

Assessment Schedule – 2022

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 – 7	8 – 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 the benefits and challenges of kyaraben.</i></p>	<ul style="list-style-type: none"> • Kyaraben are cute, so children will like to eat them for lunch. • They are colourful (red, green, and yellow). • They are cute, packed lunches based on famous anime or manga characters. • They are made from food – healthy vegetables, meat, and rice. • Mums wake up early to make kyaraben. 	<ul style="list-style-type: none"> • They use a variety of colourful food to make it look delicious and shaped like a cute animal or other character, so children who don't eat vegetables will want to eat them. • Although Mayumi says they are easy to make, you have to prepare a lot of food. • Having to get up early to make a child's lunch can be a challenge. • They take a lot of time to make. • The parents make the kyaraben so the children will eat healthy food. 	<ul style="list-style-type: none"> • It is a way for parents to show children that they are looking after them, by waking up early and thinking about how to make healthy lunches for them. • It convinces children who don't usually eat their vegetables to eat them (<i>with explanation of how they do this</i>). • Thinking of how to make the child eat healthy foods each day and creating unique lunches is a challenge / tiring. • Your friends can tease you as they are intended for children.
<p><i>(b) Possible evidence showing understanding of how Mayumi's and Amy's opinions about kyaraben differ.</i></p>	<ul style="list-style-type: none"> • Mayumi thinks kyaraben are cute but weird. • Amy thinks kyaraben are cute and is happy she was given one. • Amy's mum doesn't make Amy's lunch in New Zealand / Amy has to make her own lunch in New Zealand. • She is happy about the kyaraben her Japanese host mum makes. She likes them. 	<ul style="list-style-type: none"> • Mayumi thinks kyaraben are cute but thinks that it's weird that a high school student has kyaraben, because they are only for children. • Amy thinks they would be difficult to make but Mayumi says they are easy to make. • Amy has had to make her own lunch since she was a child in New Zealand, so she is very happy that her Japanese host mum makes her lunch. 	<ul style="list-style-type: none"> • Mayumi thinks that because they are high school students, they are too old for this type of lunch – it is embarrassing / childish. • New Zealand children are expected to look after themselves and make their own lunch. Amy has always made hers (ever since she was a child) so she is impressed / appreciates the effort Japanese mums put into making a character lunchbox.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of why Momoko is worried.</i></p>	<ul style="list-style-type: none"> • She has to study hard for her university entrance examination next year. • She's not good at maths. • She wants to become a teacher. 	<ul style="list-style-type: none"> • She wants to be a primary school teacher, so she has to study hard for her university entrance examination next year. • She's not good at maths or biology. 	<ul style="list-style-type: none"> • To be able to explain things well to students like she wants to, she has to know her subjects well, but she isn't good at maths or biology. • Momoko is doing everything she can to achieve her goal of becoming a teacher, but it is very hard work, especially because she isn't good at all her subjects. • Momoko is already doing extra study but she will take on even more next year <i>(with specific details)</i>.
<p><i>(b) Possible evidence showing understanding of how Momoko's school life will change next year, compared with Anaru's.</i></p>	<ul style="list-style-type: none"> • Momoko will be stopping her club activities. • Momoko will try really hard at school. • Anaru gets to do fun activities in New Zealand, such as big parties. • Momoko is going to cram school (juku). 	<ul style="list-style-type: none"> • Momoko will be stopping her after-school club activities after the spring tournament, in order to study more. • Momoko will study more. <u>Since last month</u> she already started going to cram school and she <u>intends to</u> do extra lessons on Saturdays <i>(get time frame right)</i>. • In New Zealand, Anaru doesn't have to do this, he is looking forward to his final year of school because he doesn't have to study as hard in New Zealand – he can have fun at the sports festival and parties. • Momoko must study diligently to pass the university entrance exam. • Momoko is doing the same as other students her age. 	<ul style="list-style-type: none"> • Anaru will focus on going to a variety of events, including sports days and parties, making memories in his last year of school. • Unlike New Zealand students, Japanese third year students will stop taking part in club activities after the spring tournament and focus only on their study. • Momoko has to stop her after-school activities to study, in contrast to Anaru. • It is the end of school for Anaru, so his focus is doing activities which will make memories for him.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what Amy has to do before the trip.</i></p>	<ul style="list-style-type: none"> • There is a Halloween event. • They are going to the amusement park to ride rollercoasters. • Buy their lunch at the convenience store next to the station, because it is cheap. • The food at the amusement park is expensive. • Decide if she will take a bus or a train. • Call Mayumi with any questions she might have. • Decide which rides she wants to go on. 	<ul style="list-style-type: none"> • Decide which rides she wants to go on in advance, because it is usually crowded at the amusement park. • Because there are a lot of rides at the amusement park, Mayumi has requested that Amy decides which rides she wants to go on in advance. • There is a Halloween event on, so it will be crowded. • Buy lunch at the convenience store near the train station, because it is cheap. The food inside and the shops outside the amusement park are expensive. 	<ul style="list-style-type: none"> • As a Halloween event has begun this month, it will be much more crowded than usual, so it will be beneficial to decide which rides to go on in advance. • Because there are so many roller coasters and other rides at the amusement park, Amy needs to decide which rides she will go on before they get there, so they can get on them quickly and don't waste time standing in line. • If they go by train, they can avoid having to purchase the expensive food available inside and just outside the amusement park. If they buy it at the convenience stores near the station before they get on the train, it will be cheaper. • She needs to tell Mayumi if there is anything she can't eat. This is because Mayumi will be purchasing food at the stores near the station as Mayumi heard the food inside the amusement park is very expensive.
<p><i>(b) Possible evidence showing understanding of what form of transport Mayumi has chosen to get to the park, and why.</i></p>	<ul style="list-style-type: none"> • Mayumi chose to go by train because it is cheaper / faster than the bus. • The station is near her house. • It takes one hour by train. • They can buy cheap food at a convenience store near the station. • The amusement park food is expensive. 	<ul style="list-style-type: none"> • Mayumi thinks that the bus is not as convenient as the train. • It takes longer on the bus. • It takes just / only one hour by train, so it is faster than the bus. • The food inside and outside the amusement park is expensive, but if they go by train, they can buy cheap food at a convenience store near the station. • You can walk to the amusement park from the station in a small town. 	<ul style="list-style-type: none"> • Going by train, they can buy cheaper lunches near the train station before going to the amusement park / before getting on the train, because Mayumi has heard that the food inside the amusement park and the shops outside is expensive. • You can easily get to the amusement park because you can walk there from the station, which is in a small town next to the amusement park. • Mayumi thinks that going by bus is not as convenient as by train, because there are only two buses a

			<p>day – you could miss your bus and end up waiting a long time for the next one / the times may not be convenient.</p> <ul style="list-style-type: none">• You can spend more time having fun going by train because the train is quicker and there are plenty of trains to choose from, so you could arrive early and avoid the crowds. You can even get your lunch in advance, so you don't have to queue to buy it.
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