

Assessment Schedule – 2013

Japanese: Demonstrate understanding of a variety of spoken Japanese texts on familiar matters (91133)

Evidence Statement

Question One							
Not Achieved		Achievement		Merit		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 – <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 that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Understanding is demonstrated by some valid information	Understanding is demonstrated by valid information with little detail	Clear understanding of relevant information, ideas and /or opinions with some detail from the passage	Clear understanding of relevant information, ideas and/or opinions with details from the passage	Thorough understanding of passage, including Oscar’s explanation of fish and chips and sushi	Thorough understanding of passage, including Oscar’s full explanation of fish and chips and sushi
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>				
<ul style="list-style-type: none">• Breakfast for today is rice, miso soup, fish, and vegetable.• Oscar saw that there was fish for breakfast in Japan for the first time because he had never eaten fish for breakfast in NZ.• It is a NZ fish meal.• Oscar’s NZ family often eats it for dinner on Friday.• It is cheap and not a special meal.• However, it is Friday night and everyone feels relaxed.• Therefore, when he eats fish and chips he always thinks it is delicious.• In NZ, lots of people buy a sushi lunch box and eat it for lunch.• It is good for you, and it (the price) is not expensive.• In Japan, sushi is normally for dinner.• They often eat it on a special day.• For example, when visitors come to their house.			N1 – He had never eaten fish for breakfast in NZ.				
			N2 – Breakfast for today is rice, miso soup, fish, and vegetable. He had never eaten fish for breakfast in NZ.				
			A3 – Breakfast for today is rice, miso soup, fish, and vegetable. He had never eaten fish for breakfast in NZ. In NZ, people eat sushi for lunch. In Japan, sushi is for dinner.				
			A4 – Breakfast for today is rice, miso soup, fish and vegetable. He had never eaten fish for breakfast in NZ.. In NZ, people eat sushi for lunch. In Japan, sushi is for dinner. Oscar’s family often eats it for dinner on Friday.				
			M5 – Breakfast for today is rice, miso soup, fish and vegetable. He had never eaten fish for breakfast in NZ. In NZ, people eat sushi for lunch. In Japan, sushi is for dinner. Oscar’s family often eats it for dinner on Friday. Sushi is good for you, and it is not expensive.				
			M6 – Oscar’s NZ family often eats it for dinner on Friday. It is cheap and not a special meal. Sushi is good for you, and it is not expensive. Sushi is <u>good for you</u> and it is not expensive. In Japan sushi is normally for dinner. They often eat it on a special day.				
			E7 – Oscar’s NZ family often eats it for dinner on Friday. It is cheap and not a special meal. When he eats fish and chips, he always thinks it is delicious. Sushi is good for you, and it is not expensive. Sushi is good for you, and it is not expensive. In Japan, sushi is normally for dinner. They often eat it on a special day.				
			E8 – Oscar’s NZ family often eats it for dinner on Friday. It is cheap and not a special meal. When he eats fish and chips, he always thinks it is delicious. It is Friday night, and everyone feels relaxed. Sushi is good for you, and it is not expensive. In Japan, sushi is normally for dinner. They often eat it on a special day. For example, when visitors come to their house.				

N Ø No response or no valid evidence

Question Two							
Not Achieved		Achievement		Merit		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 – <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 that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Understanding is demonstrated by some valid information	Understanding is demonstrated by valid information with little detail	Clear understanding of relevant information, ideas and /or opinions with some detail from the passage	Clear understanding of relevant information, ideas and /or opinions with details from the passage	Thorough understanding of passage, including justification of host mother’s thought about Oscar’s idea	Thorough understanding of passage, including full justification of host mother’s thought about Oscar’s idea
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>				
<ul style="list-style-type: none">Oscar wants to be an English teacher someday.Therefore, he is very interested in English lessons.When Oscar’s host mother was a student, they began studying English from the 1st year of junior high school.From 2011, they began teaching English to the 5th and 6th year students in all primary /elementary schools in Japan.There are not many primary /elementary schools teaching English until about 10 years ago.He wants to have a go at helping English lessons in the primary /elementary school.She thought that it was a good idea and that primary /elementary school teachers would be pleased.Because up until 2011 primary school teachers had never taught English and it was hard for them to teach it.However, nowadays lots of people think that English is important.			N1 – Oscar wants to be an English teacher				
			N2 – Oscar wants to be an English teacher. (When Oscar’s host mother was a student,) they began studying English in junior high school.				
			A3 – Oscar wants to be an English teacher. They began studying English in junior high school. His host mother thought that Oscar’s idea was a good idea.				
			A4 – Oscar wants to be an English teacher. Therefore, he is very interested in English lessons. They began studying English in junior high school. His host mother thought that Oscar’s idea was a good idea.				
			M5 – Oscar wants to be an English teacher someday. Therefore, he is very interested in English lessons. They began studying English from the 1 st year of junior high school. His host mother thought that Oscar’s idea was a good idea.				
			M6 – When Oscar’s host mother was a student, they began studying English from the 1 st year of junior high school. From 2011, they began teaching English to the 5 th and 6 th year students in all primary /elementary schools in Japan. There are not many primary /elementary schools teaching English until about 10 years ago.				
			E7 – She thought that Oscar’s idea was a good idea and that the primary /elementary schoolteachers would be pleased. Because up until 2011, primary school teachers had never taught English and it was hard for them to teach it.				
			E8 – She thought that Oscar’s idea was a good idea and that the primary /elementary schoolteachers would be pleased. Because up until 2011, primary school teachers had never taught English and it was hard for them to teach it. However, nowadays lots of people think that English is important.				

