Assessment Schedule – 2014

Japanese: Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance (90893)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrating understanding of a variety of spoken Japanese texts involves **making meaning of the relevant information, ideas and / or opinions** from the texts.	*Demonstrating **clear** understanding* of a variety of spoken Japanese texts involves **selecting relevant information, ideas and / or opinions** from the texts and communicating them **unambiguously**.	*Demonstrating **through** understanding* of a variety of spoken Japanese texts involves **expanding on relevant information, ideas and / or opinions** from the texts with **supporting detail**.

Guidelines for applying the Assessment Schedule

• The answer-space provided in the exam paper is NOT an indication of the word-count required. The candidate may exceed the lines provided, or respond succinctly using fewer lines. For Merit / Excellence, however, the candidate needs to show clear/thorough understanding of the meanings or conclusions within the text, which usually requires more than a brief statement.

• Candidates may respond to the information in the text(s) in either English / Te Reo Māori and / or Japanese. Responses in Japanese must not simply quote sections of the text(s). Candidates must demonstrate understanding of the text(s).

Evidence Statement

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Shows no or limited understanding of the text	Shows understanding / is able to make meaning of the text	Selects relevant information, ideas, and opinions from the text and communicates them unambiguously	Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent, indicating misunderstanding of the gist of the text	Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – *demonstrates understanding*	Has developed an explanatory answer without indicating a grasp of fine detail and nuance – *demonstrates clear understanding*	Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – *demonstrates thorough understanding*

Grade Score Descriptors

Question One							
Not Achieved		**Achievement**		**Achievement with Merit**		**Achievement with Excellence**	
N1 Very little valid information	**N2** Little valid information	**A3** A range of valid information showing basic understanding	**A4** A range of valid information in 3 parts, including an attempted valid explanation	**M5** Full explanation for one and some valid information for one other	**M6** Full explanation for 2 parts and valid information for another part	**E7** A justified answer and a full explanation for one other. And valid information for another 2 parts	**E8** A fully justified answer and a partially justified response for one other. And valid information for another 2 parts
N Ø No response or no valid evidence							

Specific evidence *This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.*	*For example* *These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.*
1. On two-week school trip (with exchange school) – sightseeing temples and shrines and doing shopping	**N1** (single words or invalid information unrelated to specifics of text) eg likes colour of temple / didn't buy anything
2. In the mountains with great view from top of temple. Lots of cute souvenir shops in nearby street (so wants to go back there)	**N2** (poor answer that doesn't show understanding and / or information inconsistent with or unrelated to text / very little detail) eg on a trip / likes park around temple / bought two bags
3. Bought only two pretty plates for mum because souvenirs there bit too expensive	**A3** (short answers correct but longer answers poor and inconsistent with text, indicating a basic understanding of the text as a whole but poor grasp of detailed information) eg On two-day school trip / likes the view and shops / going to Kyoto to look at temples
4. Going to Nara to look at very big temple. Wants to take photos while walking around very pretty park, but it's supposed to be heavy rain tomorrow, which might ruin plans for taking photos	**A4** (short answers correct but details inconsistent and explanation poor, showing a better grasp of the text than A3, but does not go beyond Achievement in detail or explanation) eg On two-week school trip / nice view from temple / bought two plates for mum but expensive Going to Nara to look at the big temple/ pretty park
	M5 (descriptive) eg One reason for liking temple OR is going to take photos in Nara but it's going to rain tomorrow
	M6 (descriptive with more details) eg that Kiyomizudera is in the mountain because it is a great view buying 2 plates for mum because the gifts were expensive Going to Nara to look at the big temple, want to take photos
	E7 (justification) If they have that Kiyomizudera is in the mountains and has a great view and talks about nearby souvenir shops Ended up buying 2 plates for mum only because the gifts were too expensive Going to Nara to look at the big temple, want to take photos but the weather forecast tomorrow is for heavy rain
This information is question-specific.	**E8** (full justification) If they have that Kiyomizudera is in the mountains and has a great view **and** talks about nearby souvenir shops Wanted to buy for family but ended up buying 2 plates for mum only because the gifts were too expensive Going to Nara to look at the big temple, want to take photos but the weather forecast tomorrow is for heavy rain and therefore means that taking photos may not be possible (**or while** walking around the park)

