

Assessment Schedule – 2023

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 Kaori would tell the police about what happened today.</i></p>	<ul style="list-style-type: none"> • She was burgled while she was out. • When she returned to her apartment the door was open. • Her watch and her computer were gone. • She went to buy an umbrella because it was going to rain in Tokyo the next day. • She ate lunch. • She had her wallet and phone. 	<ul style="list-style-type: none"> • When she got back to her apartment, the door was open, even though she was sure she had locked it. • She was burgled when she was out buying a new umbrella at a kiosk because the Tokyo weather forecast was for rain the next day. • Her prized watch and computer were gone. • She ate lunch at a restaurant. • She had her wallet and her phone with her when she was out. 	<ul style="list-style-type: none"> • She is feeling scared because even though she was sure she had locked the door when she went out, it was open when she got back, and her prized watch and computer were gone. • The burglary happened just at a time when she wasn't at home. She went out to buy a new umbrella at a kiosk because the Tokyo weather forecast was for rain the next day. • She bought lunch as well, so one good thing was that she had her wallet and phone with her when she was out. • She has told the apartment's owner. • She feels relieved that the police have come.

<p><i>(b) Possible evidence showing understanding of Kaori's options for tonight and in the future, as a result of today's events.</i></p>	<p>Tonight she could:</p> <ul style="list-style-type: none"> • Not be on her own and go and stay with her friend. <p>In the future she could:</p> <ul style="list-style-type: none"> • Stay in the apartment, because even though the place is really old, the rent is cheap and it's close to the station. • Live in the company dorm because she <ul style="list-style-type: none"> - is graduating soon - would get meals - would not be lonely - would be safe. • Her apartment kitchen is small, but her hobby is cooking so she might not like being in the company dorm. 	<p>Tonight she could:</p> <ul style="list-style-type: none"> • Not be on her own and go and stay with her friend who lives in the neighbourhood, because she is feeling frightened. • She thought the apartment was good, but after the burglary she is not so sure. <p>In the future she could:</p> <ul style="list-style-type: none"> • Continue living in the apartment because: <ul style="list-style-type: none"> - even though the place is really old, the rent is cheap and it's close to the station, so it doesn't take long to get to university - her apartment kitchen is small, and it is difficult to cook but her hobby is cooking, and she enjoys cooking things. • Live in a company dorm because according to her father she: <ul style="list-style-type: none"> - is graduating soon - would get meals - would not be lonely - would be safe. 	<p>Today she could:</p> <ul style="list-style-type: none"> • Take the advice of her father not to be alone and ask her friend who lived in the neighbourhood if it was OK to stay with them. • She felt better when the police came from the community police station, so she feels better with company. <p>In the future she could:</p> <ul style="list-style-type: none"> • Stay in the apartment if she gets the lock fixed because even though the place is really old and on the ground floor, which makes it easier to break into, the rent is cheap and it's close to the station, so it doesn't take long to get to university, and she thought it was OK. <p>Even though according to what her father has heard, her apartment kitchen is small, and it is difficult to cook, she enjoys cooking things she likes.</p> <ul style="list-style-type: none"> • Live in a company dorm. <p>Because she is graduating soon, she could live in the company dorm where according to her father:</p> <ul style="list-style-type: none"> - meals will be provided, but her hobby is cooking, and she probably wants to be able to do her own cooking. - she won't be lonely, and she will be safe. - she won't have to go out to eat so much because the kitchen where she lives now is small and she can't cook easily, so she will think about it. <ul style="list-style-type: none"> • Being on the ground floor is not so safe.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what makes Rakiura Stewart Island a good place for tourists.</i></p>	<ul style="list-style-type: none"> • It has: <ul style="list-style-type: none"> - a big, famous park with a lot of rare / unusual nature - a museum - delicious fish restaurants. • Because the population is small there are not many lights in the city and no pollution, so you can see lots of beautiful stars. 	<ul style="list-style-type: none"> • It is a good place to see nature that is rare / unusual. • It is a small island and has a large national park as well as a museum and a delicious fish restaurant, which is popular with tourists. • Night is especially splendid, because the population is small so there are not many lights in the city and no pollution, so you can see lots of beautiful stars. 	<ul style="list-style-type: none"> • It has variety and could appeal to a range of tourists. It has: <ul style="list-style-type: none"> - a natural environment, which includes a large national park and nature that is rare / unusual - a night sky that is especially splendid because there are not many lights in the town and no pollution, so because it is dark, you can see lots of beautiful stars from everywhere - a museum - delicious fish restaurants. • It is a quiet sanctuary. It is a small island with a small population and Marama describes it as peaceful. • It is far from the hustle and bustle of city life.

