

Assessment Schedule – 2021**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
<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 – 6	7 – 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 what Olivia did at the restaurant and what happened to her as a result.</i></p>	<ul style="list-style-type: none"> • She mistook fish eggs on sushi for gummy bears. • Last week she went with her class to a Japanese restaurant near school during lunch break with her teacher so that the international students could learn about traditional Japanese food. • The teacher introduced them to various kinds of sushi. • She ordered sushi because it looked delicious. • She felt embarrassed. 	<ul style="list-style-type: none"> • Soon after she had arrived in Japan ... • Her class didn't understand what to order and couldn't decide / order on their own. • They asked the teacher what was popular. • She ordered sushi that looked like it had her favourite gummy bears on it. • It didn't taste like she had imagined. • She felt embarrassed because she had made a mistake and went red in the face. • She pulled a face. 	<ul style="list-style-type: none"> • When the teacher made a joke afterwards about the word "ikura" Olivia thought it was funny (so didn't feel so bad). • She put the whole piece in her mouth at once. • Finishing the sushi was terrible / awful.
<p><i>(b) Possible evidence showing understanding of what Olivia learned about her teacher.</i></p>	<ul style="list-style-type: none"> • She thought her Japanese teacher was strict. • But the teacher made a joke. 	<ul style="list-style-type: none"> • She discovered that her Japanese teacher was kind and interesting because her teacher made a joke about a pun in Japanese. 	<ul style="list-style-type: none"> • 'Ikura' has two meanings in Japanese. One is the kind of fish eggs that are often used and were in her sushi and the other meaning is asking how much something is.

<p><i>(c) Possible evidence showing understanding of why Olivia shared this experience.</i></p>		<ul style="list-style-type: none"> • It is best to ask what the food is before you eat it. • Don't assume that you know just by looking. • She wanted to share what she had learned about sushi. • She wanted to share that the teacher was not strict but funny / interesting / kind. 	<ul style="list-style-type: none"> • She hopes that her classmates will learn from her experience and not make the same mistakes that she made. • She wanted to share the joke about a play on the word 'ikura' in Japanese. • It is better to get to know someone before deciding what they are like. • She wanted others to know that it's OK to get things wrong when trying new things in a different culture.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the differences between where Sachiko lives in New Zealand and where she lives in Japan.</i></p>	<ul style="list-style-type: none"> In New Zealand, she lives with a host family in a house with a big, grassed garden where they can have a barbecue. In Japan, she lives in a multi-storey housing estate (danchi) with a community outside area. 	<ul style="list-style-type: none"> In Japanese danchi usually there is no private garden, so there would be no chance to have a backyard New Zealand-style barbecue. 	<ul style="list-style-type: none"> Host father came home from work especially early to do the barbecue, which is unlikely to happen in Japan, because businessmen usually work long hours.
<p><i>(b) Possible evidence showing understanding of what Sachiko was worried about.</i></p>	<ul style="list-style-type: none"> She studied English and culture really hard in Japan. But she couldn't speak well. 	<ul style="list-style-type: none"> She was worried about her English ability. Especially as people spoke quickly, including at mealtimes. 	
<p><i>(c) Possible evidence showing understanding of the benefits of playing the game 'pūkana' for both Sachiko and her host family.</i></p>	<p>For Sachiko</p> <ul style="list-style-type: none"> Learn about the meaning of the word 'pūkana'. Learn how to play a game called 'Pūkana Game'. Learn through watching what the family does. <p>For the host family</p> <ul style="list-style-type: none"> Get to know Sachiko while having fun. 	<p>For Sachiko</p> <ul style="list-style-type: none"> Learn about another culture / language through explanation of the word 'pūkana' and the game. Show her that her host family care about her, are kind, and played a fun game to help her relax / feel at home. After playing the game and having fun, even though she lost, she played a lot and felt good. <p>For the host family</p> <ul style="list-style-type: none"> Host family could share Māori culture. Games are a good way to have fun and get to know people. 	<ul style="list-style-type: none"> Competence in each other's language is not always necessary to get to know people and have fun. The experience gave her confidence in her ability to enjoy her exchange. At the start she didn't understand how to play properly, but it's not a game that requires much language. <p>For the host family</p> <ul style="list-style-type: none"> It was a good chance to get to know Sachiko better, since she had been tired yesterday and had greeted the family then gone (straight) to bed.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of who the audience is and how you know.</i>	<ul style="list-style-type: none"> The audience is her fellow high-school students. She asks the audience if they sometimes feel that cleaning is boring, and if they sometimes don't want to clean the school, just like she feels. 	<ul style="list-style-type: none"> She asks if her audience agrees with her that people do feel good when things are clean, and you can study well when the classroom is clean. 	<ul style="list-style-type: none"> She refers to 'us' (私たち高校生) as high-school students and to a common experience that the audience shares, which is cleaning in Japanese schools.
<i>(b) Possible evidence showing understanding of the purpose of Michiyo's speech.</i>	<ul style="list-style-type: none"> Wants her fellow students to clean up the park and the station in the neighbourhood around their school, early in the morning. This is an important part of education. Wants to keep it clean because lots of people use these places. Wants to help old people with housework. 	<ul style="list-style-type: none"> Persuade people that by keeping things clean, they will feel better. So the number of people who use various places without making a mess will increase. People who drop rubbish in the street and around school will start to put it in the bin. She proposes also that her fellow students form teams and once a week help old people who live alone and can't do much housework. They can talk to the old people and maybe the old people will become cheerful and energetic. 	<ul style="list-style-type: none"> She wants her fellow students, and through them people in the community, to use their experience of cleaning in schools to help keep the neighbourhood clean and to help old people with housework, because when things are clean people feel better. <i>(Must link the practice of そうじ in schools to cleaning and service in the community.)</i> Wants to make / keep the stations and parks clean for the people coming and going from them.
<i>(c) Possible evidence showing understanding of whether her speech is effective, with examples of how she communicates her message.</i>	<ul style="list-style-type: none"> Persuasive. 	<ul style="list-style-type: none"> Persuasive. Asks questions to engage the audience (rhetorical questions). Inviting. 	<ul style="list-style-type: none"> Persuasive でしょう、(don't you think so?) Asks questions to engage the audience どうでしょうか。(What do you think?) Inviting ~ませんか、(won't you ...) ~ましょう、(let's ...) ~てください (please).