

Assessment Schedule – 2014

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrating understanding of a variety of spoken Japanese texts on familiar matters involves making meaning of the relevant information, ideas and/or opinions from the texts.	Demonstrating clear understanding of a variety of spoken Japanese texts on familiar matters involves selecting relevant information, ideas and/or opinions from the texts and communicating them unambiguously .	Demonstrating thorough understanding of a variety of spoken Japanese texts on familiar matters 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 each question in either English / Te Reo Māori and / or Japanese. Responses in Japanese must not simply quote sections from the spoken Japanese. Candidates must demonstrate understanding of the text(s).

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 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information with little detail	M5 Relevant information, ideas, and /or opinions are generally comprehended, with some detail from the passage	M6 Relevant information, ideas, and /or opinions are comprehended, with details from the passage	E7 Clear understanding of text, including an explanation of why Tadashi’s decision might be considered unusual	E8 Clear understanding of text, including a full explanation of why Tadashi’s decision might be considered unusual
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">To invite Reiko to Tadashi’s farewell party before he goes overseasTadashi is planning to go overseas and learn other languages and cultures.He decided to do that because he failed the entrance exam to the university that he wanted to go to and no longer wanted to go to university.Tadashi’s decision might be considered unusual because he has not chosen to go to preparatory school like everyone else would do.Reiko will see Tadashi at the party next Friday at 7. It will be held at the yakitori restaurant near the school/in front of the station.			N1 – to tell Reiko about his party				
			N2 – to tell Reiko about his party Friday				
			A3 – to invite Reiko to his farewell party before he goes overseas. They will meet again next Friday at the yakitori restaurant				
			A4 – to invite Reiko to his farewell party before he goes overseas. They will meet again next Friday at 7 at the yakitori restaurant near the school and in front of the station.				
			M5 – to invite Reiko to his farewell party before he goes overseas. They will meet again next Friday at 7 at the yakitori restaurant near the school and in front of the station. Tadashi is planning to go overseas. He decided to do that because he failed the university entrance exam.				
			M6 – to invite Reiko to his farewell party before he goes overseas. They will meet again next Friday at 7 at the yakitori restaurant near the school and in front of the station. Tadashi is planning to go overseas and learn other languages and about other cultures. He decided to do that because he failed the entrance exam to the university that he wanted to go to and no longer wanted to go to university.				
			E7 – to invite Reiko to his farewell party before he goes overseas. They will meet again next Friday at 7 at the yakitori restaurant near the school and in front of the station. Tadashi is planning to go overseas and learn other languages and about other cultures. He decided to do that because he failed the entrance exam to the university that he wanted to go to and no longer wanted to go to university. Tadashi’s decision might be considered unusual because he has not chosen to go to preparatory school to prepare for the exam again				
			E8 –to invite Reiko to his farewell party before he goes overseas. They will meet again next Friday at 7 at the yakitori restaurant near the school and in front of the station. Tadashi is planning to go overseas and learn other languages and about other cultures. He decided to do that because he failed the entrance exam to the university that he wanted to go to and no longer wanted to go to university. Tadashi’s decision might be considered unusual because he has not chosen to go to preparatory school to prepare for the exam again like everyone else would do or like Reiko suggested, so this must be what everyone else does.				

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 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information with little detail	M5 Relevant information, ideas, and /or opinions are generally comprehended with some detail from the passage	M6 Relevant information, ideas, and /or opinions are comprehended with details from the passage	E7 Clear understanding of text, including an explanation and justification of Tadashi’s parents’ reaction to his decision	E8 Clear understanding of text, including a full explanation and justification of Tadashi’s parents’ reaction to his decision
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">Tadashi has been learning how to make sushi.Because he likes to cookHe is doing this so that he can get a job at a Japanese restaurant overseasHe will run out of money fastHis parents are not angryHowever, his parents have always wanted to go overseas themselves but have not and they are looking forward to visiting when he’s over there.They are supportive of his decision.			N1 – Tadashi has been at the sushi academy.				
			N2 – Tadashi has been making sushi at the sushi academy.				
			A3 – Tadashi has been learning how to make sushi because he likes to cook.				
			A4 – Tadashi has been learning how to make sushi because he likes to cook. He is doing this so that he can get a job at a Japanese restaurant overseas.				
			M5 – Tadashi has been learning how to make sushi because he likes to cook. He is doing this so that he can get a job at a Japanese restaurant overseas. His parents are not angry.				
			M6 – Tadashi has been learning how to make sushi because he likes to cook. He is doing this so that he can get a job at a Japanese restaurant overseas. His parents are not angry. He will run out of money fast.				
			E7 – Tadashi has been learning how to make sushi because he likes to cook. He is doing this so that he can get a job at a Japanese restaurant overseas. His parents are not angry. He will run out of money fast. They are supportive of his decision.				
			E8 – Tadashi has been learning how to make sushi because he likes to cook. He is doing this so that he can get a job at a Japanese restaurant overseas. His parents are not angry. He will run out of money fast. They are supportive of his decision. However, his parents have always wanted to go overseas themselves but have not and they are looking forward to visiting when he’s over there.				

