

## Assessment Schedule – 2013

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

#### Evidence Statement

Question One							
Shows no or limited understanding of 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		Shows understanding /is able to make meaning of the text  Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously  Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		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 developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> A range of valid information and an attempted valid explanation or elaboration of detail	<b>M5</b> Explanation supported by information from the text	<b>M6</b> Full explanation supported by information from the text	<b>E7</b> Justified answers about why one group attends this school AND/OR why the students like Friday afternoons AND/OR a school rule with full reason	<b>E8</b> Fully justified answers about why one group attends this school AND one school rule with full reason AND why the students like Friday afternoons

<b>Specific evidence</b> <i>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.</i>	<b>For example</b> <i>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.</i>
<p>1. 700 girls and boys, 100 adults – they want good jobs so often study science and math.</p> <p>2. Would like that they can do various activities out of school then – eg surfing, yachting, swimming as beach is near and can wear favourite clothes or sportswear (not uniform)</p> <p>3. Have to eat lunch outside because not allowed to eat in classrooms – to keep classroom clean. OR Can take iPods, iPhones etc to school, but can't use them in the classroom – because should be listening to teacher (what the teacher says is important).</p>	<b>N1</b> – (single words or invalid information unrelated to specifics of text) eg <i>want to study maths/eat lunch</i>
	<b>N2</b> – (poor answer that doesn't show understanding and/or information, inconsistent with or unrelated to text/very little detail) eg <i>500 students/not allowed to use and iPhones and iPods at school</i>
	<b>A3</b> – (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 <i>Can go to the beach and swim/ 700 students</i>
	<b>A4</b> – (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 <i>700 girls and boys, 100 adults /can do surfing and yachting at beach and don't have to wear uniform</i>
	<b>M5</b> – (descriptive) eg <i>Descriptions from two question parts related to: one school rule + reason OR descriptions of who attends the school OR Friday afternoon activities</i>
	<b>M6</b> – (descriptive with more details) eg <i>One school rule + full reason OR full description of who attends the school OR full description of Friday afternoon activities. Supported with descriptions from other question areas.</i>
	<b>E7</b> – (justification) eg <i>Students want good jobs so often study subjects like science and maths AND/OR one school rule + full reason AND/OR the students look forward to Friday afternoons as they can do various activities outside of school such as swimming, surfing, and yachting at the beach nearby. They don't have to wear uniform and can wear sportswear or their favourite clothes.</i>
	<b>E8</b> – (full justification) eg <i>They want good jobs so often study science and maths AND one school rule + full reason AND the students look forward to Friday afternoons as they can do various activities outside of school such as swimming, surfing and yachting at the beach nearby. They don't have to wear uniform and can wear sportswear or their favourite clothes.</i>

**N Ø** No response or no valid evidence

This information is question-specific.

Question Two							
Shows no or limited understanding of 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		Shows understanding /is able to make meaning of the text  Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously  Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		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 developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
<b>N1</b> Very little valid information based on the listening text	<b>N2</b> Little valid information based on the listening text	<b>A3</b> Some valid information based on the listening text	<b>A4</b> A range of valid information and an attempted valid explanation or elaboration of detail based on the listening text	<b>M5</b> Explanation supported by information from the listening text	<b>M6</b> Full explanation supported by information from the listening text	<b>E7</b> A justified answer about how a house feature could cause problems related to information in the text	<b>E8</b> A fully justified answer about how a house feature could cause problems related to information in the text

Specific evidence <i>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.</i>	For example <i>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.</i>
1. Unlike in NZ, don't wear shoes in the houses in Japan. Take them off in entrance way when enter house. Wear slippers in house but not in tatami rooms – only wear socks	<b>N1</b> – (single words or invalid information unrelated to specifics of text) eg <i>Sit at table and talk</i>
2. Have a big bath in Japanese houses – water very hot. It's too hot for New Zealanders. They wash their bodies outside the bath and can then relax in the bath.	<b>N2</b> – (poor answer that doesn't show understanding and / or information, inconsistent with or unrelated to text / very little detail) eg <i>Always sleep on futon</i>
3. New Zealanders sleep in beds. Sometimes in Japan children sleep on futon (not beds). Old houses often have lots of tatami rooms, so sleep on futon in them	<b>A3</b> – (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 <i>Don't wear shoes in house, wear slippers instead</i>
4. They have sofas in Japan too (like NZ) but they sometimes sit at low tables and watch TV and drink green tea. They love the tables.	<b>A4</b> – (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 <i>Don't wear shoes inside houses, take off in entrance way</i>
The bath might cause problems because they would use lots of hot water (like it hotter than NZers) and could make a mess with water on the floor beside the bath as they wash themselves.	<b>M5</b> – (descriptive) eg <i>They have sofas in Japan too, but they sometimes sit at tables and watch TV and drink green tea. OR DESCRIPTION OF ANOTHER ROOM</i>
	<b>M6</b> – (descriptive with more details) eg <i>They have sofas in Japan too (like NZ) but they sometimes sit at low tables and watch TV and drink green tea. OR FULL DESCRIPTION OF ANOTHER ROOM</i>
	<b>E7</b> – (justification) eg <i>The bath might cause problems because they would use lots of hot water and could make a mess with water on the floor beside the bath</i>
	<b>E8</b> – (full justification) eg <i>The bath might cause problems because they would use lots of hot water (like it hotter than NZers) and could make a mess with water on the floor beside the bath as they wash themselves</i>

