

## Assessment Schedule – 2013

### Japanese: Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance (90896)

#### Evidence Statement

Question One							
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	<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 the advice given. Especially why they should study about Māori & Māori language	<b>E8</b> A fully justified answer about why they should study about Māori and Māori language

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>
<p>1. Do web search for “Māori” and “Māori language”. Because Māori lived here before Europeans (were original people) and Māori speak Māori language. Should understand history of NZ and that (although we are a younger country than Japan) this Māori culture is important to us.</p> <p>2. Watch video class made on Youtube about NZ English. Because our English is similar to British English, not American English that they learn in Japan.</p> <p>3. Read page on cricket in own sports book (if have). Because NZers play outside with friends and family in summer. In garden at home often play sports - like simple cricket games in groups.</p> <p>This information is question-specific.</p>	<b>N1</b> – (single words or invalid information unrelated to specifics of text) eg Māori
	<b>N2</b> – (poor answer that doesn’t show understanding and/or information inconsistent with or unrelated to text/ very little detail) eg Have picnic at the beach
	<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 Watch Youtube video about English/ do web search about Māori and/or Māori language.
	<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 Read page on cricket in sports book as play cricket in NZ OR do web search about Māori people and their language. Maori people lived in New Zealand before European / Pakeha people. Māori people speak Māori.
	<b>M5</b> – (descriptive) eg Watch video class made on Youtube about NZ English. Because our English is similar to British English, not American English. OR answer about cricket (missing some detail) OR do web search about Māori people and their language. Maori people lived in New Zealand before European/ Pakeha people. Māori people speak Māori, so before coming to New Zealand they should find out about it.
	<b>M6</b> – (descriptive with more details) eg Watch video class made on Youtube about NZ English. Because our English is similar to British English, not American English that they learn in Japan. OR answer about cricket
	<b>E7</b> – (justification) eg Do web search for “Māori” and “Māori language”. Because Māori lived here before Europeans (were original people) and Māori speak Māori language. Should understand history of NZ. OR Watch video class made on Youtube about NZ English. Because our English is similar to British English, not American English that they learn in Japan as this would be good practice/ preparation to get used to the New Zealand accent before they come OR answer about cricket + so that they could understand what the rules are in order to join the game.
	<b>E8</b> – (full justification) eg Do web search for “Māori” and “Māori language”. Because Māori lived here before Europeans (were original people) and Māori speak Māori language. Should understand history of NZ and that this Māori culture is important to us.

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

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	<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	<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 activity they can't do together	<b>E8</b> A fully justified answer about activity they can't do together

<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. Could both do an adventure sport – eg bike tour with guide – mother could do to keep fit and student as an outdoor activity in the country and can sightsee as well. If can't ride a horse could do a bike tour instead.</p> <p>2. Although they could both go to a winery to try their delicious restaurant lunch, only adults can try the wine they make. So not suitable for the student who would be underage to drink the wine. Could do tour of winery together, though.</p> <p>3. Neither of them seem to be interested in computers so wouldn't want to go to these shops (recommended for men), could be more interested in clothes/ shoes/sports and camera shops though.</p> <p>NB – Students must use the text to explain/justify their answers rather than just the blurb in English at the top.</p>	<b>N1</b> – (single words or invalid information unrelated to specifics of text) eg biking is fun
	<b>N2</b> – (poor answer that doesn't show understanding and/or information inconsistent with or unrelated to text/very little detail) eg Could do biking with friends
	<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 Could do biking or mountain climbing or tramping for exercise
	<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 Neither of them seem to be interested in computers so wouldn't want to go to these shops OR only the mother would be allowed the wine. OR The student is underage
	<b>M5</b> – (descriptive) eg Could both do an adventure sport – eg bike tour with guide – mother could do to keep fit and student as an outdoor activity in the country. OR answer about computer shops. OR The wine tasting is for adults only so only the mother could drink the wine.
	<b>M6</b> – (descriptive with more details) eg Could both do an adventure sport – eg bike tour with guide - mother could do to keep fit and student as an outdoor activity in the country and can sightsee as well. OR answer about computer shops. OR The wine tasting is for adults only so only the mother could drink the wine. Although she would like it as Napier wine is delicious, she shouldn't drink it because she is watching her weight and the student is underage.
	<b>E7</b> – (justification) eg Although they could both go to a winery to try their delicious restaurant lunch, only adults can try the wine they make. So student can't drink wine.
	<b>E8</b> – (full justification) eg Although they could both go to a winery to try their delicious restaurant lunch, only adults can try the wine they make. So not suitable for the student who would be underage to drink the wine. Could do tour of winery together, though.

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

This information is question-specific.

Question Three							
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	<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 what this student found different from Japan	<b>E8</b> A fully justified answer about what this student found different from Japan

<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>Found different /strange that in NZ schools (unlike in Japan), students don't do cleaning. Also that they don't do many club activities – so are freer and have more free time than Japanese students. Also that people often live in spacious houses and even on small farms – lots more space. Also different that we eat fattening foods (home-made?) – eg cakes and pies.</p> <p>NB – Students who transcribe large chunks from the text in Japanese do not demonstrate clear understanding as they have not selected relevant information and cannot be given higher than A.</p>	<b>N1</b> – (single words or invalid information unrelated to specifics of text) eg NZers live in small houses
	<b>N2</b> – (poor answer which doesn't show understanding and /or information inconsistent with or unrelated to text/very little detail) eg NZers eat cakes
	<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 NZ students don't study as much and don't do club activities OR grandmother makes delicious cakes and pies. Students have directly transcribed the text from resource booklet.
	<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 Differences at school – cleaning – Found it strange that in NZ schools students don't do cleaning OR club activities – students in NZ don't really do club activities
	<b>M5</b> – (descriptive) eg Differences at school – cleaning and club activities OR the grandmother made lots of delicious pies and cakes so Kanae put on weight/grandmother lives in a spacious house on a farm by herself
	<b>M6</b> – (descriptive with more details) eg Differences at school – cleaning, club activities and so New Zealand students have more free time than Japanese students
	<b>E7</b> – (justification) eg Differences at school – cleaning, club activities and free time. Also more spacious houses than Japan.
	<b>E8</b> – (full justification) eg Differences at school – cleaning, club activities (more freedom) and free time. Also more spacious houses than Japan and different fattening food.

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

This information is question specific

Question Four							
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	<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 what this student found different from Japan	<b>E8</b> A fully justified answer about what this student found different from Japan

<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>
Found different that they study Māori at school – liked playing fun games and singing songs (not how they learn in Japan). Also that students can drive to school in NZ (unlike Japan). Also different that they eat food from various countries and that the mother often cooks these at home – eg Indian food	<b>N1</b> – (single words or invalid information unrelated to specifics of text) eg English is hard
	<b>N2</b> – (poor answer that doesn't show understanding and/or information inconsistent with or unrelated to text/very little detail) eg Learn Māori
	<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 School more fun in NZ, but don't learn as much
	<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 Differences at school re learning Māori / driving.
	<b>M5</b> – (descriptive) eg Differences at school re learning Māori and driving (missing details)
	<b>M6</b> – (descriptive with more details) eg Differences at school re learning Māori and driving.
	<b>E7</b> – (justification) eg Differences at school re learning Māori and driving. Also eating food from various countries.
	<b>E8</b> – (full justification) eg Differences at school re learning Māori and driving. Also eating /cooking food from various countries and why Keiji eats a lot of Indian food in particular.

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

This information is question-specific.

### Judgement Statement

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