Question Two

Not Achieved		Achievement		Achievement with Merit		Achievement with Excellence	
N1 Very little valid information	**N2** Little valid information	**A3** A range of valid information showing basic understanding	**A4** A range of valid information in 3 parts and attempted valid explanation	**M5** Full explanation for one, some valid information for one other part	**M6** Full explanation for 2 parts and valid information for another part	**E7** A justified answer and a full explanation for one other. (Date of interview and reasons for joining club) and valid information for another 2 parts	**E8** A fully justified answer, a partially justified response for one other (Date of interview and reasons for joining club) and valid information for another 2 parts
N Ø No response or no valid evidence							

Specific evidence *This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.*		*For example* *These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.*
1. She's going back to NZ in March and Shinji says she's finishing soon – so must be February / early March	**N1**	(single words or invalid information unrelated to specifics of text) eg are all interesting / better now / likes basketball
2. Very nice family, mum's a housewife and they often make simple Japanese food together, which she enjoys	**N2**	(poor answer that doesn't show understanding and / or information inconsistent with or unrelated to text / very little detail) eg March / cook together / plays it in NZ
3. She didn't understand much when she came, but after a month she got better and could understand a bit of what teacher says	**A3**	(some short answers correct but longer answers poor and inconsistent with text, indicating a basic understanding of the text as a whole but poor grasp of detailed information) eg March because finishes then / nice family / can understand lots now
4. Played netball in NZ but as they don't play this in Japan, she joined basketball club instead – similar to netball.	**A4**	(short answers correct but details inconsistent and explanation poor, showing a better grasp of the text than A3, but does not go beyond Achievement in detail or explanation) eg nice family, cooks with mum / better than at beginning / because wanted to get good at it Didn't get month, may have figured out that Stacey has been in Japan a year. A nice host family/ made food with the mother Didn't understand much but gets Japanese more now
	M5	(descriptive) eg Goes back home in March, so before this OR plays netball in NZ and so chose basketball Going home in March Very nice homestay family, they made simple food together. Didn't understand much but now understands what the teacher says Plays basketball because there is no netball
This information is question-specific.	**M6**	(descriptive with more details) Going home in March as nearly finished. Very nice homestay family. Mother is a housewife, they often made simple food together. Didn't understand much but now understands what the teacher says Plays basketball because there is no netball
	E7	(justification) eg She's going back to NZ in March and Shinji says she's finishing soon – so must be February, nearly March OR Played netball in NZ but as they don't play this in Japan she joined basketball club instead. Very nice homestay family. As Mother is a housewife, they often made simple food together. Didn't understand much but after a month her Japanese got better and she could understand what the teacher says

	E8	(full justification)
		eg She's going back to NZ in March and Shinji says she's finishing soon – so must be February, nearly March OR Played netball in NZ but as they don't play this in Japan she joined basketball club instead – similar to netball. = Decided on/ joined the basketball club because they don't have netball in Japan and basketball is similar to netball
		Very nice homestay family. As Mother is a housewife, they often made simple food together.
		Didn't understand much but after a month her Japanese got better and she could understand what the teacher says

Question Three

Not Achieved				Achievement		Achievement with Merit		Achievement with Excellence	
N1 Very little valid information	**N2** Little valid information	**A3** Some valid information showing basic understanding	**A4** A range of valid information and attempted valid explanation	**M5** Full explanation for one.	**M6** Full explanation for one and valid information for the other	**E7** A justified answer and a full explanation for one other.	**E8** A justified answer and a partially justified response for one other.		
N Ø No response or no valid evidence									

