

Assessment Schedule – 2017**Japanese: Demonstrate understanding of a variety of extended written and/or visual Japanese texts (91556)****Assessment Criteria**

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

Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates limited or no understanding of the texts.		<i>Demonstrates understanding and makes meaning of the information and varied perspectives of the texts.</i>		<i>Demonstrates clear understanding by selecting relevant information and varied perspectives from the texts and communicating them unambiguously.</i>		<i>Demonstrates thorough understanding of the implied meanings or conclusions of the texts.</i>	
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 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 on. The response shows understanding of nuance and meanings not obviously stated in the texts.	
N1 Shows very little understanding and does not convey the general meaning of the texts.	N2 Shows little understanding and does not convey the general meaning of the texts.	A3 Demonstrates some understanding of the texts, and conveys some of the general meaning.	A4 Demonstrates understanding of the 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 texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information and varied perspectives from the texts.	E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the texts which justifies conclusions.	E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the 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 how the meaning and use of furoshiki changed.</i>	<ul style="list-style-type: none"> A long time ago furoshiki was related to Buddhism and was only in temples. It was the cloth that you wrapped your kimono in before you got into the bath. Japanese people use furoshiki and not plastic bags. 	<ul style="list-style-type: none"> Now, having a bath has no connection with religion. The meaning of furoshiki has also changed – it is a cloth that is used like a bag for wrapping various things. Furoshiki can be laundered. 	<ul style="list-style-type: none"> They use furoshiki in order to protect / treasure / value resources.
<i>(b) Possible evidence showing understanding of what encouraged Emma to research furoshiki.</i>	<ul style="list-style-type: none"> Emma has never seen anyone in the supermarket in Japan use a furoshiki. 	<ul style="list-style-type: none"> Emma read in her textbook in New Zealand that Japanese people use furoshiki to wrap things, instead of using plastic bags, but she had never seen anyone use one so she researched / found out how people are using furoshiki. 	
<i>(c) Possible evidence showing understanding of what Emma's research showed, and how it compared with what she read.</i>	<ul style="list-style-type: none"> The majority of people do not use furoshiki at all – about 68%. About 19% don't use it much. 8% use it sometimes. Only a very small percentage, about 5%, use it often. (The text says) people began using it like a bag to wrap all sorts of things. 	<ul style="list-style-type: none"> For example, the people who use it most (5%), use it to wrap the clothes that they practise judo in. Others use it when they wear kimono (8%). Emma's findings showed it had also become customary to wrap presents in furoshiki. 	<ul style="list-style-type: none"> Emma's research showed that what the textbook said did not reflect the responses of the people she interviewed in Japan. It is used for traditional things, not in the supermarket. Some use it to wrap presents when they give them to people, according to parents (older generation) it is rude not to.

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
(a) Possible evidence showing understanding of the kind of places Emma likes.	<ul style="list-style-type: none"> Places where she can learn about Japanese history and culture. She loves animals and nature, but doesn't like crowded places. 		
(b) Possible evidence showing understanding of kind of places Mariko likes.	<ul style="list-style-type: none"> Somewhere where she can shop, and have a spa. It can be cold, because she doesn't like the heat, so the south is not good. 		
(c) Possible evidence showing understanding of which place would be suitable for both Emma and Mariko.	<p>Hokkaido.</p> <ul style="list-style-type: none"> For Emma, it has a lot of nature – mountains and lakes. She can learn about history by visiting museums about Ainu people. For Mariko, it is in the north – in summer it is cool. 	<ul style="list-style-type: none"> You can relax at the end of the day in a spa, which is good for Emma because she likes taking a bath. (<i>Connecting Emma's liking a bath and the availability of a spa in Hokkaido.</i>) 	<ul style="list-style-type: none"> There is not everything to suit both of them, but there isn't anything that would not suit either of them. There are lots of ways to enjoy yourself, depending on the season. There is no rainy season.
(d) Possible evidence showing understanding of why the other two places would not suit both of them.	<ul style="list-style-type: none"> Tokyo would be too crowded for Mariko, though Emma would enjoy the shopping in Tokyo. In Tokyo, Emma would probably like the panda at Ueno Zoo. Kyoto would be good for Emma, because it has the feeling of 1000 years of history, and she could experience traditional Japanese culture like ikebana and the tea ceremony. 	<ul style="list-style-type: none"> Emma is interested in Japanese culture, so Tokyo might be too international for her, whereas Mariko would enjoy cheap clothes from Harajuku, and cheap electrical goods from Akihabara. Mariko would not like the climate in Kyoto – too hot in the summer (which is when they are going). 	<ul style="list-style-type: none"> Tokyo is an international city – i.e. the political and industrial centre – so has embassies and world famous art galleries, but would not appeal to Emma who likes history and culture.

