

Assessment Schedule – 2022**Japanese: Demonstrate understanding of a variety of extended spoken Japanese texts (91553)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<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
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 the problem was and what caused it.</i></p>	<ul style="list-style-type: none"> • Peter put the rubbish out on the wrong day and time. Rubbish days are Monday and Thursday before 8.00 a.m. He put the rubbish out on Friday at 8.30. • He didn't really know what day to put the rubbish out because he had arrived in town only last week. 	<ul style="list-style-type: none"> • Peter didn't know the rules about rubbish disposal. • He is new to the area and hadn't found out all the necessary information. 	
<p><i>(b) Possible evidence showing understanding of how Peter's Japanese neighbour helped him.</i></p>	<ul style="list-style-type: none"> • She gave him a paper that explained what the rules about rubbish were. • She explained that in the olden days there was hardly any rubbish in Tokyo. • People recycled; for example, children's kimono were made out of parents' old kimono. 	<ul style="list-style-type: none"> • She told him that everyone has to take personal responsibility to make Japan a clean country. • In the olden days when Tokyo's population was bigger, there was hardly any rubbish. • People didn't have many things and valued what they had, and if something was old or couldn't be used it was mended and used again. For example, parents using old kimono to make kimono for children. 	<ul style="list-style-type: none"> • She explained that learning from the past will help in the future. • In the olden days when Tokyo's population was bigger than that of other cities, there was hardly any rubbish. • They both agreed that because it is easy to buy things these days, we soon throw them away. This can be when we don't like them anymore or when they are old, or broken and cannot be mended. • So, if we don't do more recycling, because we live in an era when things are easy to buy and easily thrown away, and the population is bigger, rubbish becomes a greater problem.

<p><i>(c) Possible evidence showing understanding of how the tone of the conversation changed.</i></p>	<ul style="list-style-type: none"> • At first the Japanese neighbour was a bit angry because Peter was putting the rubbish out on the wrong day and time. • After the Japanese neighbour had explained about the reason and history of recycling, her tone changed to be more friendly. 	<ul style="list-style-type: none"> • Peter understood where the neighbour was coming from and was pleased with the offer of help if there was anything troublesome, and he felt as if he had acquired a Japanese mother. • Both Peter's and his neighbour's language became more friendly. 	<ul style="list-style-type: none"> • The tone became more friendly, and this is reflected in the register of the language used. Initially Peter used formal language すみません showing that he was nervous and afraid of his elderly neighbour whom he had just met. As the conversation progressed it developed into a reciprocal friendly, conversational tone using end particles showing agreement ね and less formal expressions (interjections) ええ？わあ、 and sentence endings よかったあ、なあ instead of です.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why John and Mari are having this conversation.</i>		<ul style="list-style-type: none"> John has been sick and absent from school, but is feeling better and wanted to know about the day's Japanese lesson. 	
<i>(b) Possible evidence showing understanding of how John worked out where the virtual tour was.</i>	<ul style="list-style-type: none"> Mari gave him three hints to help him guess. She told him how to get there, and that New Zealand to Tokyo takes 11 hours. What the climate was like – cold winter with temperatures about -4 degrees. What the region is famous for – nature and the development of agriculture. There is a famous festival that relates to the fact that there is lots of snow. 	<ul style="list-style-type: none"> You have to change planes at Tokyo airport, and it takes a further hour and a half north. Ice-cream and cheese are especially popular with tourists in tourist spots. 	<ul style="list-style-type: none"> Travel from New Zealand to Tokyo one way where you change planes, and it takes a further hour and a half north. Hokkaido is famous for the connection between agriculture and tourism – the region produces agricultural products, which are popular with tourists, who eat ice-cream and cheese and buy the products for souvenir gifts.
<i>(c) Possible evidence showing understanding of the advantages and disadvantages of taking part in a virtual tour.</i>	<p>Advantages</p> <ul style="list-style-type: none"> Cost: doesn't cost anything; don't have to save up or get a part-time job. <p>Disadvantages</p> <ul style="list-style-type: none"> Food and shopping: you can't eat the ice-cream and cheese or buy them for souvenirs. 	<p>Advantages</p> <ul style="list-style-type: none"> You can avoid trouble / difficulties, unlike Mari's older brother who went to America five years ago, got lost, got ill in a city that he didn't know, left behind things in a taxi, and lost his bag as well. Language: you don't have to speak the language. Mari's older brother couldn't understand what the people in the information bureau said when he asked for help, because it was in English. <p>Disadvantages</p> <ul style="list-style-type: none"> No hands-on experience – you can't eat the food or buy souvenirs. 	<p>Advantages</p> <ul style="list-style-type: none"> Transport: no plane travel, so it is good for the environment. Time, place: you can go anywhere you like from anywhere – for example, from the classroom to Hokkaido. Travel: easy to go to the places you want to go to without travelling long distances. John comments that the travel sounds tough. Climate: you don't have to worry about the climate – Hokkaido reaches -4 degrees in winter.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the consequences of Sarah's actions.</i></p>	<ul style="list-style-type: none"> • She planned to take her friend who likes art to an art gallery. • She planned to buy some traditional and beautiful Japanese postcards there for her parents and friends in New Zealand. • She missed the train so couldn't meet her friend or buy souvenirs for her family. 	<ul style="list-style-type: none"> • When she planned to go to the art gallery, she walked from home to the station. As it was hot and in summer, she was thirsty, so she bought a drink from a vending machine because she thought the train wouldn't come yet, but it arrived and then left quickly exactly on time, and she missed the train. • Her apology to her friend was met with annoyance, and she was taken aback by her friend's response. • She had to wait for another train and therefore wasted her time. • Her friends go without her when she is late, and they seem annoyed. • She couldn't visit the art gallery and buy things, because the receptionist was closing the door when she got there. 	<ul style="list-style-type: none"> • Even if she makes a plan, she is slow, so she is always late. She is late in the morning for school and late for arrangements with her friends. • Her inability to change her bad habit means that being in Japan, where being on time is important, causes inconvenience, annoyance for others repeatedly, is rude, can result in mistakes, and is troublesome. • She is culturally insensitive – she chooses to ignore Japan's culture of being on time. • She has bad days, because she misses out on meeting friends and doing things with them. • By not knowing that trains arrive on time in Japan, she ruined her day.
<p><i>(b) Possible evidence showing understanding of what Sarah came to realise about time and culture.</i></p>		<ul style="list-style-type: none"> • Japanese trains arrive on time and don't stay in the station for long, because in Japan there is a culture of keeping strictly to the timetable. 	<ul style="list-style-type: none"> • There is a difference in cultures about time, where being on time in Japan is stricter than in New Zealand. • This is reflected in the need for Japan's trains to be exactly on time.