

## Assessment Schedule – 2025

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

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves:</p> <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>	<p><i>Demonstrating sound understanding</i> involves:</p> <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>	<p><i>Demonstrating thorough understanding</i> involves:</p> <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
<p><i>(a) Possible evidence showing understanding of what Keanu is planning for the weekend, and why.</i></p>	<ul style="list-style-type: none"> <li>• To go flower viewing/to see cherry blossoms.</li> <li>• They will go to a park to see the cherry trees.</li> <li>• He will go on Sunday.</li> <li>• Sunday is the best day for everyone in the family.</li> <li>• Cherry blossoms are famous.</li> <li>• It'll be nice (weather) on Sunday.</li> </ul>	<ul style="list-style-type: none"> <li>• The park where they will go flower viewing has a lot of cherry trees.</li> <li>• He wants to go with the whole (host) family.</li> <li>• Everyday everyone goes to work or school.</li> <li>• Saturday is also busy with sports games.</li> <li>• Cherry blossoms are Japan's most famous flower.</li> <li>• The cherry blossom season is short.</li> <li>• Flower viewing is done in springtime.</li> </ul>	<ul style="list-style-type: none"> <li>• They will go to a park with good views and a lot of cherry trees. They will sit near the big lake and look at the cherry trees.</li> <li>• Sunday is the only time everyone is free, and he wants to go with everyone in his host family. Sunday was the best choice/only day that would work for everyone.</li> <li>• Cherry blossoms are Japan's most famous flower, and its season is short – they are visible/flower viewing is only in spring. <i>(Candidate links the popularity/fame of cherry blossoms with the length of the season to explain why Keanu wants to go this weekend.)</i></li> <li>• It is also best to do it on a sunny day, which this Sunday is forecast to be.</li> </ul>
<p><i>(b) Possible evidence showing understanding of what recommendations Akari makes to Keanu, and why.</i></p>	<ul style="list-style-type: none"> <li>• Have a picnic.</li> <li>• Eat lunch(boxes).</li> <li>• Sing/do karaoke.</li> <li>• Don't wear shoes (on picnic blankets).</li> </ul>	<ul style="list-style-type: none"> <li>• Have a picnic, eat lunch(boxes), and sing/do karaoke, as it's what Japanese people do.</li> <li>• You are not allowed to wear shoes on the picnic blanket (in Japan).</li> </ul>	<ul style="list-style-type: none"> <li>• While viewing the flowers, they should do such things as have a picnic and eat lunch(boxes), and sing/do karaoke, as that is what Japanese people do, so gives him a good cultural experience.</li> <li>• You are allowed to wear shoes on picnic blankets in New Zealand but are not allowed to in Japan.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how the exchange has been for Ayame.</i></p>	<ul style="list-style-type: none"> <li>• Fast/quick.</li> <li>• Good/fun.</li> <li>• She shares a happy/good memory from her time in New Zealand.</li> <li>• Her English got better.</li> <li>• Japanese was her favourite class.</li> <li>• She spoke Japanese with her classmates.</li> <li>• She says she doesn't want to go back to Japan <i>OR</i> that she'll come back to New Zealand <i>OR</i> "let's meet again".</li> </ul>	<ul style="list-style-type: none"> <li>• The year has gone by quickly, so the experience must've been good.</li> <li>• It was good/fun because she said she was glad she met everyone.</li> <li>• She talked about how English was hard for her but then got easier/she improved (owing to her teacher).</li> <li>• Japanese was her favourite class, because sometimes she got tired from hearing and speaking English, and she spoke in Japanese with her classmates.</li> </ul>	<ul style="list-style-type: none"> <li>• The year has gone by quickly, so the experience must've been good – "time flies when you are having fun".</li> <li>• She talked about how English was hard for her when she started at the school, and about not understanding at all. However, due to a kind teacher who spoke slowly, the lessons became easier and she came to like the lessons.</li> <li>• At the end of the speech, she says she doesn't want to go back to Japan yet, that she will come back to New Zealand (someday), and says "let's meet again". These are sentiments of someone who has enjoyed their time in a place.</li> </ul>
<p><i>(b) Possible evidence showing understanding of what the speech from her friend shows about the kind of person Ayame is, supported with reference to the passage.</i></p>	<ul style="list-style-type: none"> <li>• A good/important friend.</li> <li>• Well behaved/quiet.</li> <li>• Motivated/diligent.</li> <li>• Knowledgeable.</li> <li>• Fun/friendly.</li> <li>• At the Japanese club, watched anime, wrote Hiragana and Katakana.</li> </ul>	<ul style="list-style-type: none"> <li>• Mature/patient, because the friend describes himself as loud/noisy, but Ayame as being quiet/well-behaved.</li> <li>• Diligent/motivated/fun/friendly, because during the club, she did such things as watch anime and write Hiragana and Katakana with junior students.</li> <li>• Diligent/motivated, because she created the Japanese club and introduced Japanese culture to students at the school.</li> <li>• Knowledgeable, as she helped students with Hiragana and Katakana and also taught about pop culture (actors and J-POP).</li> </ul>	<ul style="list-style-type: none"> <li>• Reliable/showed leadership, because she gave up her lunchtimes every Wednesday to start up the Japanese club.</li> <li>• Hard worker/proud of her culture, because she introduced Japanese club to many students (beyond those taking Japanese class with her).</li> <li>• Knowledgeable, because she supported students with their Japanese learning, (e.g. junior students with their writing, or her Year 11 Japanese class) as well as students learning about pop culture from her (actors and J-POP).</li> <li>• Knowledgeable, because students learnt about pop culture (from her). Students received photos of actors from her and learnt about J-POP.</li> </ul>

