

Assessment Schedule – 2011

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

Evidence Statement

Question One							
Not Achieved		Achieved		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>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information with little development	M5 Relevant information, ideas and /or opinions are clearly communicated supported by detail from information from the text	M6 Relevant information, ideas and /or opinions are clearly communicated with more detail supported by information from the text	E7 A justified answer explaining the school rule or how this affected Sue	E8 Fully justified answers explaining the school rule and how this affected Sue

Specific evidence <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Candidates were assessed on their level of understanding of the text rather than knowledge of individual lexical items.</i>	For example <i>These examples are typical for candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.</i>
<p>B: white blouse, green and red skirt, black sandals</p> <p>6 hours, 20 minutes/8.50 till 3.10</p> <p>Geography</p> <p>A: white shirt and blue shorts, black sandals</p> <p>You may bring iPods and cell phones, but may not use them in the classroom. You may use them in break time.</p> <p>(No), as she doesn't have an iPod or a mobile phone.</p> <p>Sue wanted an iPod for her birthday, but they were too expensive Her mother and father didn't want to buy one.</p>	N1 – (girl uniform) B – white blouse, green skirt; (boy uniform) A – white shirt, black shoes
	N2 – (girl uniform) B – white blouse, green and red skirt, black sandals; (boy uniform) A – white shirt, blue shorts, black shoes
	A3 – (girl uniform) B – white blouse, green and red skirt, black sandals; geography, (boy uniform) A – white shirt, blue shorts, black sandals
	A4 – 8:50–3:10, geography, may bring iPods and cell phones to school. She wanted an iPod, but they are expensive.
	M5 – May bring iPods and cell phones to school, but not use them in the classroom. Sue wanted an iPod for her birthday, but it was expensive.
	M6 – May bring iPods and cell phones to school, but not use them in the classroom. Sue wanted an iPod but it was too expensive. Her mother and father didn't buy her one.
	E7 – You may bring iPods and cell phones, but may not use them in the classroom. You may use them in break time. Her mother and father didn't want to buy her an iPod.
	E8 – You may bring iPods and cell phones, but may not use them in the classroom. You may use them in break time. Sue wanted an iPod for her birthday, but they were too expensive. Her mother and father didn't want to buy her one.

N Ø No response or no valid evidence

Question Two							
Not Achieved		Achieved		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>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information with little development	M5 Relevant information, ideas and/or opinions are clearly communicated supported by detail from information from the text	M6 Relevant information, ideas and/or opinions are clearly communicated with more detail supported by information from the text	E7 A justified answer about why Sue wants to study Japanese or her travel plans for the future	E8 Fully justified answers about why Sue wants to study Japanese and her travel plans for the future

Specific evidence <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Candidates were assessed on their level of understanding of the text rather than knowledge of individual lexical items.</i>	For example <i>These examples are typical for candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.</i>
<p>She has studied for two years at junior high school and has come to really like it. She has made Japanese friends.</p> <p>After school, her Japanese friends teach her Japanese</p> <p>Speak in Japanese; write in hiragana, katakana, and kanji; and read Japanese comics</p> <p>She practices the guitar every day before school for 45 minutes.</p> <p>Sue wants to meet Hanako and she intends/plans to travel to Japan next year.</p>	N1 – Sue likes Japanese.
	N2 – Sue likes Japanese and wants to go to Japan.
	A3 – Sue's Japanese friend will teach her Japanese. She will go to Japan.
	A4 – Sue studied Japanese for two years at junior high school. She has made Japanese friends. She is going to Japan.
	M5 – Sue's Japanese friend teaches her Japanese after school. She practices the guitar every day before school for 45 minutes. She intends to go to Japan next year.
	M6 – Sue has studied for two years at junior high school and really likes it. After school her Japanese friends teach her Japanese. She practices the guitar every day before school for 45 minutes. She intends to travel to Japan next year.
	E7 – Sue wants to meet Hanako, and she intends to go to Japan next year.
	E8 – Sue has studied for two years at junior high school, and has come to really like it. Sue wants to meet Hanako, and she intends to go to Japan next year.