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
<i>(a) Possible evidence showing understanding of what Emma is concerned about.</i>	<ul style="list-style-type: none"> • She is worried that a lot of people from her town have gone to the city for work, and the population is small. There are a lot of houses with no one living in them, and fields that no one looks after. She wants to revive her town. 		
<i>(b) Possible evidence showing understanding of the key ideas in each of the three responses that could help address Emma's concerns.</i>	<ul style="list-style-type: none"> • Kazuya's town advertises the fields and paddy fields that are not looked after, and lends / rents them out. They made a market to sell the vegetables and rice that they produced. • Yoshiko's town has free Wi-Fi and cheap tax. There are lots of companies that use the net for work. • In Hiroshi's town, the students do things like clean around shops and the station. 	<ul style="list-style-type: none"> • They called it 'Farmlands'. • People who live in cities with no gardens come at the weekend. • The rent for offices for companies, and houses, is also cheap. They use unoccupied houses rather than build new ones. • University students began 'activities to make the town bright and fun', and customers returned to the local shops. • Students help old people who are troubled. 	<ul style="list-style-type: none"> • Kazuya's comments give ideas about how to use fields that are not looked after. • Yoshiko's comments deal with the housing and work situations including the fact that there are no factories, so no pollution, so the locals in particular are not opposed. • They have made many companies which have created jobs that use the internet, and they are continuing to increase. • Hiroshi's comments deal with bringing people back into the town by cleaning up, and helping people to make it bright and fun.

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 how to make a Japanese word using Daigo.</i>			<ul style="list-style-type: none"> Any word that explains how you can randomly choose letters of the English (romanised) version of a Japanese word, and make a new word by using the sound of each letter of the English alphabet.
<i>(b) Possible evidence showing understanding of the difficulties of using Daigo.</i>		<ul style="list-style-type: none"> You can choose any letters you like. Depending on which letters you choose, the word can sound the same as another word. Even if you look at the word and read it, you can't tell whether it is derived from Japanese or English. 	<ul style="list-style-type: none"> People won't understand each other.
<i>(c) Possible evidence showing understanding of the significance of DAIGO's wedding date.</i>	<ul style="list-style-type: none"> The first time they met was January 2011 (1st month of the year). When they met again, it was in 2014, on 11 January. DAIGO got married in 2016, on 11 January, at 11.11. 	<ul style="list-style-type: none"> It is said that DAIGO's wife has liked the number one since childhood. 	
<i>(d) Possible evidence showing understanding of what happened at DAIGO's wedding ceremony, and why.</i>	<ul style="list-style-type: none"> DAIGO sang a new song that he made at his wedding ceremony. The song was called 'KSK', which is Daigo for 'please marry me', from the romanised version of Japanese 'Kekkon shite kudasai'. 	<ul style="list-style-type: none"> The song was called 'KSK', and is what he said when he proposed to his wife. At the wedding ceremony, apparently his wife answered, HI (HAI, romanised version of 'yes') in Daigo. 	<ul style="list-style-type: none"> At the time he proposed, his wife regretted / was upset about answering him in normal Japanese, so he gave her another chance at their wedding ceremony by singing the new song that he made especially for his wedding using Daigo.

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