Assessment Schedule – 2024

Japanese: Demonstrate understanding of written Japanese related to everyday contexts (91958)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrating understanding involves: • identifying meaning of the relevant information, ideas, and opinions in the texts • communicating an overall sense or intent of the text.	*Demonstrating sound understanding* involves: • selecting evidence of ideas, information, and opinions to establish meaning in the texts • connecting specific elements in texts to support meaning or intent in the texts.	*Demonstrating thorough understanding* involves: • interpreting language to make meaning that is precise and fully constructed • showing awareness of the writers' choices of language and content that establish context and purpose.

N1	N2	A3	A4	M5	M6	E7	E8
Shows minimal understanding of language or meaning.	Shows a little understanding of language or meaning.	Shows understanding of elements of text language and communicates some meaning or intent.	Shows understanding of elements of text language to communicate general meaning or intent.	Shows understanding by selecting and connecting relevant ideas and language to support responses.	Shows understanding by selecting and connecting relevant ideas and language to confirm responses.	Shows detailed and accurate understanding. Responds by interpreting language and content and justifying conclusions about texts.	Shows detailed and accurate understanding. Responds fully by interpreting language and content choices and justifying conclusions about texts.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–6	7–13	14–18	19–24

Notes

- Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response and the grade. Errors of less impact should be disregarded.
- Quoting or direct translation *alone* are not sufficient evidence that the candidate understands the meaning of the text soundly or thoroughly.
- The overall grade for a question must be judged after considering how the text as a whole has been understood, and to what depth. Detail is important when it is relevant to the question asked.
- What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Sample Evidence

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of what has been learnt about Miki and her family.	• Four people in her family – mum, dad, and younger brother. • They have two dogs. • Her birthday is September 7th. • Her hobbies are music and movies. • She plays the piano. • She likes Maths and English.	• They have two brown dogs. • She loves/likes very much Japanese music because Japanese music is cool. • She sometimes plays the piano. • She often does things like listen to music and watch movies on the weekend. • She wants to learn English.	• She wants to learn English a lot for a year, so she came to this school *(OR something that links Miki's liking of English to her wanting to study it for a year)*.
(b) Possible evidence showing understanding of how Miki feels about Kanazawa, and what makes you think so.	Miki likes her town, as she says positive things like: • The town is interesting/lively. • The train station is big/pretty/clean. • They swim and ski. • The town is fun.	Miki likes her town, as she mentions positive information like: • It has old temples/shrines. • It is quieter than Tokyo. • It is about two hours away from Tokyo by bullet train. • It is very hot in the summer and cold in the winter. • They swim in the sea and ski. • It's a good place to go.	Miki likes her town and she compares it favourably to Tokyo/thinks it is a great place to travel because: • It's quieter than Tokyo but it's still interesting and lively. • It has old shrines and temples but also new buildings *(comparison)*. • You can get to the big city in 2.5 hours on a bullet train, which is fast – this is convenient/means you get to the busy city easily. • They swim in the sea in summer and ski in winter. You can do lots of different activities all year round.

(c) Possible evidence showing understanding of who the audience is for Miki's speech, and how you know. Support your answer with reference to both the content and language of her speech.	• Her audience is New Zealand students/her class in New Zealand. • Written in Japanese because the audience can speak Japanese. • She is explaining who she is and who her family are and what she enjoys at school and what her interests are.	• Her audience is her Year 11 Japanese language class in New Zealand as she tells them/encourages them to study Japanese hard. • It is a self-introduction, so the audience is meeting her for the first time because she tells them all about herself, her family, her interests and what her hometown in Japan is like. • People in New Zealand because she talks about her hometown in Japan and explains what it is like and what you can do there. • Students learning Japanese because simple language is used.	• The purpose of the speech is for Miki to introduce herself to her new class. We can tell it's an introduction by her greeting and farewell *(example language/structure)*.