Specific evidence *This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.*	*For example* *These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.*
Item: cold medicine Features: soon cure cold / throat won't be sore any more/ nose also be OK/ best cold medicine (very good medicine) Price: Cheap today only – only 1200 yen Item: new cell phone Features: (really cool and convenient) / lots of colours that teenagers and adults will like / Small so goes in pocket / big screen if bad eyesight Price: 1 = 20 000yen / 2 = 35 000 – hurry, selling now This information is question-specific.	**N1** (single words or invalid information unrelated to specifics of text) eg flower medicine / phone for children **N2** (poor answer that doesn't show understanding and / or information inconsistent with or unrelated to text / very little detail) cheap this week, various cell phones Cannot identify what is being sold in both ads **A3** (some short answers correct but longer answers poor and inconsistent with text, indicating a basic understanding of the text as a whole but poor grasp of detailed information) eg convenient and nice cell phone / cold medicine to cure throat **A4** (short answers correct but details inconsistent and explanation poor, showing a better grasp of the text than A3, but does not go beyond Achievement in detail or explanation) eg soon cures cold / cheap today – 20 000 yen / cool colours Able to identify the product and two features for either product **M5** (descriptive) eg 2 features described for cold medicine OR new cell phone At least one product has 2 features described within the product **M6** (descriptive with more details) eg 2 features fully described for cold medicine OR new cell phone Able to identify both products and at least one product has 2 features described (identifying the price is also considered a feature) **E7** (justification) eg good medicine so cures cold / throat won't be sore / nose get better OR cool and convenient eg lots of colours for teenagers and adults / goes in pocket / big screen able to identify both products and 2–3 features for each **E8** (full justification) eg really good medicine so soon cures cold / throat won't be sore / nose get better OR really cool and convenient eg lots of colours that teenagers and adults will like / Small so goes in pocket / big screen if bad eyesight Able to identify both products and at least one product has 3–4 features with full justification

Question Four

Not Achieved		Achievement		Achievement with Merit		Achievement with Excellence	
N1 Very little valid information	**N2** Little valid information	**A3** Some valid information showing basic understanding	**A4** A range of valid information and attempted valid explanation	**M5** Full explanation for one.	**M6** Full explanation for one and valid information for the other	**E7** A justified answer and a full explanation for one other.	**E8** A justified answer and a partially justified response for one other.
N Ø　　No response or no valid evidence							

Specific evidence *This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.*	*For example* *These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.*	
Item: children's study desk Features: only children can use – too small for adults / makes studying fun – top spacious and can use for computers and books / can put favourite things underneath Price: This week and next week – only 30 000 yen Item: cute pet fish Features: very small and convenient – smaller than dog and cat / only eats dinner – not breakfast and lunch / don't need pet house – sleeps in your bedroom. Can look at it and talk with it while studying Price: very cheap – 1 fish is 500 yen	**N1**	(single words or invalid information unrelated to specifics of text) eg watch TV at desk
	N2	(poor answer that doesn't show understanding and / or information inconsistent with or unrelated to text / very little detail) eg school desk / 3000 yen / small dog Cannot identify what is being sold in both ads
	A3	(some short answers correct but longer answers poor and inconsistent with text, indicating a basic understanding of the text as a whole but poor grasp of detailed information) eg sleeps inside / big desk / doesn't eat much
	A4	(short answers correct but details inconsistent and explanation poor, showing a better grasp of the text than A3, but does not go beyond Achievement in detail or explanation) eg only for children / this week only 30 000 yen / fish is 500 yen Able to identify the product and two features for either product
	M5	(descriptive) eg 2 features described for study desk OR pet At least one product has 2 features described within the product
	M6	(descriptive with more details) eg 2 features fully described for study desk OR pet Able to identify both products and at least one product has 2 features described (identifying the price is also considered a feature)
This information is question-specific.	**E7**	(justification) eg very small and convenient – smaller than dog and cat / eats only dinner / don't need pet house – sleeps in your bedroom. Can look at it and talk with it and study OR only children can use – not adults / makes studying fun – top spacious and can use for computers and books / can put favourite things (Need 3 out of 4 points for either item) Able to identify both products and at least one product has 3–4 features fully described. Desk that only children can use or is too small for adults Describe that the top is spacious or can put computer and books on it. Can put favourite things underneath Cute pet fish Small and convenient Smaller than a cat and dog Only needs to be feed dinner
	E8	(full justification)

	eg very small and convenient – smaller than dog and cat / eats only dinner – not breakfast and lunch / don't need pet house – sleeps in your bedroom. Can look at it and talk with it while studying OR only children can use – too small for adults / makes studying fun – top spacious and can use for computers and books / can put favourite things underneath (Need 3 out of 4 points for either item)
	Able to identify both products and at least one product has 3–4 features fully described.
	Desk that only children can use or is too small for adults
	Describe that the top is spacious or can put computer and books on it.
	Can put favourite things underneath
	Cute pet fish
	It is a suitable pet for kids whose parents don't like pets because of:
	Small and convenient
	Smaller than a cat and dog
	Only needs to be feed dinner
	Sleeps in your bedroom

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 17	18 – 27	28 – 32