

Assessment Schedule – 2018**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 comparing the ways Anna's mother in New Zealand and her host mother in Japan do the food shopping.</i> | <ul style="list-style-type: none"> • Mother in New Zealand: only shops for food about once a week, so she buys a lot. • Japanese host mother: mostly shops every day, only for the food for that day, so not much food is thrown out. | <ul style="list-style-type: none"> • Sometimes buys too much, so before it can all be eaten it goes bad and is (unfortunately) thrown away. • Japanese mother uses more time to shop. | |
| <i>(b) Possible evidence showing understanding of what Anna thought at first, and what she found out.</i> | <ul style="list-style-type: none"> • Both Japanese and New Zealand supermarkets throw away food that they can't sell before the Best Before date. • Best Before means that the food is delicious until that date. | <ul style="list-style-type: none"> • Japanese supermarkets, similarly / in the same way that New Zealand supermarkets do, ... (see <i>Achievement</i>). • Anna initially thought that because Japanese shop for the food they need for that day, the Japanese system was better, i.e. less domestic food waste. | <ul style="list-style-type: none"> • She discovered when she did some research that both countries are completely / totally throwing out / wasting edible food even though it can still be eaten for a little after the Best Before date. |
| <i>(c) Possible evidence showing understanding of how food shops can help the environment.</i> | <ul style="list-style-type: none"> • Sell food after the Best Before date. | <ul style="list-style-type: none"> • They can do what a shop in New Zealand that sells Japanese food does. That is, reduce the price of food like instant noodles and snack food, a little bit after the Best Before date. | <ul style="list-style-type: none"> • When thinking about how (we) use important resources, Anna recalled a shop in New Zealand that sells Japanese food that ... (see <i>Merit</i>), and thought this was a good idea. • Food that is edible will be sold for a short time after the Best Before date (because it is cheaper) and not thrown away, and there will be less wastage, and therefore less rubbish in the world. |

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 Anna's route.</i> | <ul style="list-style-type: none"> • She biked to Aomori in Honshu. Then she got the ferry to Hokkaido and cycled to Soya Misaki, which is the most northern tip of Japan. | | |
| <i>(b) Possible evidence showing understanding of Anna's problem, and what caused it.</i> | <p>Problem:</p> <ul style="list-style-type: none"> • When Anna got to Aomori, she couldn't find a place to stay. • She didn't know what to do. <p>Cause(s):</p> <ul style="list-style-type: none"> • It rained. • She was on a camping trip, and because of the weather, she couldn't camp. | <ul style="list-style-type: none"> • She had to find an alternative place where she could stay because she was unable to camp due to the bad weather. She couldn't find anywhere. <p>Cause(s):</p> <ul style="list-style-type: none"> • On the way, she encountered / there was typhoon-like rain that was rare for the season, which was summer. | <p>Cause(s):</p> <ul style="list-style-type: none"> • Her Japanese wasn't good enough to sort out the problem. |
| <i>(c) Possible evidence showing understanding of how the problem was solved.</i> | <ul style="list-style-type: none"> • She called her mum in New Zealand – who had been a Japanese teacher a long time ago and had better Japanese – and her mum looked up and booked a hotel on the internet (for her). | | |
| <i>(d) Possible evidence showing understanding of the positive outcomes for Anna.</i> | <ul style="list-style-type: none"> • She stayed in a fantastic place. • She was looked after by a kind receptionist. • She ate delicious fish. • She had a spa. • She took a photo of herself at the most northern part of Japan. | <ul style="list-style-type: none"> • For the remainder of the trip it was fine weather. • She had great memories of a wonderful place and experience. • She could continue her trip. • She was thrilled that she had reached the most northern part of Japan. | <ul style="list-style-type: none"> • A potentially bad experience turned into a good experience because of the good memories it provided. |

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| Question THREE | Achievement | Achievement with Merit | Achievement with Excellence |
|--|--|--|--|
| <i>Possible evidence showing understanding of how life in 2040 would suit the three people who are profiled.</i> | | | |
| <i>Yamada</i> | <ul style="list-style-type: none"> • He can enjoy his hobby, surfing, and live in the countryside near the beach, while working in an office in a big town. | <ul style="list-style-type: none"> • This is because there will be trains faster than the Bullet Train, so you can get to faraway places easily. • He could also work online and not have to go to the office as much, as a lot more things will be done online. | <p>Life in 2040 will suit him because ...</p> <ul style="list-style-type: none"> • He can live where he wants to and still do the things that he wants to, as well as save money because the rent is cheap. • Although (for all aforementioned reasons) life in 2040 will suit him, the rent in the countryside and by the sea might increase because of better access to work in the big towns. |
| <i>Sato</i> | <ul style="list-style-type: none"> • She will have a lot more work online. • She won't need to go to the office as much. • She won't be in the rush hour. | <ul style="list-style-type: none"> • She doesn't need to go the office at all, or as much. • She won't be stressed by rush-hour commuting. • She will be able to enjoy art and history, by going to museums and art galleries. | <p>Life will be better for her because ...</p> <ul style="list-style-type: none"> • Large work offices that are not required will be converted into museums and art galleries. |
| <i>Okawa</i> | | <ul style="list-style-type: none"> • He will probably lose his job because robots will do the simple work that he does in the factory. | <p>It will not suit him well at all because ...</p> |

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| Question FOUR | Achievement | Achievement with Merit | Achievement with Excellence |
|---|--|---|---|
| <i>(a) Possible evidence showing understanding of what Anna learned in the calligraphy club.</i> | <ul style="list-style-type: none"> • She learnt about the history of calligraphy from the teacher. | <ul style="list-style-type: none"> • In 538, after Buddhism was introduced to Japan from China, lots of people started calligraphy in order to write Buddhist books. | |
| <i>(b) Possible evidence showing understanding of the development of calligraphy in more recent Japanese culture.</i> | <ul style="list-style-type: none"> • There are also calligraphy performances. • They are really big events. • Teams of high school students, while listening to music, write the words of the songs on big paper. | <ul style="list-style-type: none"> • Shinto and Christian children all learn calligraphy at primary school. • High school girls did a performance, and it was made into a movie called “Shodo Girls”. | <ul style="list-style-type: none"> • Apparently, this (teams writing song words on big paper) developed and gradually became popular after a small event at a regional festival. • Calligraphy has developed from sitting down and writing to a fun and popular performance art, and thus kept alive in modern Japanese culture. • Although originally influenced by Buddhism, no matter what religion / with no connection to religion, all children are expected to learn calligraphy at primary school. |

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 – 19 | 20 – 26 | 27 – 32 |