Question Three	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence showing understanding of suggestions for what Yūji can do today, and what he thinks about them.</p>	<p>Suggestions for what Yūji can do today</p> <ul style="list-style-type: none"> <li>• Football.</li> <li>• Hang out with his mum.</li> <li>• Shopping</li> <li>• Supermarket.</li> <li>• Café.</li> <li>• Concert with Arina.</li> </ul>	<p>Suggestions for what Yūji can do today</p> <ul style="list-style-type: none"> <li>• Playing football at the school grounds with his (younger) brother.</li> <li>• Shopping at the supermarket together.</li> <li>• Eating lunch together at a café.</li> <li>• Go to a concert with Arina at 12.30.</li> <li>• Come home before dinner.</li> </ul>	<p>Suggestions for what Yūji can do today</p> <ul style="list-style-type: none"> <li>• Getting outside by playing football at the school grounds with his (younger) brother (<i>linking his mum's earlier suggestion to "go play outside" with her suggestion</i>) because it is a sunny day.</li> <li>• Go to a concert with Arina at 12.30, as she received tickets.</li> <li>• Shopping at the supermarket together to buy meat, vegetables, and bread needed for the hamburger dinner his mum wants to make tonight.</li> <li>• Eating lunch together at a café after the shopping is done.</li> </ul>
	<p>What Yūji thinks about the suggestion</p> <ul style="list-style-type: none"> <li>• Brother likes rugby.</li> <li>• Yūji is not good at rugby.</li> <li>• Not (keen on) shopping.</li> <li>• Food at the café could be yum.</li> </ul>	<p>What Yūji thinks about the suggestion</p> <ul style="list-style-type: none"> <li>• His (younger) brother, Kenji, prefers rugby to football.</li> <li>• Not (keen on) shopping but food at the café could be yum.</li> </ul>	<p>What Yūji thinks about the suggestion</p> <ul style="list-style-type: none"> <li>• His (younger) brother prefers rugby to football and Yūji is not good at rugby, therefore Yūji is not keen on this activity.</li> <li>• All his friends are busy today, so going outside by himself would be boring.</li> <li>• He is torn, as he isn't keen on shopping but is interested in the café idea, as the food could be yum.</li> </ul>

<p><i>(b) Possible evidence showing understanding of what Yūji will do today, and why.</i></p>	<ul style="list-style-type: none"> <li>• Go to the concert <i>OR</i> go with his friend (Arina).</li> <li>• Not go with his mum shopping.</li> <li>• Not go with his mum to the café.</li> <li>• Not play rugby.</li> </ul>	<ul style="list-style-type: none"> <li>• Go to the concert with his friend Arina at 12.30.</li> <li>• Yūji said he wants to go.</li> <li>• Yūji’s mum doesn’t mind if he goes out – she says please go to see the concert with Arina.</li> </ul>	<ul style="list-style-type: none"> <li>• Yūji decides to go with his friend to see a concert at 12.30, as she has tickets. His mother is fine going shopping on her own and encourages Yūji to go with Arina to the concert, which is outside and will be enjoyable.</li> <li>• He said his friends were busy, so he didn’t think he could hang out with them today. Arina’s message changed this.</li> <li>• Yūji didn’t want to go out/leave home by himself (and Arina’s message meant he didn’t have to go out alone anymore).</li> <li>• Yūji and his mum ate together at a restaurant last weekend on Saturday, so they have had mum and son time together recently.</li> </ul>
<p><i>(c) Possible evidence showing understanding of why Yūji and his mother are having the conversation.</i></p>	<ul style="list-style-type: none"> <li>• To make plans for the day.</li> <li>• To get Yūji off social media.</li> </ul>	<ul style="list-style-type: none"> <li>• To get Yūji off social media, as it’s a nice day/the weather is good.</li> </ul>	<ul style="list-style-type: none"> <li>• To get Yūji off social media, as it’s a nice day so a waste to spend it inside/on his phone (or the concert is outside so gets him outside, which is what his mother wants).</li> </ul>