Assessment Schedule – 2025

Japanese: Demonstrate understanding of a variety of extended spoken Japanese texts (91553)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
*Demonstrating **understanding*** involves making meaning of relevant information and varied perspectives in the texts. Responses as a whole show an **understanding of the general meaning (gist)** of the texts.	*Demonstrating **clear understanding*** involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously. 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.	*Demonstrating **thorough understanding*** involves expanding on relevant information and varied perspectives, and communicating meanings or conclusions implied within the texts. 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.

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
(a) Possible evidence showing understanding of what happened and how it affected the speaker.	• He owns an outdoor events company. • The company plans events to climb mountains. • Information about his company failing a safety test was posted online. • This was not true/it was false news. • His company had never failed a safety test. • There were a lot of negative comments. • He lost customers/people stopped coming to the events. • His friends supported him. • It took a long time to delete the misinformation.	• He owns an outdoor events company. which plans events to climb famous mountains. • Last month he read information posted online about a company failing a safety test. • He found his company's name in the article. • The article was not true. • He always did his best to prepare for the safety of the events and his company had never failed a safety test. • The person who wrote the article didn't ask him anything. • The readers of the article didn't know if it was true or not. • The effect of this for him was that people's opinion of him and his company would be bad. • As a result, a lot of negative comments were posted online. • The effect of this for him was that he lost customers. • People who knew him supported him.	• He owns a popular outdoor events company that planned events to climb some of the world's famous high mountains. • Last month he read in the online news, that a popular outdoor company had failed a safety test. • He was surprised because: - he found his company's name in the article - he always did his best to prepare for the safety of the events - up until now his company had never failed a safety test. • He couldn't understand who and why someone would write such a thing because it is not true. • The person who wrote the article didn't ask him anything, so didn't know anything about the company. • He couldn't understand why someone who didn't get in touch with him and didn't know anything about his business would write the article. • When people don't search for other sites, their opinion is based solely on the only article that they read. • The effect is that their opinion becomes bad/is negative for both the

			owner personally and his company/both his reputation and the company's will suffer. • As he expected, a lot of negative comments were posted online. • The effect was that he lost customers, and it was terrible. • People who knew him well supported him but it took a long time to delete the misinformation and the damage was already done, so it had a negative impact on him and his company.
(b) Possible evidence showing understanding of the speaker's purpose in making this podcast.	• To alert people to the dangers of misinformation. • To avoid believing everything that you read. • Check sources. • Contact the person involved directly if you are posting online.	• To alert people to the dangers of misinformation, because nowadays anyone can write anything, anywhere • To avoid believing everything that you read without verifying it by looking at other sources for comparison. • If people are posting something about someone, they should check sources and contact the person involved directly.	• By sharing information about a personal story, hope that people learn from his experience. • To alert people to the dangers of misinformation, not just online but everywhere, because nowadays anyone can write anything, anywhere. • People don't know if what they read is true or not, so they should verify what they read by looking at other sources for comparison. • For people to be careful not to post information that is not true and to check sources and contact the person/company involved directly. • To be aware of the impact false news can have on individuals and communities. • To set the record straight about his company.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of why Sachiko is being interviewed.	• Because she is learning Māori in Aotearoa.	• Because she is from Japan and learning Māori in Aotearoa. • Her reasons for starting to study Māori.	• Why an international student from Japan is studying Māori in Aotearoa, especially as she came initially to Aotearoa to study English. • Probably there are not many Japanese people in Aotearoa studying Māori, as it is more common for people to learn English.
(b) Possible evidence showing understanding of how Sachiko's experiences have had an influence on her.	• She came to Aotearoa to learn English. • Her host family spoke Māori. • This enabled her to hear Māori. • She thought there were lots of lovely Māori words. • She decided to learn Māori. • She helped on the marae. • She joined kapa haka as well. • People were friendly. • She could get to know a new community. • In Māori language class, she thought about different cultures. • There were other international students in the Māori language class. • Based on her experience, she wants to work in Hokkaido to protect Ainu traditions.	• Even though she came to Aotearoa to learn English, the fact that her host family spoke Māori enabled her to hear Māori and she thought it was lovely, so she wanted to learn. • She helped on the marae, joined kapa haka, and people were friendly. • In Māori language class when she learned about old Māori stories, lifestyle, and ways of thinking she could think about different cultures. • There were other international students in her Māori language class. • She thinks that learning a foreign language has opened the door to a new world. • Her experience has prompted her to dream about working in Hokkaido to protect Ainu traditions. • The current Ainu generation need to learn their language. • They can find their identity through language.	Her experience with her host family: • Even though she came to Aotearoa to learn English, the fact that her host family spoke Māori enabled her to hear Māori, and she thought there were lots of lovely words, so this influenced her to learn Māori. Her experience of learning Māori: • By helping on the marae where people were friendly, as well as joining kapa haka, she could understand the heart of a new community which deepened her interest in Māori culture. • In Māori language class she learned about old Māori stories, lifestyle, and ways of thinking, not just language, and it opened the door to a new world. • There were other international students in her Māori class, so when they talked about Māori culture she could discuss with them other cultures as well as her own, so she shared her culture and learned about other cultures. • Her experience of learning about an indigenous culture in Aotearoa has influenced her to think about Ainu in Hokkaido.

