

Assessment Schedule – 2021

Japanese: Demonstrate understanding of a variety of spoken Japanese texts on familiar matters (91133)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and/or opinions 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, ideas, and/or opinions 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, ideas, and/or opinions, with supporting detail, to show understanding of the 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 – 8	9 – 13	14 – 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 what Sachiko wants to know, and why.</i></p>	<ul style="list-style-type: none"> • It's Valentine's Day soon, and there is someone she likes at the moment. • She wants to give them chocolate. • She asks when and where her parents met. • She asks if her father got chocolate from her mother on Valentine's Day. 	<ul style="list-style-type: none"> • She can't make the decision on her own. 	<ul style="list-style-type: none"> • She thinks that maybe learning about her parents' experience might help her make up her mind.
<p><i>(b) Possible evidence showing understanding of what Sachiko is likely to do on Valentine's Day, and why.</i></p>	<ul style="list-style-type: none"> • Probably not bother to give chocolate to the person she likes or • Probably give chocolate to the person she likes. • Her parents were classmates in high school. • In their third year, on Valentine's Day, her mother gave chocolate to her father's friend. • She liked him more than her father. • This friend was a famous high school baseball player and very popular. 	<ul style="list-style-type: none"> • Her mother didn't give chocolate to her father, but they ended up getting married anyway. • After graduating from university, when he was working, her father discovered that he worked in the same company as her mother when he met her by chance in the cafeteria. • Her parents got together by chance. 	<ul style="list-style-type: none"> • She will probably not give chocolate, because her mother did not marry her father's friend, even though she liked him and gave him chocolate on Valentine's Day. • So based on her parents' experience, it appears that it doesn't matter whether you give someone you like chocolate on Valentine's Day or not. Giving chocolate doesn't seem to have any meaning or • She is likely to give chocolate to the person she likes because she got inspiration / learned from her father's story to get courage / use every chance / not waste / miss an opportunity. • Her father had liked her mother since high school days. • He had not given up.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of Peter's ideas about high school life in Japan.</i>	<ul style="list-style-type: none"> • It is tough. • All students have club activities. • Really busy. • Practise every day. • Matches during days off. • No time to muck around with friends. • Don't have much fun time. 	<ul style="list-style-type: none"> • He wonders if belonging to a club is a school rule. • Belonging to a club and studying must make students really busy. 	<ul style="list-style-type: none"> • Students remain at school for a long time after school finishes.
<i>(b) Possible evidence showing understanding of what his ideas were based on.</i>	<ul style="list-style-type: none"> • His ideas are based on what he has heard. 	<ul style="list-style-type: none"> • He has never been to Japan, so his ideas are based on what he has heard / second-hand information / assumptions. 	<ul style="list-style-type: none"> • What he talked about was based on hearsay, as shown in his use of expressions, "I heard that ...", (と聞きました), "people say that ...", (そうです).

<p><i>(c) Possible evidence showing understanding of why Peter said it was good to talk to Hiroko.</i></p>	<ul style="list-style-type: none"> • After listening to Hiroko, he realises that what he has heard is not necessarily correct. • He finds out things by talking to Hiroko. • He realises that life for Japanese high school students is not as tough as he had heard, and there are lots of things to enjoy. • Hiroko joined the basketball club. 	<ul style="list-style-type: none"> • She explained things to him so that he can better understand what high school is like in Japan, by giving examples of what it is like in her and her friends' experiences. • Joining a club is not compulsory at Hiroko's school, but lots of students do. • Students can choose after-school activities based on what they like and enjoy. • Hiroko joined the basketball club and in her free time watches anime about a basketball club with friends. • The basketball club members cheer their team mates on during matches. • Cram school is not terrible. 	<ul style="list-style-type: none"> • He knows more, so his knowledge is not based on assumptions / negative aspects / stereotypes. • She gives real life examples to help him understand, for example: <ul style="list-style-type: none"> - Students have various things to do, but can choose the club that they like – Hiroko joined the basketball club. - There is free / fun time – Hiroko watches anime about basketball and supports her team during matches. - Not everyone joins a school club – her friend(s) made dance and music clubs with friends from another school, and they practise together. - Belonging to a club and studying is possible – Hiroko goes to cram school to prepare for university entrance exams in the evening and her teacher is cool, and in addition she understands the lessons well. - Even if she is tired, she doesn't feel like not going to cram school.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what happened today.</i>	<ul style="list-style-type: none"> • It is Great-grandma's 100th birthday celebration. • Lots of people have congratulated her. • Yamato had Sports Day at school during the day and has just got home, so now he is making a Zoom call with Great-grandma. • Yamato's cousins brought a cute dog 	<ul style="list-style-type: none"> • It is the first time Yamato and Great-grandma have Zoomed together. 	<ul style="list-style-type: none"> • Everyone helped with the Zoom call.
<i>(b) Possible evidence showing understanding of how technology has changed Great-grandma's life.</i>	<ul style="list-style-type: none"> • People sent letters; now they send messages on the internet. • You could telephone, but it was expensive, so it wasn't used much. • Now people can Zoom. • Couldn't easily travel overseas. • People went out to shop. • Now you can shop on the internet. • You can do things from home. 	<ul style="list-style-type: none"> • Communication is easier – you can use Zoom if you can't meet people or if people live far away. • People wrote letters and they took a long time to arrive. • Now people send messages on the internet and it is instant. • Shop online without going to a shop. • Shopping was inconvenient. • Shopping was a chance to meet and talk to Great-grandma's friends and to get some exercise. 	<p>Positives:</p> <ul style="list-style-type: none"> • Travel was difficult; now it is easy, as shown in Yamato's school trip to Korea next week. • It was difficult to stay in touch with people who lived far away. • If it was important, you could telephone. • Communicating with people and keeping in touch with people who live overseas or far away is easier and faster. • Now people can talk online / Zoom and see each other. For example, Yamato's Zoom call to wish Great-grandma a happy 100th birthday. • You don't have to go out to do things. You can search for things you want on the internet and buy anything. <p>Negatives:</p> <ul style="list-style-type: none"> • In Great-grandma's day, shopping was a bit inconvenient because she had to go out to shop, but by walking she got exercise and there was more regular personal contact.