

Assessment Schedule – 2021

Japanese: Demonstrate understanding of a variety of extended spoken Japanese texts (91553)

Assessment Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
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| <p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives 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 and varied perspectives 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 and varied perspectives, and communicating 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 |
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| 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 |
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| 0 – 7 | 8 – 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 |
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| <p><i>Possible evidence showing understanding of what concerns are raised in the interview about earphone use, and how these concerns can be addressed.</i></p> | <ul style="list-style-type: none"> • Since last year, earphone use has increased and people whose internal ear is red or sore / painful have started ending up in hospital. • People are using earphones more. • The doctors says his children always use earphones to listen to music while they study. • Recently, earphone illness / injury is increasing. • People’s ears are getting red and sore. • The doctor had to answer the phone on the train and talk. Because he didn’t use the earphones well, he talked in a loud voice. • We shouldn’t use earphones too much. • If we use earphones too much, we won’t be able to listen to music we like, study, or do our jobs. • We should think of our ears like we think about our eyes. | <ul style="list-style-type: none"> • In the worst cases, people end up losing their hearing. • The doctor explains other problems with earphone use. He had to answer a call from the hospital while on the train last week. An elderly person sitting next to him gave him an annoyed look because he spoke in a loud voice. • He was embarrassed, so he looked at the ground. • We should think about whether earphones are good for our ears or not, and whether we should use them or not. • If we end up not being able to hear well, we probably won’t be able to enjoy music we like, or our friends’ conversations. It will end up impacting negatively on our study and jobs. • Our ears are important, so we must protect them by not using earphones too much. It is important to care for our ears. | <ul style="list-style-type: none"> • This is not an unusual problem. We are all at risk of losing our hearing. This is shown by the examples the doctor gives of his own children, who always use earphones to listen to music while they study. • The story explains how earphones also cause social problems. People don’t notice their surroundings and aren’t polite to each other. • The doctor was speaking loudly on the telephone using his earphones on the train, so he ended up not noticing an elderly person standing until it was too late. This was very embarrassing. • Overuse of earphones has an impact on our physical health. We can end up not being able to hear well, or going to hospital. We should look after our ears in the same way we look after the rest of our body, by not using earphones too much. • The consequences for using earphones incorrectly are quite major – for example, not being able to ... (<i>examples from the text</i>) so we need to use them responsibly. • We place importance on protecting our eyes but often forget about our ears. It is essential that we look after |

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| | | | our ears, in the same way we look after our eyes. |
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| Question TWO | Achievement | Achievement with Merit | Achievement with Excellence |
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| <i>(a) Possible evidence showing understanding of why Masa was initially surprised.</i> | <ul style="list-style-type: none"> • He is surprised because in New Zealand people have barbecues on Christmas Day. • Because in the American movies he'd watched, people eat turkey for dinner on snowy days. • It's different to the Christmas he has seen in American movies. | <ul style="list-style-type: none"> • It is summer so New Zealanders have barbecues on Christmas Day. • This is very different to how he thought Christmas was celebrated. | <ul style="list-style-type: none"> • He hadn't considered that because the seasons are opposite to Japan and the US, Christmas would be celebrated differently in New Zealand (where it is warm). • The seasons in Japan are opposite to those in New Zealand. |
| <i>(b) Possible evidence showing understanding of how Christmas is celebrated in Japan, and why.</i> | <ul style="list-style-type: none"> • They eat / buy KFC. • Japan is Buddhist and Shinto, so people have to go to school and work on Christmas day. • Children look forward to presents, cake, and KFC. • The kitchen is narrow / cramped and there is no oven to cook large meat. • It is not a holiday, so there is not a lot of time to cook on Christmas Day. • They eat KFC because KFC asked people to eat KFC buckets on Christmas Day. | <ul style="list-style-type: none"> • Christmas Day is a normal day in Japan and not an important festival. People still have to go to school and work. This is because it is a Shinto and Buddhist country. But it is still celebrated, because children look forward to eating cake, getting presents, and having KFC. • 50 years ago, KFC put out a commercial asking people to eat KFC buckets, and this has influenced a lot of people to eat KFC on Christmas Day. As a result, it has become a custom in Japan. • They order out for KFC because Japanese kitchens are narrow / cramped and there is not enough room for an oven for large meat for a traditional Christmas meal. | <ul style="list-style-type: none"> • Christmas is a normal day in Japan and really just a festival for children. • Japan is not a Christian country and Christmas is a Christian festival. Japan is Buddhist and Shinto, therefore the way Christmas is celebrated is not religious. • Eating KFC could remind them of eating turkey, like in an American movie. • Family traditions influence what you do on Christmas Day. Just like Masa says – because his parents didn't buy KFC, he doesn't do that. This is the same for a lot of people who follow their parents' traditions. • Masa's family doesn't intend to eat KFC on Christmas Day. This is because when he was small his parents didn't buy it, so it hasn't become a family custom. |

