

Assessment Schedule – 2024

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 why the Japanese passenger was surprised.</i></p>	<p>Because:</p> <ul style="list-style-type: none"> • The taxi driver could speak Japanese. • He works as a tour guide as well. • It was cold when she had thought it would be hot. • She brought only her togs and summer clothes. 	<p>Because:</p> <ul style="list-style-type: none"> • When she spoke to the taxi driver in English, he responded in Japanese. • He explained to her that he had studied Japanese at high school, so he could speak a little. 	<p>Because:</p> <ul style="list-style-type: none"> • He explained to her that he had studied Japanese at high school, so he could speak a little, but he was just being polite and carried on a conversation in Japanese. • She thinks Japanese tourists will be pleased about him being able to speak Japanese. • According to the driver there is a lot of nature, and the sea is pretty/clean and it is warm all year round. She was surprised by this because she was cold while there, having thought it would be hot and only bringing her togs and summer clothes.

<p><i>(b) Possible evidence showing understanding of what concerned the taxi driver.</i></p>	<ul style="list-style-type: none"> • The recent strange weather. • It is usually 18°C, but it was about 9°C. • The rising sea level. • It will be difficult to live on an island country. • Typhoons and the rainy season are scary. • The sea is getting warmer, and the fish will die. • They need to make a plan. 	<ul style="list-style-type: none"> • The lowest temperature is usually 18°C, but this week it was about 9°C. • This will affect agriculture. • The rising sea level means water will reach where people are living, so it will be difficult to live on an island country. • Typhoons and the rainy season are especially scary. • The problem is the change in climate. • Everyone must make a plan to protect our lifestyle. 	<ul style="list-style-type: none"> • He wants more tourists from Japan. • This week was unusual because while the lowest temperature is usually 18°C, it was about 9°C. • This is expected to adversely affect agriculture. • The rising sea level means water will probably reach where people are living, so island life will become difficult in the future. • Typhoons and the rainy season have been especially scary from long ago, and the volcano was as well. • Now the big change in the climate in the world is the most concerning thing. • The sea getting warmer and the fish dying, which will affect the food chain. • How everyone must make a plan to protect their precious lifestyle. If we carry on as now, it will be dangerous.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what Sefa needs to know, and why.</i></p>	<p>He needs to know:</p> <ul style="list-style-type: none"> • If he has to buy a school uniform. • Where to buy the school uniform. • If he can sometimes wear a lavalava to school because in his school in his country students are allowed to wear clothes that are connected to special days. • The school uniform rules. • If he can wear shorts to school in the summer. 	<p>He needs to know:</p> <ul style="list-style-type: none"> • If he has to buy school uniform even though he is an international student. • Where to buy the school uniform. Noriko tells him that a new school uniform is expensive, so it would be cheaper to buy from the recycle shop. • If he can sometimes wear a lavalava to school, because in his school in his country there are students with various cultures and religions, and they are allowed to wear clothes that are connected to these on special days. • The school uniform rules because the rules are strict. • If he can wear shorts to school in the summer because he thinks it will be cool. 	<p>He needs to know:</p> <ul style="list-style-type: none"> • If it is true what he has heard about having to buy a school uniform even though he is an international student for only six months. • If he can sometimes wear his lavalava to school which shows his custom/culture, because in his school in his country there are students with various cultures and religions, and they are allowed to wear clothes that are connected to these on special days. • The school uniform rules because the rules are strict so he must abide by them.
<p><i>(b) Possible evidence showing understanding of the differences between Sefa's and Noriko's points of view.</i></p>	<p>Noriko shows her point of view in her attitude to school uniform. She likes wearing a school uniform because:</p> <ul style="list-style-type: none"> • She has to rush in the morning, so a uniform is easier. • She feels pride in the school. 	<p>Noriko shows her point of view in her attitude to school uniform. She likes wearing a school uniform because:</p> <ul style="list-style-type: none"> • She thinks the school's blazer is cool/looks good and it is the reason she chose the school. • She likes being the same as everyone else and she feels pride in the school. 	<p>Noriko's point of view is reflected in her attitude to school uniform which shows collective identity.</p> <p>She likes wearing a school uniform because:</p> <ul style="list-style-type: none"> • She likes uniformity, being the same as everyone else, and thinks that when you wear a uniform it's good because you have pride in the school. • She abides by the rules, even though she doesn't like them, and shows conformity. She tells Sefa that he is not allowed to wear a lavalava because the decision is made that you have to wear a school uniform every day.

Sefa, on the other hand, thinks about:

- Being different from other people. He doesn't like everyone wearing the same thing.
- Being able to choose – he hates strict uniform rules.
- Being comfortable/practical. He wants to wear shorts.

Sefa, on the other hand, thinks about:

- Being comfortable/practical. He wants to wear cool shorts in the hot summer.
- Noriko tells him that there is a winter and summer uniform.
- Culture – he wants to wear a lavalava to school like he can on special occasions at his school in Aotearoa New Zealand.

Sefa, on the other hand, values individuality. He thinks that:

- Even though wearing a uniform is good because you don't have to buy various clothes, he doesn't like it when everyone wears the same thing every day.
- What to wear every morning is his responsibility.
- He wants freedom to choose.
- He wants to wear shorts in the summer even though Noriko tells him that it is OK because there are summer and winter uniforms, as there are long pants all year round.
- He would like to share his culture by wearing a lavalava, but this would be against the uniform rules in Japan.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what comparisons are made between Japan and Aotearoa New Zealand.</i></p>	<ul style="list-style-type: none"> • New Zealand doesn't have much industry. • They drive on the left-hand side in Japan. • Transport in New Zealand isn't convenient like it is in Tokyo. 	<ul style="list-style-type: none"> • Compared to Japan, Aotearoa New Zealand doesn't have as much industry, but agriculture is flourishing. 	
<p><i>(b) Possible evidence showing understanding of what preparations Sachiko and her grandfather made to support the promises in the Tiaki Promise.</i></p>	<ul style="list-style-type: none"> • Grandad didn't put raw food into his luggage. • Grandad didn't bring snacks because of the increase in rubbish. • Grandad said that he won't drive in Aotearoa New Zealand. • They will use buses and trains. • Sachiko will look after her grandfather while he is here. 	<ul style="list-style-type: none"> • When preparing for his trip, Grandad didn't put raw food into his luggage. This supports the promise to protect nature. • Snacks that are wrapped increase the amount of rubbish, so he won't bring any. This supports the promise to keep the country clean. • He said that he won't drive while here, because it is safer for Sachiko to drive. This fulfils the promise of driving carefully. • They will use buses and trains and this will help protect nature. 	<ul style="list-style-type: none"> • Tiaki Promise consists of five promises for people coming to Aotearoa New Zealand to travel and for people who live here, to protect this country. • In order to protect agriculture when preparing for his trip, Grandad didn't put raw food into his luggage. This supports the promise to protect nature and to plan properly. • Snacks that are wrapped individually increase the amount of rubbish, so he decided not to bring any. This supports the promise to continue keeping the country clean and to plan properly. • Even though Grandad could drive while here, he thought that it was safer for Sachiko to do the driving, and he said that he won't drive here. This fulfils the promise of driving carefully. • They will use buses and trains as much as possible, and this supports the promise to help protect nature by helping reduce the number of cars. • Sachiko wants her beloved grandad to enjoy his travels here, so while he is here, she will look after him with all her might. She will fulfil the promise to be kind.