

Assessment Schedule – 2023**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
<p><i>(a) Possible evidence showing understanding of how having a driver's licence has changed what Mary can do.</i></p>	<ul style="list-style-type: none"> • Before, she had to do things like have an adult ride with her or drive just on her own. • Be the driver for her friends when they go to a summer festival. • She can get a part-time job. 	<ul style="list-style-type: none"> • Not be restricted by having to have an adult ride with her or to drive just on her own. • Become a driver for her friends when they go to a summer concert in a region that's far away. • She can get a part-time job because she doesn't have to rely on public transport. • She can usually go by car. • It's convenient on rainy days and when you have heavy luggage. 	<ul style="list-style-type: none"> • Looking forward to not being restricted by having to have an adult ride with her or to drive just on her own. Gives her freedom to get around with her friends. • She will have to drive responsibly. • She doesn't have to rely on public transport and be restricted by bus and train timetables, so maybe she can get a part-time job. • It makes life more convenient. For example, the place where she lives is not convenient for transport, so she can usually go by car now, although rush hour is a bit scary because the motorway is crowded. • She doesn't have to worry about being outside when it is raining and doesn't have to worry about carrying heavy luggage. She can just put it in the car.

<p><i>(b) Possible evidence showing understanding of how likely it is that Hiroshi will do what Mary suggests.</i></p>	<ul style="list-style-type: none"> • You can get a licence in Japan when you turn 18. • Most students go to a special driving school after graduation. • Hiroshi will probably not do this, because if you drive a car, it uses petrol that is expensive. 	<ul style="list-style-type: none"> • Mary suggests that Hiroshi gets a licence in Aotearoa New Zealand and changes it for a Japanese licence when he returns to Japan, because in Japan most people go to driving school after graduation and after turning 18, but it's tough because it is really expensive, and the test is hard. • Hiroshi is not likely to do this because he would prefer an electric bike. 	<ul style="list-style-type: none"> • Mary suggests that getting a licence in Aotearoa New Zealand will be a good experience for Hiroshi. • She suggests that he gets a licence in Aotearoa New Zealand, because she has heard that you can easily get a Japanese licence when you return to Japan if you have a New Zealand licence. • Cars cause pollution. • He hasn't checked out getting a licence because he wouldn't be allowed to go to school by car if he were in Japan, and he is going home at the end of the year.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what Bob and Kimiko do in the morning, and the consequences.</i></p>	<ul style="list-style-type: none"> • Bob gets up at 8.30, has a coffee, and walks to school. Recently he has been late for school. • Kimiko eats breakfast at 6.00 a.m. and bikes to the station in a rush. • She changes trains on the way, so it takes time. • She gets to school on time. 	<ul style="list-style-type: none"> • Recently Bob has been tired and can't get up in the morning and is late for school, so today the teacher was angry with him. • Bob doesn't eat breakfast, so he is hungry all the time during lessons. • She has to get up early and eat breakfast at 6.00 a.m., because the rules in her school in Japan are strict and she can't be late for school. 	<ul style="list-style-type: none"> • Even though Bob gets up late, he is always tired, and is late for school. • He can't get up in the morning because he is tired from conscientiously doing homework until 12.00, then chatting with his classmates. • Because of his lateness, the teacher was angry with him today and told him that if he keeps going like this, he will fail his exams. • She has to rush, because she uses two kinds of transport, so her school is probably not close to her home. • She changes trains on the way, so it takes time.

