

Assessment Schedule – 2024

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 which two souvenirs would be the best choice for Tane’s host family, and why.</i></p>	<p>The chocolate would be a good choice.</p> <ul style="list-style-type: none"> • Everyone likes chocolate. • It is small so convenient to take. • You can get lots of different flavours. <p>The pounamu would be a good choice, too.</p> <ul style="list-style-type: none"> • They have different messages. • They are traditional New Zealand souvenirs. • They are small and not too expensive. 	<p>The chocolate would be a good choice.</p> <ul style="list-style-type: none"> • There are lots of different flavours, so there aren’t likely to be people who don’t like it. • It is small, so is convenient to take in your suitcase. • It is New Zealand made chocolate. <p>The pounamu would be a good choice too.</p> <ul style="list-style-type: none"> • They are traditional New Zealand souvenirs that convey different messages like “becoming friends” and “safety”. • They are Māori cultural souvenirs. • Small pounamu are not very expensive. 	<p>Chocolate meets a lot of the criteria.</p> <ul style="list-style-type: none"> • Since most people like it because of all the different flavours, <i>it can be shared with the whole family. But it isn’t good if you eat too much of it.</i> • The company that makes this chocolate has a long history. <p>Pounamu also meets a lot of the criteria.</p> <ul style="list-style-type: none"> • It is unique to New Zealand, as it is a souvenir from Māori culture. • They are wonderful souvenirs, as they convey different messages, such as “new friendships” and “safety”, so <i>they have special meaning.</i> • <i>Big pounamu can be expensive</i>, but if you get small ones, they are not very expensive. • However, it is not edible, so some people may not appreciate it. <p>...Therefore, chocolate and pounamu make a good match.</p>

<p><i>(b) Possible evidence showing understanding of which two souvenirs would not be a good choice for Tane's host family, and why.</i></p>	<p>Mānuka honey</p> <ul style="list-style-type: none"> • It is an expensive New Zealand souvenir. • It has a strong flavour so not everyone would like it. <p>Rugby goods</p> <ul style="list-style-type: none"> • They are cheap. • Some people don't like rugby. 	<p>Mānuka honey is an expensive choice only found in New Zealand.</p> <ul style="list-style-type: none"> • It is good for you, but it has a strong flavour, so there might be people who don't like it. <p>All Blacks goods, like key rings</p> <ul style="list-style-type: none"> • They are made overseas, so they are cheap. • Some people don't like rugby and might not like these. 	<p>Mānuka honey doesn't meet the criteria.</p> <ul style="list-style-type: none"> • It is only found in New Zealand, but it is an expensive souvenir. • <i>It could be heavy</i>, so it isn't convenient. • It is good for you, but there may be people who aren't good with strong flavours in Tane's host family, <i>so they might not like it.</i> <p>Rugby goods, like key rings, don't meet a lot of the criteria.</p> <ul style="list-style-type: none"> • They are cheap, convenient, and useful, but they are not made in New Zealand. • There are some people who don't like rugby, so they might not be happy to receive these as a gift.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what problems Marama is facing, using specific evidence from the text.</i></p>	<ul style="list-style-type: none"> • Marama doesn't have a lot of free time. • She has school on Saturdays. • She has a lot of homework and tests. • It takes her an hour to get to school. • She wakes up early and gets home late. • She doesn't have any friends. 	<ul style="list-style-type: none"> • Marama doesn't have a lot of free time, because she has school on Saturdays. • She has a lot of homework and tests, which take up time as well. • Because it takes her an hour to get to school by train, she has to wake up early and she gets home late. • She also feels like she doesn't have any friends after two months of being in Japan. 	<ul style="list-style-type: none"> • Marama feels like she doesn't have a lot of free time. This is because of things like school on Saturdays, doing homework and studying for tests, and taking an hour to get to school so she's up early and getting home late. All of this means she doesn't have free time. • On top of this, Marama feels like she doesn't have any friends despite being in Japan for two months.
<p><i>(b) Possible evidence showing understanding of Tane's advice to ease Marama's problems, using specific evidence from the text.</i></p>	<ul style="list-style-type: none"> • Tane suggests that she does homework and studies for tests on the train. • He also suggests that she joins a sports club to make friends. 	<ul style="list-style-type: none"> • Tane suggests that she does homework and studies for tests on the train, so she has free time when she gets home. • He suggests that she joins a sports club to make friends, since he thinks it would be hard to make friends when she only goes to anime club once a week. 	<ul style="list-style-type: none"> • Tane's advice is that if she spent her two hours on the train six days a week doing her homework and revising for tests, then after getting home she could relax. • Tane also recommends that Marama joins a sports club rather than a club that meets only once a week, like the anime club she belongs to. He joined the football club, which meets Monday to Friday. He has made friends with people from the club, and they often go out together. So, he thinks that something like a sports club like his own would make it easier for Marama to make friends, because the club meets more regularly.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what similarities and differences there are between Sports Day at Akiko's school and Sports Day at Tane's school.</i></p>	<ul style="list-style-type: none"> • Akiko's school holds Sports Day on the weekend. Tane's school has it on a school day. • Akiko's school has students in two teams. Tane's school has "houses". • Students at Tane's school will wear their house colours and participate in events. • Students at Akiko's school will practise as a class for the Sports Day. 	<ul style="list-style-type: none"> • Akiko's school holds Sports Day on the weekend, but Tane's school has it on a normal school day. • Akiko's school divides all students into two teams, red and white. Tane's school puts students into "houses". • Houses are led by Year 13s. • Students and teachers at Tane's school will wear their house colours and participate in events. • All students at Akiko's school will practise as a class before Sports Day. 	<ul style="list-style-type: none"> • At Akiko's school, Sports Day is a family event, as families will bring obento and cheer the students on, so <i>they have the event on the weekend so that parents can come. Family members can participate in games at times.</i> • In contrast, Tane's school has it on a normal school day in February <i>during the week.</i> • Akiko's school divides all students into two teams, red and white. Tane's school put students in "houses". These houses are led by Year 13s. Students and teachers wear their house colours and cheer on other students in the same house, helping each other. However, the students at Akiko's school practise together as a class. • Both events are a lot of fun!
<p><i>(b) Possible evidence showing understanding of the goals or aims of sports days in Japan and New Zealand.</i></p>	<ul style="list-style-type: none"> • In Japan, it is about working together. • It is a fun family event on the weekend. • In New Zealand, it is more competitive. 	<ul style="list-style-type: none"> • In Japan, it is about working together as a team. It is a fun family event on the weekend, as student's <i>families will come to support their children and bring obento.</i> • In New Zealand, it is more competitive, as individual students try for new records. 	<ul style="list-style-type: none"> • In Japan, <i>Sports Day is about teamwork, as students learn the importance of working together while enjoying sports. For example, if someone loses the relay, their peers will be supportive and say, "try again next time". Losing is OK.</i> • In New Zealand, they are more competitive and focus on being the best and winning, by getting a new record or their house winning. Winning as a house is important.