eat properly • Not used to so much pressure (mental health) • Pace more relaxed in New Zealand.
<i>(c) Possible evidence showing understanding of what Sione is likely to do next week, and why.</i>	<p>He will probably go to the theme park because:</p> <ul style="list-style-type: none"> • The international students are going to a theme park • Everyone is looking forward to it • He will probably not clean. 	<ul style="list-style-type: none"> • Even though it is not very clean, he will probably not tidy his hostel room as he intended • He is an international student and it would be nice to join the other international students. 	<p>He will probably go to the theme park because:</p> <ul style="list-style-type: none"> • School seems tough and he needs a break • He hasn't been to a theme park in Japan and hasn't got much other free time • It will probably be the only time he can go.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of how Mari felt about the performance, and why.</i>	<ul style="list-style-type: none"> • She thinks it is amazing. • She will never forget it. 	<ul style="list-style-type: none"> • This is the first time she has seen it with her own eyes. • She has seen the haka performed by rugby players before a match on TV. 	<ul style="list-style-type: none"> • The impact of seeing with her own eyes is more powerful than watching on the media. • It has made a lasting impression on her. She recognises the effort he put into it when he says he practised diligently before performing it on a school trip.
<i>(b) Possible evidence showing understanding of what Mari wants to do, and how she might achieve this.</i>	<ul style="list-style-type: none"> • She wants to try to learn about Māori culture. • She already knows what the haka is. • She thinks that Māori culture seems interesting. • She wants to study Māori language. 	<ul style="list-style-type: none"> • She might learn Māori language, so that it is easier for her to learn about Māori culture. • She learns that Māori words can be written easily in katakana. • There are some Māori words that are similar to Japanese. 	<ul style="list-style-type: none"> • By learning Māori, she might find it easier to understand Māori culture. • Learning Māori might not be too hard for her because there are some similarities with Japanese. • Māori can be written easily in katakana, so that means that the sounds are similar.
<i>(c) Possible evidence showing understanding of what Hoani intends to do, and why.</i>	<ul style="list-style-type: none"> • He practised really hard in order to perform the haka when he came on this school trip to Japan. From now on he wants to do more to preserve Māori culture. 	<ul style="list-style-type: none"> • When he returns to New Zealand, he'll try hard again to let people know about Māori culture • He wants to send a message about his culture to lots of people. 	<ul style="list-style-type: none"> • By performing the haka in Japan, he is sharing his culture with another country.