

## Assessment Schedule – 2017

### 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
<i>Demonstrating understanding</i> involves <b>making meaning of the relevant information, ideas, and opinions</b> from the texts.	<i>Demonstrating <b>clear</b> understanding</i> involves <b>selecting relevant information, ideas, and opinions</b> from the texts and communicating them <b>unambiguously</b> .	<i>Demonstrating <b>thorough</b> understanding</i> involves <b>expanding on relevant information, ideas, and opinions</b> from the texts with <b>supporting detail</b> .

#### Evidence

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

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what will happen on the Naruto day trip (Course A).</i>	<ul style="list-style-type: none"> <li>• Get dressed in (the anime) Naruto clothes.</li> <li>• Go sightseeing around the town/ Naruto by bus for two hours.</li> <li>• Make Naruto udon.</li> <li>• Go by boat in order to see the whirlpools (up close/be right next to them).</li> </ul>	<ul style="list-style-type: none"> <li>• People who don't know how to make udon will be helped, and have it (how to make) explained to them kindly.</li> <li>• Therefore the udon that they make will <u>definitely</u> be delicious.</li> </ul>	
<i>(b) Possible evidence showing understanding of what will happen on the Kobe day trip (Course B).</i>	<ul style="list-style-type: none"> <li>• See Western-style buildings.</li> <li>• The buildings are houses built by foreigners 150 years ago.</li> <li>• There are lots of buildings made from brick and wood.</li> <li>• Free time.</li> <li>• They can do things like go shopping with friends, and eat lunch.</li> <li>• There is also an amusement park.</li> <li>• Watch a baseball game (between the Tigers and the Giants).</li> </ul>	<ul style="list-style-type: none"> <li>• The baseball game is a very important game, as whoever wins will be the top team/number one in Japan.</li> <li>• The last time the Tigers and the Giants played each other it ended up in a draw, so they don't know who will win.</li> </ul>	

<p><i>(c) Possible evidence showing understanding of which day trip Aroha should go on.</i></p>	<p>If they choose the Naruto day trip:</p> <ul style="list-style-type: none"> <li>• Because she likes cooking.</li> <li>• Because she has read that seeing the whirlpools by boat is amazing.</li> </ul>	<p>If they choose the Naruto day trip:</p> <ul style="list-style-type: none"> <li>• But she might get sick / feel bad / not feel good on the boat if it is windy.</li> </ul>	<p>If they choose the Naruto day trip:</p> <ul style="list-style-type: none"> <li>• Because she is leaving Naruto early in the morning the next day, and needs time to get ready to go back to New Zealand. If she goes on the Kobe Day Trip instead, she won't have that time, as the bus will get back to Naruto at 11:30 p.m.</li> <li>• Because she says she wants to go shopping, and as the tour finishes at 3:00 p.m. she will have time after the tour finishes to buy souvenirs.</li> </ul>
	<p>If they choose the Kobe day trip:</p> <ul style="list-style-type: none"> <li>• Because she hasn't bought souvenirs yet, and this will give her plenty of time to do so.</li> <li>• Because she is unlikely to / can't see a baseball game in New Zealand.</li> <li>• Because if she goes on the Naruto day trip and it is windy, she might get sick / not feel well (on the boat).</li> </ul>	<p>If they choose the Kobe day trip:</p> <ul style="list-style-type: none"> <li>• Because she hasn't seen (the anime) Naruto before, and doesn't really want to / feels unsure about dressing up in the Naruto clothes.</li> <li>• Because none of her Japanese friends are likely to choose the Naruto.</li> </ul>	<p>If they choose the Kobe day trip:</p> <ul style="list-style-type: none"> <li>• Because even though they are leaving early the next morning, and the bus will get back to Naruto at 11:30 p.m., it is worth it because she isn't able to go and see (live) baseball games in New Zealand. <i>(A justified decision, where seeing the baseball game outweighs the negative of returning late.)</i></li> <li>• Because none of her Japanese friends are likely to choose the Naruto course, and it would be good for Aroha to spend time with her Japanese friends, as she will soon leave Japan / go back to New Zealand. <i>(A justified decision, which fully explains her desire to do the course her Japanese friends are likely to choose.)</i></li> </ul>

