

## Assessment Schedule – 2024

### Japanese: Demonstrate understanding of spoken Japanese related to everyday contexts (91959)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves: <ul style="list-style-type: none"> <li>identifying meaning of the relevant information, ideas, and opinions in the texts</li> <li>communicating an overall sense or intent of the text.</li> </ul>	<i>Demonstrating sound understanding</i> involves: <ul style="list-style-type: none"> <li>selecting evidence of ideas, information, and opinions to establish meaning in the texts</li> <li>connecting specific elements in texts to support meaning or intent in the texts.</li> </ul>	<i>Demonstrating thorough understanding</i> involves: <ul style="list-style-type: none"> <li>interpreting language to make meaning that is precise and fully constructed</li> <li>showing awareness of the speakers' choices of language and content that establish context and purpose.</li> </ul>

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	7–12	13–18	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
<i>(a) Possible evidence showing understanding of what Wiremu's host mother learns about Wiremu's town while talking about the photo.</i>	<ul style="list-style-type: none"> <li>• The scenery is awesome, and it is green and beautiful.</li> <li>• It is small.</li> <li>• It is in the countryside in Aotearoa New Zealand.</li> <li>• There are not many shops.</li> <li>• There are beautiful rivers, mountains, and forest.</li> <li>• It is a good place.</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of people come in summer.</li> <li>• People can do things like climb mountains and swim in the river.</li> <li>• Sometimes people walk in the forest.</li> <li>• Wiremu often does these things with his friends.</li> <li>• You can do various activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Wiremu's host mother learns that Wiremu enjoys his town.</li> <li>• His homestay mother wants to do those activities in his town as well.</li> </ul>
<i>(b) Possible evidence showing understanding of which house Wiremu is likely to find more convenient, and why, referring to Wiremu's house in Aotearoa New Zealand and his homestay house in Japan.</i>	<p>The Japanese house, as it is more convenient.</p> <ul style="list-style-type: none"> <li>• It is close to school.</li> <li>• Various shops and a convenience store are close.</li> <li>• There are not many shops near his house in Aotearoa New Zealand.</li> <li>• (In New Zealand) the hospital and supermarket are far away.</li> </ul>	<p>The Japanese house, as it is more convenient.</p> <ul style="list-style-type: none"> <li>• It is closer to school – 5 minutes in Japan vs 30 minutes from his house in Aotearoa New Zealand.</li> <li>• Various shops and a convenience store are close, so it is convenient for shopping.</li> <li>• Wiremu wants to do a lot of shopping in Japan.</li> <li>• There are not many shops near his house in Aotearoa New Zealand and the hospital and supermarket are far away.</li> </ul>	<p>The Japanese house, as it is more convenient.</p> <ul style="list-style-type: none"> <li>• It is closer to school – 5 minutes' walk. He doesn't need to take the bus for 30 minutes, like from his house in Aotearoa New Zealand (<i>candidate mentions both time of travel and modes of travel</i>).</li> <li>• Various shops and a convenience store are close, so it is convenient for shopping, and he is pleased <i>OR</i> this is good for him, because Wiremu wants to do a lot of shopping in Japan.</li> <li>• However, in Aotearoa New Zealand, his house is big (there are six people in the family) with a big garden and they grow vegetables next door, so he has delicious vegetables; he might think that it is more convenient.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of Anahera's speech about her day.</i></p>	<p>What happened in the morning</p> <ul style="list-style-type: none"> <li>• She slept until 8.00 a.m.</li> <li>• She quickly put on her uniform and left home.</li> <li>• So she was late for school.</li> <li>• Her homeroom teacher was angry.</li> </ul> <p>What Anahera learned</p> <ul style="list-style-type: none"> <li>• Don't be late to school.</li> <li>• That you are not allowed to drink water in school in Japan.</li> </ul>	<p>What happened in the morning</p> <ul style="list-style-type: none"> <li>• She slept until 8.00 a.m. because she was doing revision the evening before.</li> <li>• So she was late for school for the first time.</li> <li>• Her homeroom teacher was angry.</li> <li>• She was busy, so she was thirsty, and she drank water in the classroom.</li> </ul> <p>What Anahera learned</p> <ul style="list-style-type: none"> <li>• That it is better not be late for school in Japan, because the teacher will get angry.</li> <li>• She should go to bed earlier.</li> <li>• That you are not allowed to drink water during homeroom and lessons in her school in Japan. It is OK (to drink water in class) in Aotearoa New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>• The rules in her Japanese school and her school in Aotearoa New Zealand are different.</li> <li>• In her Japanese school the teacher got angry, because she drank water in class. She was not aware at the time that you are not allowed to drink water in your homeroom or during lessons. She didn't know, because in her school in Aotearoa New Zealand is OK to do so.</li> </ul>
<p><i>(b) Possible evidence showing understanding of what good experiences Anahera had in Japan.</i></p>	<ul style="list-style-type: none"> <li>• She enjoys P.E.</li> <li>• Playing baseball in P.E.</li> <li>• Making friends.</li> <li>• Eating tasty lunch.</li> </ul>	<ul style="list-style-type: none"> <li>• She enjoys P.E. because she talks with her friends while doing exercise.</li> <li>• Although she hadn't played baseball before, she has come to really like it.</li> <li>• She has a really kind friend Nozomi, who shared delicious sushi with her.</li> </ul>	<ul style="list-style-type: none"> <li>• Although she hadn't played baseball before, she has come to really like it, even though the day she is talking about in her speech she hurt her hand and lost and was sad.</li> <li>• She has a really kind friend Nozomi, who shared delicious sushi with her when she was hungry at lunchtime and forgot her lunch.</li> </ul>

