

Assessment Schedule – 2025

Japanese: Demonstrate understanding of a variety of extended written and / or visual Japanese texts (91556)

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 what advice could be given to someone visiting this town.</i></p>	<ul style="list-style-type: none"> • Don't drive in restricted areas on Saturday and Sunday and public holidays. • Don't eat and drink in front of shops. • Don't take big bags on the bus or train. • Don't talk on your phone outside. • Don't litter. • Before you visit, find out about the town's famous tourist spots, popular shops and restaurants and history etc. • Go to places in the countryside that are not so famous. 	<ul style="list-style-type: none"> • Obey the signs that indicate days when driving is restricted on Saturday and Sunday and public holidays, and not to eat and drink in front of shops. • Don't take up space by taking big bags on public transport. • If you stay in an area where the local people live, like in an Airbnb, don't talk on your phone outside for a long time late at night. • There aren't many rubbish bins in the street, but don't litter, take your rubbish home. • Don't just go to famous places in urban areas, go to places in the countryside that are not so famous. 	<ul style="list-style-type: none"> • Make sure you can understand the signs so that you know the days when driving is restricted (e.g. Saturday and Sunday and public holidays) and not to eat and drink in front of shops. • Respect manners and rules of the culture. • Try to avoid crowded streets where it is hard to walk. • Think about the effect your behaviour has on other people. For example, don't take up space by taking big bags on public transport and if you stay in an area where the local people live, like in an Airbnb, don't talk on your phone outside for a long time late at night. • When tourist numbers increase so does rubbish and it is hard for the local people to clean up. So don't litter, and do take your rubbish home because there are not many rubbish bins around. • Go to non-traditional tourist places where you can talk to the people who live there in a relaxed way and have interesting experiences. • Talk to people from another culture so you can share your own culture.

<p><i>(b) Possible evidence showing understanding of how the local people feel about the impact of tourism on their town.</i></p>	<ul style="list-style-type: none"> • Happy because many people came to visit and could learn about their culture. • Annoyed because people are inconvenienced. • Pleased because it is good for business. 	<ul style="list-style-type: none"> • Happy/proud because many people come to visit and can learn about their culture but negative because their friends are inconvenienced. • Pleased because it is good for business, like the person whose father owns a ramen shop. 	<ul style="list-style-type: none"> • Divided in their comments – not everyone looks at tourism as a problem, some look at it as an opportunity, so they feel both positive and negative. • They see opportunities as a result of tourism, especially in business, so they feel comfortable with the inconvenience of a lot of tourists. • They see opportunities for learning about various countries, and a good chance to study foreign languages and many cultures. • They are inconvenienced because tourists don't think about the impact of their behaviour on others, lack manners, and disregard culture. • Responsible because they want to do their best for the visitors.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how likely it is that Takashi's attitude has changed after talking to Amelia.</i></p>	<p>Quite likely because at the beginning of the conversation:</p> <ul style="list-style-type: none"> • he said that he bought a new outfit for the school ball and hadn't thought of alternatives • but he also said if his bike was broken, he would like a new one • and he also thinks that volunteering on Saturday will cut into free time. <p>But in the end, he thinks what Amelia does in relation to these things is good.</p>	<p>Quite likely because at the beginning of the conversation:</p> <ul style="list-style-type: none"> • he said that he bought a new outfit for the school ball like most of his classmates and hadn't thought of the alternatives, so now at least he has become aware of alternatives • but he also said if his bicycle was broken, he would like a new one and he wonders if riding a bicycle is safe • he also said that volunteering to pick up rubbish from the beach on Saturday could cut into free time. <p>In the end he thinks Amelia's ideas and the things that she does are good and he agrees with her.</p>	<ul style="list-style-type: none"> • Quite likely because initially he hadn't thought much about the things that Amelia told him that she did but, in the end, he understands that what she does is good. • For example, not just doing the same as most of his classmates but thinking about an alternative to buying a new and expensive outfit for the school ball by renting or buying an outfit cheaply from a recycle shop. • However, he didn't like waiting for the bus, and if he were Amelia he would like a new bicycle, even though he questioned whether the roads were safe and thought it sounded dangerous. • He was also concerned that picking up rubbish from the beach on Saturday would eat into free time, but Amelia has given him another way of looking at it. • So, in the end, he understands that what she does is good and thinks that maybe he can do something as well, because he is part of Amelia's generation whose responsibility it is to do ecological things little by little.