**N Ø** No response or no valid evidence

This information is question-specific.

Question Three							
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 – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> A range of valid information and an attempted valid explanation or elaboration of detail	<b>M5</b> Explanation supported by information from the text	<b>M6</b> Full explanation supported by information from the text	<b>E7</b> A justified answer about why Yumiko accepts the invitation	<b>E8</b> A fully justified answer about why Yumiko accepts the invitation

Specific evidence	For example
<i>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.</i>	<i>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.</i>
<b>Activity:</b> go and see The Hobbit movie <b>Time:</b> 8.10 <b>Place:</b> coffee shop – to left of movie theatre <b>Accept/ decline:</b> accept – 5.00 session little early but 8.30 session OK <b>Reason:</b> Wants to see movie – made in New Zealand and also famous in Japan. <b>Free in the evening (after get home from school) – only bit of homework</b>	<b>N1</b> – (single words or invalid information unrelated to specifics of text) eg go to coffee shop
	<b>N2</b> – (poor answer that doesn't show understanding and/or information, inconsistent with or unrelated to text/very little detail) eg 8.00 /See movie
	<b>A3</b> – (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 <i>coffee shop/See The Hobbit movie</i>
	<b>A4</b> – (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 <i>coffee shop – to left of movie theatre / Go and see The Hobbit movie</i>
	<b>M5</b> – (descriptive) eg <i>accept – 8.30 session OK (not 5.00), or some reasons, eg Wants to see the movie, it was made in New Zealand</i>
	<b>M6</b> – (descriptive with more details) eg <i>accept – 5.00 session little early but 8.30 session OK, or some reasons eg Wants to see the movie, it was made in New Zealand and is famous in Japan</i>
	<b>E7</b> – (justification) eg <i>Wants to see the movie – famous in Japan. Free in the evening – but has some homework</i>
	<b>E8</b> – (full justification) eg <i>Wants to see the movie – made in New Zealand and also famous in Japan. Free in the evening (after get home from school) – only bit of homework</i>

**N Ø** No response or no valid evidence

This information is question-specific.

Question Four							
Shows no or limited understanding of 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		Shows understanding /is able to make meaning of the text  Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Selects relevant information, ideas and opinions from the text and communicates them unambiguously  Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		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 developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> A range of valid information and an attempted valid explanation or elaboration of detail	<b>M5</b> Explanation supported by information from the text	<b>M6</b> Full explanation supported by information from the text	<b>E7</b> A justified answer about why Hiroshi accepts the invitation	<b>E8</b> A fully justified answer about why Hiroshi accepts the invitation

<b>Specific evidence.</b> <i>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</i>	<b>For Example</b> <i>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</i>
Activity: go and watch younger brother's soccer team's match Time: this afternoon – 2pm Place: Hiroshi's house – will go to park together from there Accept/decline: accept – really wants to go although doesn't know much about rugby Reason: loves sports and played in soccer team in Japan. Wanted to watch TV but no interesting sports game on now.	<b>N1</b> – (single words or invalid information unrelated to specifics of text) eg 2.00
	<b>N2</b> – (poor answer that doesn't show understanding and/or information inconsistent with or unrelated to text/ very little detail) eg <i>rugby game</i>
	<b>A3</b> – (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 <i>Hiroshi's house/2pm today</i>
	<b>A4</b> – (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 <i>Watch younger brother's rugby match/2pm today</i>
	<b>M5</b> – (descriptive) eg <i>Accept – really wants to go as loves sports</i>
	<b>M6</b> – (descriptive with more details) eg <i>Accept – really wants to go although doesn't know much about rugby</i>
	<b>E7</b> – (justification) eg <i>Loves sports and played in soccer team in Japan.</i>
	<b>E8</b> – (full justification) eg <i>Loves sports and played in soccer team in Japan. Wanted to watch TV but no interesting sports game on now.</i>

**N Ø** No response or no valid evidence

This information is question-specific.

### Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 16	17 – 24	25 – 32