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 Some valid information	A4 A range of valid information with little detail	M5 Relevant information, ideas, and /or opinions are generally comprehended with some detail from the passage	M6 Relevant information, ideas, and /or opinions are comprehended with details from the passage	E7 Clear understanding of text, including an explanation of most of the benefits of studying at the sushi academy	E8 Clear understanding of text, including a full explanation of the benefits of studying at the sushi academy
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">The sushi academy would appeal to people interested in cooking, those who like sushi, want to learn to make Japanese food easily or those interested in making sushi overseasBecause sushi has become very popular even overseas as it's a healthy food and there are lots of jobs for people who can make Japanese food.Normally, it takes years to learn how to make sushi but not so at the sushi academy.Courses of different durationsTeachers who have all worked as chefs in Japanese restaurants so students can ask them any questions/ they can answer any questionsopportunities for students to work overseas in countries like Spain, NZ, Germany, France, Australia.		N1 – People who like sushi, or cooking					
		N2 – People who like sushi, or cooking, it's a healthy food					
		A3 – People who like sushi, are interested in cooking, interested in making sushi overseas,					
		A4 – People who like sushi, are interested in cooking, interested in making sushi overseas. Sushi has become very popular overseas, as it's a healthy food					
		M5 – People who like sushi, are interested in cooking, want to learn to make Japanese food easily or interested in making sushi overseas. Sushi has become very popular overseas, as it's a healthy food. Courses of different durations					
		M6 – People who like sushi, are interested in cooking, want to learn to make Japanese food easily or interested in making sushi overseas. Sushi has become very popular overseas, as it's a healthy food. Courses of different durations. Opportunities for students to work overseas in countries like Spain, NZ, Germany, France, Australia.					
		E7 - People who like sushi, are interested in cooking, want to learn to make Japanese food easily or interested in making sushi overseas. Sushi has become very popular overseas, as it's a healthy food. Courses of different durations. Opportunities for students to work overseas in countries like Spain, NZ, Germany, France, Australia. Teachers who have all worked as chefs in Japanese restaurants so students can ask them any questions/ they can answer any questions.					
		E8 – People who like sushi, are interested in cooking, want to learn to make Japanese food easily or interested in making sushi overseas. Sushi has become very popular overseas, as it's a healthy food. Courses of different durations. Opportunities for students to work overseas in countries like Spain, NZ, Germany, France, Australia. Teachers who have all worked as chefs in Japanese restaurants so students can ask them any questions / they can answer any questions. Normally it takes years to learn how to make sushi but not so at the sushi academy.					

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 Some valid information	A4 A range of valid information with little detail	M5 Relevant information, ideas, and /or opinions are generally comprehended with some detail from the passage	M6 Relevant information, ideas, and /or opinions are comprehended with details from the passage	E7 Clear understanding of text, including an explanation of why Tadashi should go and watch a cricket match.	E8 Clear understanding of text, including a full explanation of why Tadashi should go and watch a cricket match.
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">Tadashi is not busy as he’s got a day off from his part-time job.Cricket is a summer game from England and it’s a sport in which you use a bat and ball. Cricket is different from baseball.Keiko expects that NZ will lose as India is the stronger team and a NZ player has been injured. He is a good bowlerso that he can see what the game is like as Keiko found it hard to explainYou can chat with people sitting around you so you can practise your English.He can learn about a popular NZ sport			N1 – Tadashi is not busy				
			N2 – Tadashi is not busy. Cricket is from England				
			A3 – Tadashi is not busy, as he’s got a day off from his part-time job. Cricket is a summer game from England, and it’s a sport in which you use a bat and ball.				
			A4 – Tadashi is not busy, as he’s got a day off from his part-time job. Cricket is a summer game from England, and it’s a sport in which you use a bat and ball. Cricket is different from baseball				
			M5 – Tadashi is not busy, as he’s got a day off from his part-time job. Cricket is a summer game from England, and it’s a sport in which you use a bat and ball. Cricket is different from baseball. Keiko expects that NZ will lose, as India is the stronger team.				
			M6 – Tadashi is not busy, as he’s got a day off from his part-time job. Cricket is a summer game from England, and it’s a sport in which you use a bat and ball. Cricket is different from baseball. Keiko expects that NZ will lose, as India is the stronger team and a NZ player has been injured. He is a good bowler.				
			E7 – Tadashi is not busy, as he’s got a day off from his part-time job. Cricket is a summer game from England, and it’s a sport in which you use a bat and ball. Cricket is different from baseball. Keiko expects that NZ will lose, as India is the stronger team and a NZ player has been injured. He is a good bowler. You can chat with people sitting around you so you can practise your English. He can learn about a popular NZ sport.				
			E8 – Tadashi is not busy, as he’s got a day off from his part-time job. Cricket is a summer game from England, and it’s a sport in which you use a bat and ball. Cricket is different from baseball. Keiko expects that NZ will lose, as India is the stronger team and a NZ player has been injured. He is a good bowler. You can chat with people sitting around you so you can practise your English. He can learn about a popular NZ sport so that. He can see what the game is like, as Keiko found it hard to explain.				

N Ø No response or no valid evidence

Cut Scores

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