Question TWO	**Achievement**	**Achievement with Merit**	**Achievement with Excellence**
(a) Possible evidence showing understanding of what Mere shared with Mariko, and why.	• Mere shared a list/poster of club activities. • Mere wants Mariko to do some club activities at school while she is in New Zealand.	• Mere wanted to know what Mariko is interested in. • She shared a list of the after-school activities Mariko can do while she is in New Zealand. • It is February and you can do them from now on. • She shared both sports and cultural clubs you can do after school.	• Mere shares her opinion that it is important to both study and do club activities. • It is February and Mariko will be in New Zealand for six more months (until July/August) so Mere is sharing the clubs Mariko can enjoy during that time.

| (b) Possible evidence showing understanding of which club or clubs Mariko will most likely want to join and why, and why she is not likely to join other clubs. | • The choir and/or cooking club.
• She is good at singing.
• She is good at cooking.
• She won't choose sport because she doesn't enjoy sport. | • Not sport because she never plays sport and isn't good at sport *(expresses the feeling that she is terrible at it and doesn't play it).*
• Both the music club and the cooking club because she is good at both.
• Cooking club because she wants to get better at cooking (and she can learn to cook healthy meals).
• The music club – she can do choir, band and (sing with orchestra).
• Kapa haka, because she likes singing and you can sing traditional songs.
• She is available on Tuesday and Friday.
• She would like to join two clubs.
• She probably won't do E-sports, because they are looking for people who are good at playing computer games. | • Kapa haka because she wants to learn/know about New Zealand culture (it's different to Japanese culture). You can sing traditional songs, learn poi, and try haka, and she can experience going on a marae.
• Kapa haka is on a Tuesday, which is when she is free, so this leaves her free to do another club on Friday. She asks if she can do two clubs.
• She is more likely to choose clubs from the cultural section because she isn't good at, and never plays, sport.
• A club where she gets to experience New Zealand culture because its different to Japan.
• Cooking club, because they cook healthy meals and food from various countries – so she can cook her Japanese food/she can learn about the food from different cultures *(connect food and culture).*
• She is here for six months from February, so she won't be able to join the swimming, tennis, or cricket clubs because they start in October. She would also find it difficult to play rugby, netball, or soccer because they don't finish until September. |

Question Three	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of what Takeshi will probably buy for his family, and why.	• Younger sister – soft toy because she likes animals. • Mother – something red and cute. • Father – rugby T-shirt. Cheap/ famous. • Souvenirs.	• Mother – picture of a (New Zealand) cute, red flower. His mother often paints/draws. • Father – rugby T-shirt because it's cheap. It will cost about $30.	• Younger sister – Sam suggests that there are lots of sheep in New Zealand, and Takeshi says his younger sister likes animals. • Sam suggests a famous rugby shirt, but the cheaper T-shirt will be better for Takeshi's budget. • The famous rugby shirt costs about $150 and Takeshi says it is a bit expensive, so Sam suggests a T-shirt that costs about $30.
(b) Possible evidence showing understanding of how useful the chat has been for Takeshi.	Very useful because: • His friends gave him advice about good souvenirs to buy for his dad, mum, and little sister. • They will go and get ice cream together.	Very useful because: • He didn't know what to buy and they helped him choose New Zealand souvenirs for everyone in his family. • They told him where to buy the presents. • They helped him find a present for his dad who is difficult to buy for. • They offered to go shopping with him (at the shopping mall). • He is going home next week. • He will get to spend time with his friends, hanging out and eating ice cream.	Very useful because: • Next week he is returning to Japan, but every day he was busy and didn't have any time, so he asked his friends for advice. • They made a plan for tomorrow to walk together to the shopping mall after school (between the airport and the park). • His dad was the most difficult to buy for, so he was pleased with the suggestion of a T-shirt rather than the famous shirt which was a bit expensive *('difficult' connected to the choice of T-shirt or shirt and/or the price).* • Moana already saw the picture for his mum in the shopping mall yesterday. • All of the souvenirs have a connection to New Zealand *(with detailed examples).* • The souvenirs will become treasures for his family.

(c) Possible evidence showing understanding of whether Takeshi will buy a souvenir for himself or not.	Probably not because:	Probably not because:	Probably not because:
	• He will probably not buy a souvenir for himself, because he does not mention buying one for himself. • He will eat ice cream with his friends.	• His souvenirs are photos of friends in various places in New Zealand. • Photos of the beautiful scenery in the countryside.	• He has already taken lots of photos in various places in New Zealand and in the beautiful countryside *(past tense)*. These photos will become treasures. • The photos will remind him of his experiences and are more valuable than souvenirs you can buy.