			• Her experience learning other languages (English and Māori) and culture has given her a dream and the knowledge to help Ainu people in Hokkaido, especially for the current generation to find their identity through language.

Question THREE	**Achievement**	**Achievement with Merit**	**Achievement with Excellence**
(a) Possible evidence showing understanding of what confused Isabella at the beginning of their conversation.	• She asked him if he was OK. • She mistook the name of the hotel Masa stayed at. • She thought he said the hotel was strange. • Masa said it wasn't strange. • It had lots of robots.	• She asked him if he was OK because she mistook the name of the hotel Masa stayed at during his school trip by thinking that it was a strange hotel. • It is the name of a famous hotel that has lots of robots that guide tourists.	• She was confused by the use of the word strange (へんな in Japanese). • She asked him if he was OK because she was worried/concerned about him because he said that he stayed at a strange (へんな) hotel. • The hotel where Masa stayed during his school trip uses the same word for strange (へんな) in its name. • Isabella was confused because she misunderstood and thought that Masa was describing the hotel as strange (へんな), and he laughed when he explained that it was the name of a famous hotel that has lots of robots that guide tourists, and it wasn't strange at all.
(b) Possible evidence showing understanding of the differences between Masa's and Isabella's thoughts about robots.	• Masa thinks robots are helpful. • They support the elderly. • They work in hospitals. • He does not think they are like humans. • They don't understand people's lifestyle. • Isabella thinks about robots as people. • She thinks that it is cute that the robots in the hotel had names. • She wishes that they had a heart.	• Masa sees the role of robots as helping people in society. For example, robots in the hotel helped with check-in, gave messages about the temperature of the room, and took luggage to the room. • In society they support the elderly, and work in hospitals and airports. • Masa understands that robots are not like humans and do not have a heart, because they are made in a factory.	• Masa sees the role of robots as useful tools that are being used now, helping people in society by doing tasks in hotels such as check-in, giving messages about the temperature of the room, and taking luggage to the rooms. • In the community they help by supporting the elderly, working in hospitals, and checking that bad people don't do dangerous things at airports.

	• She thinks that it would be good if they got a salary. • She wants a robot to go to school instead of her.	• They help people but do not need a salary, because they do not understand our society. • He doesn't think that it is a good idea that a robot goes to school instead of Isabella, because her friends might like the robot more than her. • Isabella thinks about robots as if they were people by saying that it is cute that the ones in the hotel had names like Marichan. • She wishes that they had a heart, but they might one day. • She thinks that it would be good if they got a salary because they do important work. • She wants a robot to go to school instead of her and would be happy with a day off even if she couldn't meet her friends.	• Masa understands that robots are not like humans because they are made in a factory, they don't have a heart and don't understand people's lifestyle, so they don't need a salary. • To work safely together with people, robots should be spoken to slowly and clearly. • Masa understands that while robots might not have any feelings at the moment, humans may have feelings for robots. He wonders if Isabella's classmates will like a robot that replaces her at school, more than they like her. • This indicates/implies that he doesn't think that robots should replace humans, just help out with some jobs. • Isabella is disappointed that robots don't have a heart but thinks that one day, for sure, they will be able to make a robot with a heart/feeling that has empathy. • She would like robots to be like people and be able to replace people. • Thinking that robots having people's names is cute, like the robot called Marichan that was in the hotel, that it would be good if they got a salary like people do because they do the kind of important work that Masa talked about, and wishing a robot could go to school instead of her, indicate that she thinks about robots like people. • Isabella thinks of the potential of robots rather than the present reality.