N Ø No response or no valid evidence

Question Three							
Not Achieved		Achieved		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>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information with little development	M5 Relevant information, ideas and/or opinions are clearly communicated supported by detail from information from the text	M6 Relevant information, ideas and/or opinions are clearly communicated with more detail supported by information from the text	E7 A justified answer about why the house is the preferred choice giving reference to one of the family's requirements	E8 Fully justified answers about why the house is the preferred choice giving reference to family's requirements

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. Candidates were assessed on their level of understanding of the text rather than knowledge of individual lexical items.</i>	<i>These examples are typical for candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.</i>
If House is chosen (1) <i>Advantages – House</i> Four bedrooms for a family of five, big house, two-storied house It has a big garden. Want a garden for the children to play in. Children want to walk to school. It is close/not far, it takes 10 minutes to walk House is cheaper/apartment is more expensive, \$470 a week Father likes the train because on the train he works on the computer and speaks on the phone even though it takes 35 mins or longer than from apartment <i>Disadvantages – Apartment</i> Only three bedrooms, small, not enough rooms No garden, but a pool It is far from school and takes 20 minutes by bus. \$520 a week Train takes only a short time, but father likes doing work on the train If Apartment is chosen (2) <i>Advantages – Apartment</i> New and has a pool Close to the shops Town is not far away, takes 15 minutes by car, 10 minutes by train. <i>Disadvantages – House</i> A little old Takes longer by train to town, takes 35 minutes compared with 10 minutes from apartment.	N1 – (Chose 1) Advantages of house: 4 bedrooms; disadvantages of apartment: bus to school N2 – (Chose 1) Advantages of house: 4 bedrooms, close to school; disadvantages of apartment: bus to school A3 – (Chose 2) Advantages of apartment: new and has a pool, close to shops; town not far away; disadvantages of house: a little old A4 – (Chose 1) Advantages of house: 4 bedrooms for a family of 5, 10-minute walk to school, \$470 a week; disadvantages of apartment: 3 bedrooms and small, far from school, \$520 a week M5 – (Chose 1) Advantages of house: has a big garden for kids to play in, house is cheaper than apartment; disadvantages of apartment: far from school and takes 20 minutes by bus M6 – (Chose 1) Advantages of house: has a big garden for kids to play in, house is cheaper than apartment; disadvantages of apartment: far from school and takes 20 minutes by bus, father likes to go by train even though it takes 35 minutes E7 – (Chose 1) Advantages of house: Children wanted to walk to school and can as school is close to house and takes only 10 minutes to walk E8 – (Chose 1) Advantages of house: Wanted a garden for the kids to play in and this house has a big garden. The father likes to go by train even though it takes 35 minutes because he uses the computer and speaks on the phone.

N Ø No response or no valid evidence

Question Four							
Not Achieved		Achieved		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>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information with little development	M5 Relevant information, ideas and/or opinions are clearly communicated supported by detail from information from the text	M6 Relevant information, ideas and/or opinions are clearly communicated with more detail supported by information from the text	E7 Justified answer explaining some of the following; what happened to Mary on her first day; how the problem was solved; what happened yesterday; what is different from NZ	E8 Fully justified answer, explaining most of the following: what happened to Mary on her first day; how the problem was solved; what happened yesterday; what is different from NZ

Specific evidence <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Candidates were assessed on their level of understanding of the text rather than knowledge of individual lexical items.</i>	For example <i>These examples are typical for candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.</i>
Friday, 13 May	N1 – Japanese people have a bath at night.
While Mary was eating breakfast, she talked with the host family. They talked fast, and she didn't understand anything; she wanted to go back to New Zealand.	N2 – Japanese people have a bath at night. Mary was sick.
Japanese people have a bath before going to bed. In New Zealand, Mary always had a shower in the morning.	A3 – Friday 13 May, Mary didn't understand her host family. She thinks Japanese food is delicious, but she doesn't like sashimi.
Japanese food is usually delicious, but she doesn't like sashimi (raw fish) very much. Her favourite is yakisoba.	A4 – Friday 13 May, Mary didn't understand her host family. Japanese people have a bath at night. She thinks Japanese food is delicious, but she doesn't like sashimi.
She ate lots of yakisoba (fried noodles), then she ate cake and chocolate.	M5 – The host family talked fast. Japanese people have a bath before bed. She ate too much and went to bed early.
She ate too much, became sick, and went to bed early.	M6 – The host family talked fast, and she didn't understand. Japanese people have a bath before bed. She ate too much and went to bed early.
	E7 – The host family talked fast, she didn't understand anything, and she wanted to go back to New Zealand. Japanese people have a bath at night before bed. In New Zealand, she always had a shower in the morning.
	E8 – The host family talked fast, she didn't understand anything, and she wanted to go back to New Zealand. Japanese people have a bath at night before bed. In New Zealand, she always had a shower in the morning. She ate too much, became sick, and went to bed early.

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