

Assessment Schedule – 2022

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 – 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 what surprised Anaru at his homestay.</i></p>	<p>Anaru was surprised about the Japanese toilet and bath:</p> <ul style="list-style-type: none"> • The toilet seat is warm. • The whole family uses the same bath water. • There are special slippers to wear in the toilet. 	<p>Anaru was surprised about the Japanese toilet and bath:</p> <ul style="list-style-type: none"> • The toilet seat is warm, so even in winter it's not cold to sit on. • The whole family use the same bath water, so you wash your body before getting in. • It is not okay to walk around wearing the toilet slippers. 	<p>Anaru was surprised about the Japanese toilet and bath, and he made lots of accidental mistakes.</p> <ul style="list-style-type: none"> • He didn't know that the toilet slippers were just for use in the toilet, so he walked around house with toilet slippers and was laughed at by his host father. • He got embarrassed by his mistakes, but they helped him to learn how to use Japanese-style toilets and baths.
<p><i>(b) Possible evidence showing understanding of what advice Anaru gives to help others avoid upsetting their host families.</i></p>	<ul style="list-style-type: none"> • Wash yourself before getting in the bath / don't get into the bath without washing your body. • Learn about Japan before you go. • Listen to your host family. 	<ul style="list-style-type: none"> • Don't get into the bath without washing your body because the bath water will get dirty. • To avoid making mistakes, learn more about Japanese culture before you go. • Ask host family to explain how to use the toilet / bath etc. 	<ul style="list-style-type: none"> • Don't get into the bath without washing your body because the bath water will get dirty. The rest of the family then won't be able to use the bath, since in Japan the whole family shares the same bath water, so if it gets dirty they have to change it. • To avoid making accidental mistakes that might be embarrassing and upset the host family, learn about Japanese customs / etiquette before you go. • Ask for / listen to host family explanations.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why performing at the event was memorable for Amy.</i>	<p>Dancing at the cultural festival was a memorable event because:</p> <ul style="list-style-type: none"> • Amy got to perform a hula dance on stage. • She got to wear a lei and red skirt as a costume. • They worked hard together as class. • They practised wearing the skirts. 	<ul style="list-style-type: none"> • At the cultural festival, Amy performed a hula dance on stage with her classmates while all wearing the same costumes. • They worked hard and felt happy. • She was embarrassed, but it was fun. • The teacher organised the costumes. • She practised every day with her classmates. • She was a little embarrassed. 	<ul style="list-style-type: none"> • At the cultural festival, Amy performed a hula dance on stage with her classmates, where they wore matching costumes that their homeroom teacher made for them. • Because they were all dressed the same, she felt a part of the class. • Although she was embarrassed, it was fun. • It was an opportunity for Amy to spend time with her classmates to practise dancing every day.
<i>(b) Possible evidence showing understanding of the similarities between Soran and haka.</i>	<ul style="list-style-type: none"> • Both Soran and haka have dancing with actions and singing. • Soran is from Hokkaido. • Haka is a traditional Māori dance. 	<ul style="list-style-type: none"> • Both dances are very popular in their countries and have dancing and singing. • Soran is one dance about fishing, but there are haka about different things. • Soran and haka are lively /energetic. 	<ul style="list-style-type: none"> • Both Soran and haka have singing with actions that are popular with all kinds of people and helps to energize them. • Soran is a dance from Hokkaido about fishing, and while doing fishing actions they sing and yell out “soran soran”. Haka is similar, as it is also a dance with actions. But while there are various haka that are different from each other, there is only one Soran.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what is special about New Year's Day for families in Japan, using examples from the text.</i></p>	<ul style="list-style-type: none"> • It is a day to welcome the new year and celebrate together. • Japanese people take a three-day holiday (1–3 January). • They return to their parents' homes. • It is like Christmas in New Zealand. 	<ul style="list-style-type: none"> • Shogatsu is the first month of the year, usually the first seven days of the year. • It is a day to welcome the new year. • It is said that the gods come to the house on New Year's Day. • Children look forward to seeing their grandparents. 	<ul style="list-style-type: none"> • For Japanese people, Shogatsu is an old, traditional family event, and it might be the most important day. • Since they have busy lifestyles, families are not often getting together but, to celebrate New Year's Day, they make an effort to return home. • Grandchildren also look forward to seeing their grandparents.
<p><i>(b) Possible evidence showing understanding of the similarities that Mari sees between Japanese New Year and Christmas.</i></p>	<ul style="list-style-type: none"> • They eat a special feast. • Give and receive presents. • Children get gifts / otoshidama / new year money from their parents. 	<ul style="list-style-type: none"> • They celebrate with their whole family by having a special feast and giving presents to children. • Most Japanese take three day holidays, so it is not as long as the Christmas holidays in New Zealand. • There is a special bento box filled with lots of different tasting food. • On 31 December everyone helps to prepare, so mum can enjoy New Year's Day too. • Children receive money called "otoshidama". 	<ul style="list-style-type: none"> • The Japanese celebrate New Year for up to seven days, with a special greeting and feast, and family getting together. • They share their joy of special family time together. The family shows they care for each other by praying for a good year to come, and people in Japan and New Zealand carefully choose presents for each other. • During the holiday, families love to see that everyone is happy. • The special bento box full of different tasting foods is "a meal to the gods".