<p><i>(b) Possible evidence showing understanding of what Sachiko understood about Marama’s connection to Rakiura Stewart Island as her ‘tūrangawaewae’.</i></p>	<ul style="list-style-type: none"> • Marama’s hometown. • A place where her family have lived for a long time and where her parents and grandparents still live. • A place that she returns for special events. For example, Matariki, when the family went to the beach and looked at the Matariki star cluster. They all sang old Māori songs, ate traditional food, remembered people who had passed away, and thought about the future. 	<ul style="list-style-type: none"> • It is her home, where her family have lived for a long time. • Even though she works in the capital, she returns to Rakiura to attend special events. For example, she returned with Sachiko on 24th June to celebrate Matariki, when the family went to the beach in the morning when it was still dark and looked at the Matariki star cluster. They all sang old Māori songs, ate traditional food, remembered people who had passed away, and thought about the future. • She talked about her childhood. • She was able to meet her grandfather and grandmother. 	<ul style="list-style-type: none"> • It is her home, where her family have lived for a long time, and even though she doesn’t live there now because she works in the capital, she often returns for special events. • A place to join family to celebrate special events to do with her culture. For example, when she went with Sachiko on 24th June, it was just at the time of Matariki, when she went with the family to the beach in the morning when it was still dark and looked at the Matariki star cluster. They all sang old Māori songs, ate traditional food, remembered people who had passed away, and thought about the future. • A place to remember. For example, she seemed to enjoy talking with her family about her childhood. • A place to catch up with family who are still living on the island. She was pleased that she could meet her grandmother and grandfather. • A place she loves – she loves the peace of the island. • It might be similar to the Japanese concept ‘furusato’, which means ‘the place where you belong’ that Sachiko referred to in the title of her podcast.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how SDGs are promoted in Japan.</i></p>	<ul style="list-style-type: none"> • By people wearing a badge with each colour representing one of the 17 goals, like the one the teacher was wearing. • By advertisements in newspapers, magazines and on the internet, as well as vending machines and trains. • By introducing them on the websites of temples. • By students studying SDGs. 	<ul style="list-style-type: none"> • By wearing a badge with each colour representing one of the 17 goals, like the one the teacher was wearing, which means that when you see the badge you can talk about various things to do with the world's plans. • By putting advertisements in newspapers, magazines, and the net, which have a big influence in Japan. • By writing them on vending machines and trains. • By introducing things that you can do, on temple websites. • By students studying SDGs so they usually know more than their parents do. 	<ul style="list-style-type: none"> • By wearing a colourful badge that catches people's eye. <ul style="list-style-type: none"> - Sam noticed the teacher's badge and asked about it because he hadn't seen one before - you won't forget the goals when you look at the 17 colours of the badge - it promotes discussion about the 17 colours of the SDGs badge representing the 17 goals. For example, the teacher talked about the first goal which is: in order to make everyone's life better, rich countries must support poor countries. • By creating a range of interesting places that appeal to people. For example: <ul style="list-style-type: none"> - putting advertisements in newspapers, magazines and the internet etc., all of which have a big influence in Japan - writing the goals on vending machines and trains where lots of people can see them - introducing things that you can do, on Buddhist temple websites. • By students studying SDGs, so usually they know more than their parents about the way resources are used and the problems with the climate.

<p><i>(b) Possible evidence showing understanding of what young people are doing to help achieve SDGs.</i></p>	<ul style="list-style-type: none"> • New Zealand students eat vegetables from the school garden. • Japanese high school students in Tokyo sell bread that couldn't be sold that day. They sell it cheaply, then give money to people who are having a hard time. 	<ul style="list-style-type: none"> • In New Zealand there are schools where, at lunch time, students eat the vegetables that they grow. • In Tokyo, there is a high school group that gets bread from a bakery in the evening that couldn't be sold that day, and they sell it cheaply then give money to people who are having a hard time. 	<ul style="list-style-type: none"> • Young people are interested in society's problems. For example: <ul style="list-style-type: none"> - In New Zealand there are schools that have a vegetable garden, and at lunch time students eat the vegetables that they grow. - In Tokyo, there is a high school group that gets bread that couldn't be sold that day for free from a bakery in the evening. They don't throw it away, and they sell it cheaply. They give the money they make to people who are having a hard time.
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