<p><i>(b) Possible evidence showing understanding of what Bob would discuss with the principal, and evidence Bob could give to support his point of view.</i></p>	<p>The possibility of starting school later. Reasons:</p> <ul style="list-style-type: none"> • Bob and Kimiko go to sleep after 12 a.m. and get up early, so they do not get enough sleep. So, if school started later, they would get enough sleep. 	<p>The possibility of starting school later. Reasons:</p> <ul style="list-style-type: none"> • Bob's data shows that high school students need nine hours of sleep and if they sleep at 12.00 and get up at 9.00, they will have had enough sleep. • Neither Bob nor Kimiko get enough sleep, because they go to sleep late, and the time that they have to get up in order to get to school on time means that they do not get the necessary nine hours of sleep. • Bob's data shows that only 1% of students get enough sleep. 	<p>The possibility of starting school later. Reasons:</p> <ul style="list-style-type: none"> • High school students' biorhythms change, and they feel like sleeping at 12.00, so it's best to get up at 9.00. • It is not just Bob who doesn't get enough sleep. The fact that both Bob and Kimiko are doing homework until 12.00 and then chatting to classmates after that means that their classmates are up late, too, and short on sleep. • This (above) is supported by information in the data Bob found, where 86 students stayed up late because of homework and 66 students were interacting online with their friends. • Other reasons are: study for exams (57 students), meeting deadlines (61 students). • More than 70% of students replied that they couldn't get good results for homework or exams because of lack of sleep.
	<p>The possibility of finishing school at the same time as now. Reasons:</p> <ul style="list-style-type: none"> • Students wouldn't be tired and could study well. • Students like Bob, who go without breakfast, would be able to focus and not feel hungry. 	<p>The possibility of finishing school at the same time as now. Reasons:</p> <ul style="list-style-type: none"> • Students would be able to concentrate better in class because they wouldn't be so tired, wouldn't have to rush in the morning, wouldn't be late for school, and would have time to eat breakfast. • Students could study well all day. 	<p>The possibility of finishing school at the same time as now. Reasons:</p> <ul style="list-style-type: none"> • Students would get more sleep and be more aligned with their biorhythms. • There would be no interruption to their after-school commitments – for example, Kimiko has club activities.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of where Mari and her family went and why.</i></p>	<ul style="list-style-type: none"> • Last spring holiday, they visited her friend Rangi's place. • Rangi's parents are like Mari's New Zealand mother and father, and she was keen to meet them again. 	<ul style="list-style-type: none"> • Last spring when Mari's family were making plans for the spring holiday Rangi invited them by email to visit. • They were keen to go, and went quite soon because Rangi's parents are retired, and they are like Mari's New Zealand mother and father. 	

<p><i>(b) Possible evidence showing understanding of the connection that Mari feels there is between ‘manaakitanga’ and ‘omotenashi’, with examples of what Rangi’s family and Mari did.</i></p>	<p>They both show kindness.</p> <p>They both involve preparing things:</p> <ul style="list-style-type: none"> • Mari took Japanese-style barbecue meat for Rangi, which was very popular with everyone. • Rangi’s family caught crayfish and mussels for the barbecue. 	<p>They both show kindness.</p> <p>They both involve preparing things:</p> <ul style="list-style-type: none"> • Because Mari and her family were visiting, Rangi’s family caught crayfish and mussels in preparation for the barbecue. 	<p>They both show kindness.</p> <p>They both involve preparing things:</p> <ul style="list-style-type: none"> • Because even though Mari’s family were being looked after and they were the guests, Mari took Japanese-style barbecue meat for Rangi.
	<p>They both involve thinking about other people:</p> <ul style="list-style-type: none"> • Rangi’s family thought about what food Mari’s family would like. 	<p>They both involve thinking about other people:</p> <ul style="list-style-type: none"> • Rangi’s family thought about what Mari’s family would like and prepared food that they wanted Mari’s family to eat, which made Mari’s family especially happy. • They showed them around tourist spots with beautiful sea and mountains. 	<p>They both involve thinking about other people:</p> <ul style="list-style-type: none"> • Mari thought about what Rangi liked and took food that she knew he liked. • Rangi’s family thought about everyone. For example: <ul style="list-style-type: none"> - what food Mari’s family would like - what the family would like to see, and showed them around tourist spots with beautiful sea and mountains - what Mari’s son would enjoy doing: he could go fishing, and water sliding on a natural water slide on a river in the middle of the forest.
		<p>They both believe that when the guests are happy the host is too:</p> <ul style="list-style-type: none"> • When Mari said thank you, Rangi said that if her family was happy, he was happy too. • Mari’s family was especially pleased with the barbecue. • Mari’s son really enjoyed fishing and water sliding. 	<p>They both believe that when the guests are happy the host is too:</p> <ul style="list-style-type: none"> • When Mari said a heartfelt thank you, Rangi said that if her family was happy, he was happy too. • Both ‘omotenashi’ and ‘manaakitanga’ involve preparing things for a guest while thinking about them and when the guests are happy, the hosts also feel good, and it is not done for money.