

Assessment Schedule – 2022**Japanese: Demonstrate understanding of a variety of extended written and / or visual Japanese texts (91556)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives 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 and varied perspectives 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 and varied perspectives, and communicating 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 – 7	8 – 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 the student has to do for the assessment.</i>	<ul style="list-style-type: none"> Write about what we can do to help protect the world's resources. 	<ul style="list-style-type: none"> Get the assessment checked by the teacher. 	<ul style="list-style-type: none"> Since the due date for the assessment is tomorrow, get the teacher to check the progress, even though it's not finished.
<i>(b) Possible evidence showing understanding of what the student thinks could be done to address the topic of the assessment.</i>	<ul style="list-style-type: none"> The student found a website where a white substance was put into water and became a fish fillet. At the moment, people are taking too many fish from the sea and rivers. 	<ul style="list-style-type: none"> The student thought it was a good idea to produce artificial fish made from a white substance put into water. Making a fish fillet out of a white substance means that fish won't be over fished. 	
<i>(c) Possible evidence showing understanding of how the student could complete the assessment successfully and why they should complete it in that way.</i>	<ul style="list-style-type: none"> Check the title of the website, because the title on the site chosen was weird. Look for evidence and not just believe what is presented without questioning. Seek further information and check other sources. 	<ul style="list-style-type: none"> Make sure that everything is fully explained – the student didn't actually see the person eating the 'fish fillet'. Check what the substance was made of – it could cause severe illness. Question what you see, because the student just believed the presenter when they said that it was delicious. Don't limit research to just one source – if something was such a novel idea it would have been newsworthy. Don't believe everything you see straight away. 	<ul style="list-style-type: none"> Start again, because the research wasn't done properly. Hurry – the student only found the website yesterday and the assessment is due tomorrow. Improve research skills when using the internet, by analysing the website to see if it is safe, questioning what you see and don't see, and seeking support from a range of evidence, because they are all the things that the student did not do. Research more carefully / thoroughly / accurately.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of Nina's problem and how she decided what to do.</i></p>	<ul style="list-style-type: none"> • She was at a loss because she couldn't decide what to do in the future after leaving school in Year 13. • There was nothing that she was interested in at university, and she didn't want to work. • She really wanted to go to Tokyo, but her mother was opposed to the idea, and she had no money. • Because she liked looking after old people, she decided to train in a hospital. 	<ul style="list-style-type: none"> • She learned about the benefits and disadvantages of the programme that her seniors were involved in. • For example, her builder friend, who got a good job because there weren't many houses, so there was lots of work and he made good money. • For example, her other friend who trained on boat but found it hard to work and study at the same time. 	<ul style="list-style-type: none"> • She reflected that her father found success after being part of the programme in the past – he owns his own electrical goods factory and now supports young people himself. • She could fulfil her desire to go overseas by doing what she liked while training in a job and studying, and earning money at the same time.
<p><i>(b) Possible evidence showing understanding of what kind of person would be suitable for this training.</i></p>	<p>Someone who:</p> <ul style="list-style-type: none"> • is not sure of what they want to do • can learn from the company owner, like the senior who worked for a building company • is able to put up with conditions that are not always comfortable – for example, working outside on days when the weather is bad • chooses work that they like – for example, one senior liked building houses and buildings, and trained in a company that did that kind of work. 	<p>Not someone who:</p> <ul style="list-style-type: none"> • is interested only in the money while training, like the other senior, who got tired and gave up. They chose training on a ship only because they thought that as New Zealand is an island country, there would be plenty of work connected to the sea. <p>Someone who:</p> <ul style="list-style-type: none"> • has a passion / vocation for their chosen field. 	<p>Someone who:</p> <ul style="list-style-type: none"> • chooses training where there is a demand as well as what they like – for example, when the builder graduated the salary was good because there was a shortage of new houses • enjoys hands-on training and has a good relationship / communication with the owner, because the owner is a mentor • is able to persevere – put up with difficult conditions (like the builder), do serious study, sit exams and work at the same time • has good time management skills • has a passion for their chosen field (unlike the second senior, who couldn't manage work, study, and exams, mainly because they weren't really interested in the training). <p>The other senior was more interested in picking training where they thought there would be lots of jobs and therefore lots of money, and they were pleased they got money while training. Because they were not especially</p>

			interested in the work, they gave up easily.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what you need to do to prepare for participation in the club.</i>	<ul style="list-style-type: none"> • When and where it is. Saturday 11 a.m.–12 p.m. The location of the Japanese embassy. • What to bring: paper with your name and phone number on the first day; water; and wear clothes that are comfortable to exercise in. 	<ul style="list-style-type: none"> • You can take anything that you think is necessary for yourself (like sunscreen, hat, and sunglasses, because it is outside). 	<ul style="list-style-type: none"> • There is no mention of poi, so you will need to know whether poi are supplied or not.
<i>(b) Possible evidence showing understanding of the good points and bad points of the club's location.</i>	<ul style="list-style-type: none"> • It is easy to find and get to – in a park, next to the Japanese embassy, and one minute walk from the central bus station's west exit in the city centre. • Many people using the park will see the club, which may encourage new members. • No good if it rains or the weather is bad. 	<ul style="list-style-type: none"> • Can take public transport, so it is good for the environment. • Probably best in summer, but you can still practise inside individually in winter / when the weather is not suitable / on cold, rainy days, like the student who has made it a habit to practise at home every morning, and the person interested in sport. 	<ul style="list-style-type: none"> • It is outside in the fresh air / close to nature / can feel calm, which is good for mental health. • Lots of space and no limit on numbers. • Have to share space with the public, and they might be annoying with music and other activities. • The club might annoy other people in the park, so have to consider other users of the park.
<i>(c) Possible evidence showing understanding of why someone would join this club.</i>	<ul style="list-style-type: none"> • It is good for your health. • You can meet people you don't normally meet, and make new friends. • You can have fun, enjoy yourself, laugh, and relax. • You can exercise and improve flexibility. • It's free, so there are no money constraints. • You can learn about Māori culture if you have an interest. 	<ul style="list-style-type: none"> • It benefits a range / age of people, from retired people who are lonely to office workers and students who spend an increasing amount of time on computers and are stressed. • It can help with flexibility and influence sports performance. • It can clear / refresh your head and heart, and improve school grades. • It can be habit forming in a good way. • You can practise what you learn anytime – not just with the group but individually – and anywhere, for example, at home, which is convenient. 	<ul style="list-style-type: none"> • It can improve your mental, physical, and cognitive health. • There is flexibility about when, where, and with whom you can practise. It is not just confined to weekly club meetings on Saturdays. • It prompts learning about Māori culture, because poi is one part of traditional Māori culture that has recently been found to have health benefits that can help everyone.