<p><i>(b) Possible evidence showing understanding of how Amelia's actions show what she cares about.</i></p>	<p>She is interested in protecting the environment. For example:</p> <ul style="list-style-type: none"> • her outfit for the school ball is made of a sack and an old curtain • she repaired her bicycle that was broken • she used the bus, and rides a bicycle • she picked up rubbish from the beach on Saturday • she put food scraps in the school compost. 	<p>She is interested in protecting the environment. For example:</p> <ul style="list-style-type: none"> • recycling, supported by her decision to wear an outfit for the school ball made from a sack and old curtain • repairing, supported by her refusal of her father's offer to buy her a new bicycle • not causing pollution, supported by her using the bus and cycling to school and the beach • developing a sense of community, supported by her neighbour teaching her how to repair her bicycle and volunteering to pick up rubbish from the beach with others • composting/growing your own, supported by putting food scraps from lunch in the school compost. 	<p>She is interested in protecting the environment and doing something eco-friendly little by little for her community and the world. For example:</p> <ul style="list-style-type: none"> • recycling, supported by her decision to wear an outfit for the school ball made from a bag and an old curtain and not buying something new • repairing, supported by her refusal of her father's offer to buy a new bicycle to replace her old broken one because she thought that throwing things away is not good • not causing pollution, supported by her catching the bus when her bicycle was broken and cycling to school and the beach • developing a sense of community/togetherness, supported by her neighbour teaching her how to repair her bicycle and then biking to school together so she made a new friend, and working together with volunteers on Saturday to pick up rubbish from the beach • composting/growing your own, supported by putting food scraps from lunch in the school compost that is then used on the field. <p>She wants to be part of a responsible generation.</p>
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of Hēmi's reaction when he saw the painting.</i>	<ul style="list-style-type: none"> • Last week when he went to an art gallery for a lesson, he saw a painting of a person standing in a forest and thought about the environment. 	<ul style="list-style-type: none"> • Last week when he went to an art gallery for a lesson and saw a painting of a woman standing in the forest, he thought about the influence the environment had had on her. 	<ul style="list-style-type: none"> • Last week when he went to an art gallery for a lesson, he thought the face of the picture of a person standing in the forest was peaceful and kind, so he thought the natural environment has a good influence on our mind and body. • It reminded him of something his family had experienced, too.
<i>(b) Possible evidence showing understanding of how effective Hēmi's essay is in promoting awareness of the importance of forests, supported with reference to the text.</i>	<ul style="list-style-type: none"> • His story is about the forest. • When his family was visiting the marae five years ago, his mother got a headache. • Grandma took him to the forest to get some kawakawa leaves. • People in the olden days used the leaves to help toothache. • His mother recovered when she drank kawakawa tea. 	<ul style="list-style-type: none"> • He tells a family/personal story about the forest. • When his family was visiting their marae five years ago and his mother got a headache, so that she didn't get worse Grandma took him to the forest to get some kawakawa leaves. • When they arrived, they said a karakia and looked for kawakawa trees that people in the olden days used to help toothache. • When they got back, his mother felt a little bit better just hearing about the forest and fully recovered when she drank the tea. • Forests have been special places for recreation, food, and medicine. • Now, forests help mitigate global warming. When you go into the forest, the temperature drops even on a hot day and there is no pollution. • This story and his comments illustrate how important forests can be in helping people. 	<ul style="list-style-type: none"> • His story raises awareness of the importance of forests as a source of healing for the following reasons: <ul style="list-style-type: none"> - He told a personal story from his culture about how drinking kawakawa tea made from kawakawa leaves from the forest cured his mother's headache when his family was visiting the marae five years ago. - When he and his grandmother went to the forest, they said a karakia at the beginning, which showed respect for the forest. - He referred to Indigenous knowledge by explaining that kawakawa leaves had been used by ancient people to cure toothache. - He explained the power of the forest by saying that just hearing about the forest made his mother feel a little better. • He explained that while writing the essay he understood that people in the world must value forests. • He explains that forests have played an important part in people's lives from long ago.

			<ul style="list-style-type: none">• Since olden days, people used forests for recreation, food, and medicine – for example, kawakawa leaves to help toothache.• Now, the biggest problem on Earth is global warming but forests can help fight global warming, because when you go into the forest, the temperature drops even on a hot day and there is no pollution.
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