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| <p><i>(c) Possible evidence showing understanding of the realisation Masa and Emily come to at the end of their conversation.</i></p> | <ul style="list-style-type: none"> • That they celebrate Christmas in different ways in each country. • In New Zealand people have barbecues, which aren't traditional, and in Japan they eat KFC. | <ul style="list-style-type: none"> • Both countries celebrate Christmas in ways that are not traditional. • They enjoy old and new traditions at Christmas. • They realise that both countries combine old and new traditions to celebrate Christmas. | <ul style="list-style-type: none"> • They realise that the countries are quite similar to each other, because their celebrations of Christmas are unique. Both countries blend old and new traditions to celebrate Christmas in unique ways. • They realise that neither country celebrates Christmas like the American movies. |
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| Question THREE | Achievement | Achievement with Merit | Achievement with Excellence |
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| <i>(a) Possible evidence showing understanding of how Moana feels about her exam results.</i> | <ul style="list-style-type: none"> • She is disappointed, because she didn't do very well in her physics exam. It went really badly. | <ul style="list-style-type: none"> • She could only do half of the exam. • She is disappointed, because no matter how hard she reads the textbook, she can't get a good mark. | <ul style="list-style-type: none"> • She is disappointed her grade isn't as good as Riki's grade. This is especially because he said before the exam that he thought it would be difficult. |
| <i>(b) Possible evidence showing understanding of what Riki did to achieve his grade in physics and why this was so effective.</i> | <ul style="list-style-type: none"> • He read a manga he was given. • He read about electricity in a manga. • It was interesting, so he could understand it. | <ul style="list-style-type: none"> • He read a manga that his brother, who is in Japan, sent him. • He looked up the topic – electricity – in a manga. It made it easier to understand, because you can't see electricity. • The teacher said there would be a question about electricity, so he knew what to study. | <ul style="list-style-type: none"> • He could prepare in advance for the exam because the teacher told them the question, so instead of just using a textbook, he found a manga on the topic. • It is easier to learn from a manga because it has images, and some subjects, such as electricity in physics, are hard to visualise because you can't actually see it. • The manga became the teacher. |
| <i>(c) Possible evidence showing understanding of how Riki and Moana will prepare for their next exams.</i> | <ul style="list-style-type: none"> • They will both use manga to study for their exams. • They will be able to study for Chemistry and Geography with manga, but not for English. • Moana will go to the library and borrow the manga in English. • Riki said she saw the manga in the library yesterday. • He will show Moana where the manga are in the library, because they can be difficult to find. • The manga is popular, so Moana will reserve it now. • They will start studying now. • There aren't any manga that help you study English. | <ul style="list-style-type: none"> • Riki offers to take Moana to the school library next week and show her where the manga are, because he thinks she probably won't find it by herself, as it is difficult to find. • Moana wants to have fun more while studying, because she thinks studying for a long time is boring. If it is fun, you will want to do it more. • She says she does not need to get a good grade, but graduating high school is important. • Moana says they can talk in English together. | <ul style="list-style-type: none"> • If manga are available, they will use them to study for their exams. If there are no manga, they will need to find other ways to study. • Because there aren't any manga that help you learn English, speaking English rather than Japanese from now on will give Riki the opportunity to practice for his English exams. • Moana just wants to pass her exams to graduate and believes that having fun while studying will motivate her to study more. |