

Assessment Schedule – 2012

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>	
Grade score descriptors							
N1 Very little valid information or information unrelated to specifics of text	N2 Little valid information and /or information inconsistent with or unrelated to text, very little detail	A3 Some valid information; short answers correct but longer ones inconsistent with text	A4 A range of valid information and an attempted valid explanation	M5 Explanation supported by information from the text	M6 Full explanation supported by information from the text	E7 A justified answer about why Emma will be OK with Sapporo’s weather and /or why they can’t share father’s feelings	E8 A fully justified answer about why Emma will be OK with Sapporo’s weather and /or why they can’t share father’s feelings

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>
<ol style="list-style-type: none"> Although it's very cold now in Sapporo, Emma will be OK because she will be used to it as Queenstown also gets cold in winter Come home and quickly put on warm clothes and eat a delicious tea together in the lounge. Having a relaxing bath will be new to her Gets to drink Sapporo beer (which he really likes) while eating sashimi/raw fish Because they can't drink beer as they are too young to drink alcohol 	N1 Emma likes warm weather.
	N2 Emma is used to warm weather.
	A3 Emma likes cold weather.
	A4 Emma likes cold weather so will like Sapporo weather /Both Queenstown and Sapporo are cold.
	M5 It's very cold in Sapporo now and Queenstown is cold too. She is not allowed to drink beer .
	M6 It's very cold in Sapporo now and in Queenstown winter gets cold too/Not allowed to drink beer so can't enjoy this/ Having a bath will be new.
	E7 It's very cold in Sapporo (now) but she'll be OK as she has cold weather in Queenstown in winter too/ Because they can't drink beer as they are too young to drink alcohol.
	E8 It's very cold in Sapporo now but she'll be OK as she is used to it getting cold in winter in Queenstown/ Because they can't drink beer as they are too young to drink alcohol so can't enjoy this/ share the father's feeling.

N Ø No response or no valid evidence

Question Two							
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>	
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N1 Very little valid information or information unrelated to specifics of text	N2 Little valid information and/or information inconsistent with or unrelated to text, very little detail	A3 Some valid information; short answers correct but longer ones inconsistent with text	A4 A range of valid information and an attempted valid explanation	M5 Explanation supported by information from the text	M6 Full explanation supported by information from the text	E7 A justified answer about the mistake Yoko makes about visiting Queenstown	E8 A fully justified answer about the mistake Yoko makes about visiting Queenstown

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>
<ol style="list-style-type: none"> There's lots of snow and they make really big buildings and animals out of snow Town gets full of people and the trains and buses get crowded Because every year the festival is in February and she will go back to NZ on January 11 She's going to NZ next year in December and wants to go to the Queenstown winter festival, but it will be summer then not winter! 	N1 Yoko wants to go shopping in Queenstown.
	N2 Yoko wants to go to a festival, but there aren't any in Queenstown.
	A3 Yoko wants to go to a festival in Queenstown but there aren't any in December.
	A4 Yoko wants to go to a snow festival, but they don't have one in Queenstown then.
	M5 She is going to New Zealand in December next year and wants to go to a winter festival/ Going home before festival is on.
	M6 She is going to New Zealand in December next year and wants to go to the winter festival in Queenstown/ Because every year the festival is in February and she will go back to NZ on January 11.
	E7 She wants to go to the Queenstown winter festival, but it's not on when she's there in December.
	E8 She wants to go to the Queenstown winter festival, but it's not on when she's there as it's summer in December not winter.

