

## Assessment Schedule – 2018

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

#### 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 and <b>makes meaning of the relevant information, ideas, and/or opinions</b> from the texts.</i>  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 by selecting <b>relevant information, ideas, and/or opinions</b> from the texts and communicating them <b>unambiguously</b>.</i>  Information correctly includes relevant detail from the texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.		<i>Demonstrates thorough understanding of the <b>implied meanings or conclusions</b> within the texts.</i>  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 today's weather.</i>	<ul style="list-style-type: none"> <li>It will be fine and cloudy.</li> </ul>	<ul style="list-style-type: none"> <li>It will be fine, sometimes cloudy, and then hot this afternoon.</li> </ul>	<ul style="list-style-type: none"> <li>It will be fine and a little cloudy, then hot this afternoon, so it will be good weather for things like swimming and outdoor activities.</li> </ul>
<i>(b) Possible evidence showing understanding of what students need to bring today.</i>	<ul style="list-style-type: none"> <li>Chopsticks to eat obento with.</li> <li>Can take tea or water to drink.</li> </ul>	<ul style="list-style-type: none"> <li>Swimming togs – because they can swim at the beach.</li> <li>Book – because you can read at 4 p.m.</li> </ul>	<ul style="list-style-type: none"> <li>Swimming togs – because they can swim at the beach before lunch.</li> <li>Book – because you can do such things as read at 4 p.m. (in free time).</li> </ul>
<i>(c) Possible evidence showing understanding of the camp rules.</i>	<ul style="list-style-type: none"> <li>Speak Japanese.</li> <li>Wear a hat.</li> </ul>	<ul style="list-style-type: none"> <li>No mobile phones, but they can take a camera.</li> </ul>	<ul style="list-style-type: none"> <li>They are asked to speak Japanese. They are not allowed mobile phones. Also, they need to always wear their hats. They need to take their notebooks and cameras in bags, as well.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the camp activity that would be recommended for Yamato.</i>	<ul style="list-style-type: none"> <li>Information about the activity – e.g. bike riding, they can see nice scenery.</li> <li>They will see sheep.</li> <li>They can buy ice creams.</li> </ul>	<ul style="list-style-type: none"> <li>Information starting to connect the activity with what Yamato says – e.g. he wants to see sheep, so he should go on the bike ride.</li> </ul>	<ul style="list-style-type: none"> <li>Information justifying the decision on the activity, and linking directly to the speech bubbles for Yamato – e.g. Yamato should go cycling because he likes biking, and they will be able to see cute sheep and take photos, which would be a nice experience for Yamato.</li> </ul>
<i>(b) Possible evidence showing understanding of the camp activity that would be recommended for Talia.</i>	<ul style="list-style-type: none"> <li>They will draw pictures.</li> <li>They will practise kanji and hiragana.</li> </ul>	<ul style="list-style-type: none"> <li>Starting to connect information – e.g. they learnt a lot of kanji, so they will practise them.</li> </ul>	<ul style="list-style-type: none"> <li>Information justifying decision for Talia – e.g. she doesn't much like long bike rides and wants to do drawing, so she should do the first activity, because she can draw pictures and write characters, rather than riding a long distance.</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 what guests must do before the party.</i>	<ul style="list-style-type: none"> <li>Phone Talia's mum.</li> </ul>	<ul style="list-style-type: none"> <li>Phone Talia's mum on 531 9604 by Friday.</li> </ul>	
<i>(b) Possible evidence showing understanding of what Georgia wants to do next week, and why.</i>	<ul style="list-style-type: none"> <li>Make sushi for her family.</li> </ul>	<ul style="list-style-type: none"> <li>Make sushi for her family, which they did together at the party.</li> </ul>	<ul style="list-style-type: none"> <li>Everyone made sushi together at the party and even though it was difficult it was fun and delicious, so next week she wants to make it for her family.</li> </ul>
<i>(c) Possible evidence showing understanding of what Chris felt about the changes on the day, and why.</i>	<ul style="list-style-type: none"> <li>They didn't play sports and games.</li> <li>They sang karaoke.</li> </ul>	<ul style="list-style-type: none"> <li>They didn't play sports and games, because of the rain.</li> <li>They did karaoke instead.</li> </ul>	<ul style="list-style-type: none"> <li>He is disappointed because he wanted to play games / sport, but as it rained they did karaoke instead, and he is better at sport than singing.</li> </ul>

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### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	19 – 24