**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 how Aroha is finding school.</i>	<ul style="list-style-type: none"> <li>• She is having a tough time at school/ says it sucks.</li> <li>• She has to write a lot of essays for various subjects.</li> <li>• Soon she will have exams.</li> <li>• Exams start at the beginning of November.</li> </ul>	<ul style="list-style-type: none"> <li>• Because exams start at the beginning of November, the end of Term 3 and the beginning of Term 4 are very busy.</li> <li>• Because she spent the first week of Term 4 in Japan, she is having a tougher time than other students.</li> </ul>	
<i>(b) Possible evidence showing understanding of why Aroha went to Japan when she did, and not at another time.</i>	<ul style="list-style-type: none"> <li>• It was the teacher's decision to go in September.</li> <li>• It is difficult to find somewhere to stay in the April holidays.</li> <li>• The weather in July is too hot.</li> </ul>	<ul style="list-style-type: none"> <li>• The cherry blossoms in April are pretty, so many people go to Japan and then it is crowded everywhere.</li> <li>• In July, the school holidays in Japan have started, and they are unable to get school homestays/ homestays at the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Even though going in the September holidays makes it tough for students, because they miss a week of school close to exams, it is the best time to go to Japan, as they are able to find places to stay (which they have difficulty with in April), places aren't crowded (like they are in April), and they can do homestay at the school (which they can't do in July). <i>(A justified reason, which takes into account the issues with going to Japan in April and July.)</i></li> </ul>
<i>(c) Possible evidence showing understanding of why Kazumi is surprised that Aroha went to Japan when she did.</i>	<ul style="list-style-type: none"> <li>• Exams are very important in Japan.</li> <li>• She is surprised that the principal said they could go.</li> <li>• In Japan, the principal would say they couldn't go/ please don't go.</li> </ul>	<ul style="list-style-type: none"> <li>• In Japan, the principal tells students that they shouldn't/ please don't/ must not go on holiday to faraway places from three months before the exams.</li> </ul>	<ul style="list-style-type: none"> <li>• In Japan, the principal tells students that they shouldn't/ please don't/ must not go on holiday to far away places from three months before the exam, and <u>as Aroha's exams are close she is surprised Aroha's principal said they could go.</u> <i>(A justified reason, that connects the closeness of Aroha's exams to the Japanese principal's request not to travel near exam time OR a justified reason that connects the importance of second year exams and the dates of the trip Aroha took.)</i></li> </ul>

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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of why LINE was created.	<ul style="list-style-type: none"> <li>After the Tohoku Earthquake in 2011, it was difficult to use cellphones.</li> <li>In June (of 2011), three men in Tokyo created LINE.</li> </ul>	<ul style="list-style-type: none"> <li>Although the internet was okay, Facebook didn't have a message app at that time.</li> </ul>	
(b) Possible evidence showing understanding of what Aroha's opinion of LINE is, and why.	<ul style="list-style-type: none"> <li>The best thing is the stickers.</li> <li>They are better than the Facebook ones.</li> <li>You can use LINE to buy various things at shops and train stations.</li> <li>She wants to have LINE in New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>She thinks that the LINE stickers are much better than the Facebook ones.</li> <li>When her friends go out they take <u>only</u> their phone/take <u>nothing but</u> their phone (therefore she think it's popular).</li> </ul>	<ul style="list-style-type: none"> <li>Because she forgets her wallet/ purse a lot she would like to have LINE in New Zealand, because then she would need only her phone when she goes out (not her wallet/ purse). (A justified explanation, that links the purchasing capabilities of LINE, and Aroha's tendency to forget her wallet.)</li> </ul>
(c) Possible evidence showing understanding of what Aroha has heard about Twitter, and why that is the case.	<ul style="list-style-type: none"> <li>(Aroha has heard that) in Japan, Facebook is not as popular as Twitter.</li> <li>A Twitter message is only 140 symbols.</li> <li>In English you can write only a short message.</li> <li>In Japanese you can write a lot.</li> </ul>	<ul style="list-style-type: none"> <li>In Japanese, because you can use one or two kanji to make a word, in 140 symbols you can write a lot.</li> </ul>	<ul style="list-style-type: none"> <li>In Japanese, because you can use one or two kanji to make a word, you can write a lot more in 140 symbols <u>than you can in English</u>, (which is why Twitter is more popular). (A justified explanation, that <u>explicitly</u> compares why Twitter messages lengths are different in Japanese <u>than in English</u>.)</li> </ul>

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### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 19	20 – 24