N Ø No response or no valid evidence

Question Three							
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 or information unrelated to specifics of text	N2 Little valid information and/or information inconsistent with or unrelated to text, very little detail	A3 Some valid information; short answers correct but longer ones inconsistent with text	A4 A range of valid information and an attempted valid explanation	M5 Explanation supported by information from the text	M6 Full explanation supported by information from the text	E7 A justified answer stating reasons for liking New Year and/or differences between Christmas and New Year	E8 A fully justified answer stating reasons for liking New Year and/or differences between Christmas and New Year

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. Before Jan 1/family/clean house and write cards to friends Before New Year/mum/not cook from Jan 1 so makes various delicious meals New Year/adults and children/not play outside because of weather so play simple games inside New Year/children/get lots of \$ in New Year envelopes from family New Year morning/family/put on pretty clothes and kimono and walk to the shrine</p> <p>2. NZ Christmas – get presents, go to church Japanese New Year – not many presents at Christmas but children get New Year envelopes from family with lots of \$ and after holiday go and buy things they like, go to shrine</p> <p>3. Would like it because fun things for children – could get New Year envelopes with money inside – maybe ¥40000! And go shopping to buy things they like, could like dressing up to go to shrine, eating delicious meals, playing games, not having school</p>	N1 Because you get lots of presents.
	N2 Because you get presents and \$.
	A3 Because would like eating delicious roast with family.
	A4 Because mother makes delicious food.
	M5 Because might get \$ in New Year envelope and eat delicious food./NZ Christmas get presents, go to church. Japan New Year get New Year \$ and go to shrine.
	M6 Because might get \$ in New Year envelope and play games at home and eat delicious food/NZ Christmas get presents, go to church. Japan New Year get New Year envelopes (with \$) and go to shrine.
	E7 Would like it because there are lots of fun things for children like getting lots of money in New Year envelopes and going shopping, and playing games at home and eating delicious food. NZ Christmas get presents, go to church. Japan New Year not many presents but get New Year envelopes with \$ and go to shrine.
	E8 Would like it because there are lots of fun things for children like getting lots of money in New Year envelopes and going shopping after the holiday, and being off school playing games at home and eating delicious food. NZ Christmas get presents, go to church. Japan New Year not many presents but get New Year envelopes from family with lots of \$ (to buy things after holiday) and go to shrine.

N Ø No response or no valid evidence

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>	
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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>
<ol style="list-style-type: none"> Because NZ students were all kind and interesting wanted to have a fun party As bigger than Music and Maths classrooms convenient for party Had sandwiches as well as sushi (ate by hand) and orange juice because they don't like green tea very much (also had Māori songs) Because they did lots of shopping their luggage got heavy. Therefore went to airport by taxi – not so tiring Party fun because they did lots of cool things. Also they didn't have to wear uniform – jeans and favourite T-shirt instead. They had dancing and sang Māori songs – fun because the NZ students were good at singing them. Ate delicious food- sandwiches and sushi and had orange juice and could try chopsticks. Got cute presents too. 	N1 The party sounds like it was good but there wasn't much food.
	N2 The party was fun and it lasted a long time.
	A3 The party was fun – they got to eat nice food (except for sushi), but had to drink green tea and use chopsticks.
	A4 The party was fun – they got to eat nice food and drank green tea and orange juice and used chopsticks with the sushi.
	M5 The party was fun – they wore their favourite T-shirts and danced and sang songs and ate delicious sushi and sandwiches /Had sandwiches and sushi and orange juice.
	M6 The party was fun – they wore their favourite T-shirts and jeans (not uniforms) and danced and sang songs (Māori ones too) and ate delicious sushi and sandwiches and got presents. /Had sandwiches and sushi and orange juice and sang Māori songs /had chopsticks.
	E7 The party was fun because they did lots of cool things - they wore their favourite T-shirts and jeans (not uniforms) and danced and sang songs (Māori ones too) and ate delicious sushi and sandwiches and got presents / "Thought about them and so had sandwiches as well as sushi and orange juice and sang Māori songs /had chopsticks.
	E8 I think that the party was fun because they did lots of cool things – they wore their favourite T-shirts and jeans (not uniforms) and danced and sang songs (the New Zealand students were good at singing Māori songs) and ate delicious sushi and sandwiches had orange juice and got cute presents / They thought of the NZ students' preferences -had sandwiches as well as sushi (ate by hand) and orange juice because they don't like green tea very much, (also had Māori songs).

N Ø No response or no valid evidence

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 18	19 – 24	25 – 32