

Assessment Schedule – 2013

Japanese: Demonstrate understanding of a variety of written and/or visual Japanese texts on familiar matters (91136)

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 which 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, which may include basic comparisons	M5 Clear understanding of relevant information, ideas and /or opinions with some detailed comparisons from the text	M6 Clear understanding of relevant information, ideas and /or opinions with detailed comparisons from the text	E7 Thorough understanding of text, including justification of why you choose Sakura high school with various detailed comparisons, including reasons why the other school is unsuitable.	E8 Thorough understanding of text, including full justification of why you choose Sakura high school with various detailed comparisons directly relating to cultural experiences offered at both schools

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"> You have more subject choices (four) at Sakura high school than at Fuji high school (three). At Sakura high school, they have no school on Saturday; at Fuji high school, they have to study three subjects on Saturday morning. You might have more chances to make friends at Sakura high school because they have form time at first period on Wednesday It is not as strict. There is no uniform and you wear mufti to go to school. Also you can come by motor bike, unlike at Fuji high school. They have a school dining /café where you can try various Japanese foods and buy western food You can learn Japanese traditional culture through club activities such as Judo, Kendo, and calligraphy. There is a culture and sports festival every year At Fuji high school you can't play baseball, due to a small 	N1 – One valid piece of information
	N2 – More information than N1 but less than A3
	A3 – More subject choices. No school on Saturday. Form time / homeroom. No uniform. Japanese food.
	A4 – More subject choices giving examples. No school on Saturday. No uniform and you wear mufti. Can come by motor bike. Can try various Japanese foods. Club activities such as Judo and Kendo. OK for motor bike.
	M5 – You can try various Japanese foods as well as buy Western food. They have club activities such as Judo, Kendo, and calligraphy. At Fuji high school, you can't play baseball. Form time Wednesday. OK for motor bike, but not car at Sakura.
	M6 – At Sakura high school, they have a school dining /café where you can try various Japanese food. You can learn Japanese traditional culture through club activities such as Judo, Kendo, and calligraphy. At Fuji high school, you can't play baseball or rugby because the grounds are too small. They study hard. Form time at first period on Wednesday. Culture/sports festival
	E7 – Culture and sports festival. Form time gives opportunities to make friends. So you can enjoy a range of aspects of Japanese life. On the other hand, you can't experience Japanese life at Fuji high school as much as at Sakura high school because it's more academic, the students study all the time, and there are no cultural clubs or festivals.
	E8 – At Sakura high school, you can enjoy a range of aspects of Japanese life such as traditional culture through club activities such as Judo, Kendo, and calligraphy. There is a culture and sports festival. Form time gives opportunities to make friends and find out more about Japanese culture, etc (interference). On the other hand, at Fuji high school, most students focus on studying in order to enter a good university, with most students attending juku or prep schools, meaning less likelihood of making friends/spending time with classmates. As an exchange student in Japan for 6 months, you will have more opportunities to experience Japanese life at Sakura.

school ground. Most students focus on studying in order to enter a good university and attend juku or prep school.

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 which 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 text	M6 Clear understanding of relevant information, ideas and/or opinions with details from the text	E7 Thorough understanding of text, including explanation of what the drama is about.	E8 Thorough understanding of text, including full explanation of how Mana and Fuku singing the theme song contribute to the popularity of the drama.
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">• Mana Ashida. 9-year-old girl and primary school student.• She began appearing in TV shows and movies from the age of 4.• She became very popular after she appeared in the TV drama “Marumo no okite”.• It is the story of two children, Mana and Fuku Suzuki. Mana acted as an older sister of Fuku Suzuki• Their father has passed away and a friend of their father looks after them.• Their acting is cute, and people love it.• They also sing the drama’s theme song.• They are very good at singing and dancing that song, so it has become very popular.		N1 – One valid information					
		N2 – More information than N1 but less than A3					
		A3 – Mana Ashida. 9-year-old girl and primary school student. Actress/on TV/in movies.					
		A4 – Mana Ashida. 9-year-old girl and primary school student. She has been on TV shows and movies since she was 4.					
		M5 – She began appearing in TV shows and movies from the age of four. She appeared in the TV drama “Marumo no okite”. She is popular/a star. Their father has gone and a friend of their father looks after them. They are very good at singing and dancing .					
		M6 – Their acting is cute, and people love it. Mana became very popular after she appeared in the TV drama “Marumo no okite”. Their father has passed away/disappeared, and a friend of their father looks after them.					
		E7 – It is the story of two children. Mana played the older sister of Fuku Suzuki. Their father has passed away, and a friend of their father looks after them. They sing songs and dance in the drama, which makes it popular as they are good at it.					
		E8 – Everyone has come to love their cute acting. They also sing the drama’s theme song. They are very good at singing and dancing that song, so it has become very popular, contributing to the overall popularity of the drama.					