<p><i>(c) Possible evidence showing understanding of why Anahera is making the speech.</i></p>	<ul style="list-style-type: none"> <li>• She thinks that new culture is interesting.</li> <li>• She wants to share her story about her day.</li> <li>• To practise her Japanese.</li> </ul>	<ul style="list-style-type: none"> <li>• She wants to share her story about her day with students in the school who are learning Japanese.</li> <li>• She wants to tell them that she is tired because it is sometimes hard, but there are fun days and happy days too.</li> <li>• She wants to encourage her classmates / other international students.</li> </ul>	<ul style="list-style-type: none"> <li>• She wants to share her story about her day with other international students in the school who are learning Japanese.</li> <li>• She wants to encourage her classmates to persevere energetically, and take on challenges every day, even though there are hard days.</li> </ul>
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Question Three	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the different activities on offer.	<ul style="list-style-type: none"> <li>• Café.</li> <li>• They have snacks / sweets.</li> <li>• They have green tea.</li> </ul>	<ul style="list-style-type: none"> <li>• Café next to the history classroom.</li> <li>• They have delicious traditional Japanese sweets / snacks.</li> <li>• Green tea is 50 yen.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can do things such as talk with their friends and enjoy snacks while they drink tea.</li> <li>• Snacks / sweets are one for 150 yen and two are only 200 yen.</li> </ul>
	<ul style="list-style-type: none"> <li>• Making lunchboxes / Japanese food.</li> <li>• There are vegetable, egg, rice, and meat dishes.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a healthy Japanese lunch box / one which is good for you.</li> <li>• The activity costs 500 yen.</li> <li>• Students who are not good at cooking OR want to improve their cooking can make lunch boxes (it says, “let’s improve our cooking together!”)</li> </ul>	
(b) Possible evidence showing understanding of which activity Maia is most likely to choose at the cultural festival.	<ul style="list-style-type: none"> <li>• Most likely to choose the café, because of the snacks / drinks.</li> </ul>	<ul style="list-style-type: none"> <li>• Most likely to choose the café, because of the snacks / drinks and what one can do while at the café.</li> </ul>	<ul style="list-style-type: none"> <li>• She is most likely to choose the café option, as she can do such things as talk with her friends and eat snacks. The prices are also good, which could be important for a student (150 for one or 200 yen for two traditional sweets, and green tea is 50 yen).</li> </ul>
	<p>OR</p> <ul style="list-style-type: none"> <li>• Most likely to choose making obento, because she hasn’t had lunch (yet).</li> </ul>	<p>OR</p> <ul style="list-style-type: none"> <li>• Most likely to choose making obento, so that she learns to make a healthy (Japanese) lunchbox OR she will make a lunchbox for a good price (500 yen).</li> </ul>	<p>OR</p> <ul style="list-style-type: none"> <li>• She is most likely to choose the option of cooking because she can then teach her class about making their own lunchboxes. She can teach them how to make Japanese food using ingredients to make a healthy lunchbox.</li> </ul>
There is no requirement to explain why the other choice was not selected for any level of achievement, but this could be used to supplement the suggested evidence.			