N Ø No response or no valid evidence

Question Three							
Not Achieved		Achievement		Merit		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 – <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 that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1 Very little valid information	N2 Little valid information	A3 Understanding is demonstrated by some valid information	A4 Understanding is demonstrated by valid information with little detail	M5 Clear understanding of relevant information, ideas and /or opinions with some detail from the passage	M6 Clear understanding of relevant information, ideas and /or opinions with details from the passage	E7 Thorough understanding of passage, including an explanation and justification of the bad things about the Sky tree.	E8 Thorough understanding of passage, including a full explanation and justification of the bad things about the Sky tree.
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>				
<ul style="list-style-type: none">It is called the “Sky Tree” because it looks like a big tree.Tokyo sky tree is the tallest building in Japan.Under the Sky Tree there are many shops and restaurants so you can go shopping and eat out etc.Because Tokyo Sky Tree is taller than Tokyo tower, which used to be tallest, you can enjoy the scenery from an even higher place.However, compared with Tokyo tower, which has companies and banks around it and is a busy place, there are lots of ordinary houses around the Sky Tree and it is a quiet place.People in the neighbourhood of the Sky Tree are happy because it is popular.Because lots of people come to the Sky Tree, it is sometimes noisy for the neighbourhood and they cannot relax.			N1 – Tokyo Sky Tree is the tallest building in Japan.				
			N2 – Tokyo Sky Tree is the tallest building in Japan. You can go shopping and eat out, etc.				
			A3 – Tokyo Sky Tree is the tallest building in Japan. You can enjoy scenery and can go shopping and eat out, etc.				
			A4 – Tokyo Sky Tree is the tallest building in Japan. You can enjoy scenery and can go shopping and eat out, etc. It is called the “Sky Tree” because it looks like a big tree.				
			M5 – Tokyo Sky Tree is the tallest building in Japan. You can enjoy scenery from a higher place. Under the Sky Tree there are many shops and restaurants, so you can go shopping and eat out etc. It is called the “Sky Tree” because it looks like a big tree.				
			M6 – Because Tokyo sky tree is taller than Tokyo tower, which used to be tallest, you can enjoy the scenery from an even higher place.				
			E7 – However, compared with Tokyo tower, which has companies and banks around it and is a busy place, there are lots of ordinary houses around the Sky Tree and it is a quiet place. Because lots of people come to the Sky Tree, it is sometimes noisy for the neighbourhood and they cannot relax.				
			E8 – However, compared with Tokyo tower, which has companies and banks around it and is a busy place, there are lots of ordinary houses around the Sky Tree and it is a quiet place. People in the neighbourhood of the Sky Tree are happy because it is popular. Because lots of people come to the Sky Tree, it is sometimes noisy for the neighbourhood and they cannot relax.				

N Ø No response or no valid evidence

Question Four							
Not Achieved		Achievement		Merit		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 – <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 that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1 Very little valid information	N2 Little valid information	A3 Understanding is demonstrated by some valid information	A4 Understanding is demonstrated by valid information with little detail	M5 Clear understanding of relevant information, ideas and /or opinions with some detail from the passage	M6 Clear understanding of relevant information, ideas and /or opinions with details from the passage	E7 Thorough understanding of passage, including an explanation of why Indian people would be surprised about Japanese curry.	E8 Thorough understanding of passage, including a full explanation of why Indian people would be surprised about Japanese curry.
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>				
<ul style="list-style-type: none">When they feel bored /sick of eating only Japanese traditional food they want to eat it.Although curry rice is originally from India, it first went to England from India and came to Japan from England.Therefore, Japanese people thought curry rice was like western-style beef stew.Japanese people make curry at home, and you can buy various curries in the supermarket.Japanese people have invented /made Japanese-style curry foods such as curry bread and curry udon noodles, and they are delicious.The presenter wonders if Indian people would like these kinds of curry.			N1 – When they feel bored /sick of eating Japanese food.				
			N2 – When they feel bored /sick of eating Japanese food. They have curry bread and curry udon noodles.				
			A3 – When they feel bored /sick of eating Japanese food. They have curry bread and curry udon noodles. Curry rice came to Japan from England.				
			A4 – When they feel bored /sick of eating Japanese food. They have curry bread and curry udon noodles. Curry rice first went to England from India and came to Japan from England.				
			M5 – When they feel bored /sick of eating Japanese food. They have curry bread and curry udon noodles. Curry rice first went to England from India and came to Japan from England. Curry rice is like western-style beef stew.				
			M6 – Although curry rice is originally from India, it first went to England from India and came to Japan from England. Therefore, Japanese people thought curry rice was like western-style beef stew.				
			E7 – Japanese people make curry at home and you can buy various curries in the supermarket. Japanese people have invented / made Japanese-style curry foods such as curry bread and curry udon noodles and they are delicious.				
			E8 – Japanese people make curry at home and you can buy various curries in the supermarket. Japanese people have invented / made Japanese-style curry foods such as curry bread and curry udon noodles, and they are delicious. The presenter wonders if Indian people would like these kinds of curry.				

N Ø No response or no valid evidence

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 17	18 – 25	26 – 32