

## Assessment Schedule 2016

### Japanese: Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance (90896)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves <b>making meaning of the relevant information, ideas, and/or opinions</b> from the texts.	<i>Demonstrating <b>clear</b> understanding</i> involves <b>selecting relevant information, ideas, and/or opinions</b> from the texts and communicating them <b>unambiguously</b> .	<i>Demonstrating <b>thorough</b> understanding</i> involves <b>expanding on relevant information, ideas, and/or opinions</b> from the texts with <b>supporting detail</b> .

#### Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates <b>limited</b> or <b>no understanding</b> of the texts.  Some information is correct. The candidate has not shown understanding of the <b>general meaning</b> (gist) of the texts. The response is logically <b>inconsistent</b> , indicating misunderstanding.		<i>Demonstrates understanding</i> and <b>makes meaning of the relevant information, ideas, and/or opinions</b> from the texts.  Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is <b>consistent</b> .		<i>Demonstrates clear understanding</i> by selecting <b>relevant information, ideas, and/or opinions</b> from the texts and communicating them <b>unambiguously</b> .  Information correctly includes relevant detail from the texts. The candidate communicates implied meanings without showing understanding of every nuance.		<i>Demonstrates thorough understanding</i> of the <b>implied meanings or conclusions</b> within the texts.  Relevant information, ideas, and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the texts.	
<b>N1</b> Shows <b>very little understanding</b> and does not convey the general meaning of the texts.	<b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the texts.	<b>A3</b> Demonstrates <b>some understanding</b> of the texts, and conveys <b>some</b> of the general meaning.	<b>A4</b> <b>Demonstrates understanding</b> of the texts and conveys the general meaning.	<b>M5</b> Demonstrates <b>clear understanding</b> of the texts and unambiguously <b>communicates some</b> of the meaning by selecting relevant information, ideas, and/or opinions from the texts.	<b>M6</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates most</b> of the meaning by selecting relevant information, ideas, and/or opinions from the texts.	<b>E7</b> Demonstrates <b>thorough understanding</b> and <b>communicates some</b> of the implied meanings by providing <b>some</b> supporting detail from the texts which justifies conclusions.	<b>E8</b> Demonstrates <b>thorough understanding</b> and <b>communicates most</b> of the implied meanings by providing supporting detail from the texts which fully justifies conclusions.
<b>N0</b> No response; no relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what Takeshi is doing in preparation for his visit, and why.</i>	<ul style="list-style-type: none"> <li>• He talks to the teacher in English and reads English magazines and newspapers etc.</li> </ul>	<ul style="list-style-type: none"> <li>• He is trying really hard/his best and studying English now.</li> </ul>	<ul style="list-style-type: none"> <li>• Because he is not good at English.</li> </ul>
<i>(b) Possible evidence showing understanding of two things Takeshi will do in New Zealand.</i>	<ul style="list-style-type: none"> <li>• He will practise rugby every day in New Zealand.</li> <li>• His hobby is rugby.</li> <li>• He thinks New Zealand is strong at rugby.</li> <li>• He wants to become a member of the 2019 Japanese Rugby World Cup team.</li> <li>• Mountain climbing and camping, and see sheep and cows.</li> </ul>	<ul style="list-style-type: none"> <li>• He will become good at rugby.</li> <li>• He has done rugby as a club activity since Year 1 in Junior High School.</li> <li>• Stay on a farm.</li> </ul>	<ul style="list-style-type: none"> <li>• Because he lives in Tokyo and the streets are crowded, and it is too noisy. During the holidays in New Zealand he will do things like ...</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of how Takeshi feels about school in New Zealand.</i>	<ul style="list-style-type: none"> <li>• School in Japan was boring, but school in New Zealand is fun.</li> <li>• There are lots of new things.</li> <li>• Play cricket and netball, make videos.</li> </ul>	<ul style="list-style-type: none"> <li>• Study is sometimes difficult/troublesome/a burden, but his friends are kind and interesting.</li> </ul>	<ul style="list-style-type: none"> <li>• He likes school because there are lots of new activities (he doesn't do in Japan).</li> <li>• He does things like play netball and cricket in the PE class, and in the drama class make videos.</li> </ul>
<i>(b) Possible evidence showing understanding of what Takeshi does at lunchtime.</i>	<ul style="list-style-type: none"> <li>• Eat in the classroom.</li> <li>• Doesn't listen to music.</li> <li>• Eat outside under the trees.</li> </ul>	<ul style="list-style-type: none"> <li>• At lunch time he always brings a packed lunch.</li> <li>• He wants to listen to music while he eats his lunch.</li> <li>• When it is fine he takes his cell phone and eats lunch outside under a tree with his classmates.</li> <li>• A little expensive.</li> <li>• Allowed to eat in the classroom (<i>not "can"</i>).</li> <li>• Not allowed to listen to music on cellphone (<i>not "can't"</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Food at school looks delicious.</li> <li>• He always brings a packed lunch because the sandwiches, salad, and fruit sold at school look delicious but are a bit expensive.</li> </ul>

**Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.**

**Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.**

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of John's plans for the weekend.</i>	<ul style="list-style-type: none"> <li>On Saturday he is going to Polyfest.</li> </ul>	<ul style="list-style-type: none"> <li>On Sunday he will clean his room and do his laundry/washing.</li> </ul>	<ul style="list-style-type: none"> <li>The weather will probably be good.</li> </ul>
<i>(b) Possible evidence showing understanding of who is involved in Polyfest and what they do.</i>	<ul style="list-style-type: none"> <li>Family and the Principal go to watch.</li> </ul>	<ul style="list-style-type: none"> <li>Four days from Wednesday until Saturday, lots of groups do it at a very big place.</li> </ul>	<ul style="list-style-type: none"> <li>High school students join groups of various countries and dance and sing songs of that country.</li> </ul>
<i>(c) Possible evidence showing understanding of which Polyfest group Takeshi can join.</i>	<ul style="list-style-type: none"> <li>Sāmoan group, Tongan group, Japanese group.</li> </ul>		<ul style="list-style-type: none"> <li>He can join any group, e.g. this year there is a Japanese student in the Sāmoan group, and last year there was a Japanese student in the Tongan group. There is also a Japanese group (which also has Korean and Chinese members).</li> </ul>

Question FOUR	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of how to get to Rainbow Springs.</i>	<ul style="list-style-type: none"> <li>Flying from Auckland takes about 50 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>And then about 30 minutes by bus.</li> </ul>	<ul style="list-style-type: none"> <li>Flying from Auckland takes about 50 minutes and then about 30 minutes by bus.</li> </ul>
<i>(b) Possible evidence showing understanding of opening hours.</i>	<ul style="list-style-type: none"> <li>7.30 – 10.00</li> <li>8.15 – 9.00</li> </ul>	<ul style="list-style-type: none"> <li>Summer: 7.30 a.m. – 10.00 p.m.</li> <li>Winter: 8.15 a.m. – 9.00 p.m.</li> </ul>	
<i>(c) Possible evidence showing understanding of what you can see at Rainbow Springs.</i>	<ul style="list-style-type: none"> <li>A large park in the countryside.</li> <li>(Inside there are) pretty/beautiful, trees, (forest), river, various birds, animals, and fish.</li> <li>There is also a kiwi.</li> </ul>	<ul style="list-style-type: none"> <li>Kiwi sleeps in the day, and gets up in the evening.</li> <li>Kiwi is a bird found only in New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>You can see it in the Kiwi House, but you are not allowed/permitted to take a photo.</li> <li>It (the kiwi) walks around the Kiwi House.</li> </ul>
<i>(d) Possible evidence showing understanding of ticketing for Rainbow Springs.</i>	<ul style="list-style-type: none"> <li>Adult \$40 and child \$20.</li> </ul>	<ul style="list-style-type: none"> <li>You can buy a family ticket, which is cheaper than individual tickets. A family ticket is for 2 adults and 3 children and is \$99.</li> </ul>	<ul style="list-style-type: none"> <li>In a period of 24 hours, by using one ticket, you are allowed to leave Rainbow Springs and enter again (<i>must be very specific including 24 hours</i>).</li> </ul>

**Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.**

# **Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 8	9 – 16	17 – 24	25 – 32