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 which 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 text	M6 Clear understanding of relevant information, ideas and /or opinions with details from the text	E7 Thorough understanding of text, including a full explanation of what Mana is worried about	E8 Thorough understanding of text, including a full explanation of how Mana is popular

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"> She is very cute but is not too beautiful. She is an ordinary little girl from anywhere so she is able to be related to by everyone. She has become busier since appearing in “Marumo no okite” She appears on lots of TV programmes and is singing new songs. Work is fun so she is very happy. However, she likes school, too but because she is so busy she can't often go to school. 	N1 – One valid information
	N2 – More information than N1 but less than A3
	A3 – She is cute. She likes school. She's busy. She's on other shows as well.
	A4 – She is very cute. She has become busy. She likes school. She doesn't go to school.
	M5 – She is very cute but is not beautiful. She is on TV singing new songs. She has become busy. Work is fun. She likes school. She can't go to school because she's busy.
	M6 – She appears on lots of TV programmes and is singing new songs. Work is fun, so she is very happy. However, she likes school, too but because she is so busy she doesn't go to school, so she's a bit worried.
	E7 – She has become busier since appearing in “Marumo no okite”. Work is fun, so she is very happy. However, she likes school, too but she can't often go to school. She is very cute but is not too beautiful. She is an ordinary / normal girl / from anywhere.
	E8 – She is very cute but is not too beautiful. She is an ordinary little girl from anywhere, which is why people can relate to her.

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 which 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 text	M6 Clear understanding of relevant information, ideas and /or opinions with details from the text	E7 Thorough understanding of text, including justification of Maxwell’s comment about “Umi no ie”.	E8 Thorough understanding of text, including full justification of Maxwell’s comment about “Umi no ie”.

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>
<ul style="list-style-type: none"> He saw lots of houses called "Umi no ie" and the owners / staff of "Umi no ie" saying to their customers "Welcome" outside of it. he had never seen "Umi no ie" and its owners / staff in NZ. It is convenient because people who came to beach can relax there. You can order food there but you are also allowed to bring your own lunch box from home to eat. They have the facilities such as a shower you can take after swimming and toilet. However, you need to pay money to enter the "Umi no ie" Although you can order food when he looked at the menu it was very expensive. Therefore, he ate sandwich that he made at home. 	N1 – One valid information
	N2 – More information than N1 but less than A3
	A3 – "Umi no ie" / "Beach house", Can eat food, he ate a sandwich Have shower and toilet.
	A4 – Lots of houses called "Umi no ie", Owners / staff of "Umi no ie", , Can eat food, Have shower and toilet.
	M5 – He saw lots of houses called "Umi no ie" and the owners / staff He was interested because he had never seen "Umi no ie". Can relax. Can eat food. Have shower and toilet. Prices on the menu were expensive.
	M6 – He was interested because he had never seen "Umi no ie" in NZ / and its owners / staff of "Umi no ie" saying to their customers "Welcome". Can order food in the restaurant or bring your own lunch box. Pay money to get in to "Umi no ie"
	E7 – It is convenient because people can relax and they can order food or bring their own lunch box from home. They have a shower you can take after swimming in the sea and a toilet. Although you can order food the prices were expensive, and you have to pay money to get in, so he thinks it's not worth the money.
	E8 – The inside of the "umi no ie" resembled a large Japanese-style restaurant. It is convenient because people who came to beach can relax there and order food. At the same time, you are also allowed to bring your own lunch box from home to eat. They have the facilities such as a shower you can take after swimming and toilet. However, you need to pay money to enter the "Umi no ie". Although you can order food, when he looked at the menu it was very expensive. Therefore, he ate a sandwich that he made at home. If the prices of the food were cheaper Maxwell could have ordered some food there and not have to bring his own lunch.

N Ø No response or no valid evidence

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 10	11 – 18	19 – 25	26 – 32