

## Assessment Schedule – 2015

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

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves <b>making meaning of the relevant information, ideas and / or opinions</b> from the texts.	<i>Demonstrating <b>clear</b> understanding</i> involves <b>selecting relevant information, ideas and / or opinions</b> from the texts and communicating them <b>unambiguously</b> .	<i>Demonstrating <b>thorough</b> understanding</i> involves <b>expanding on relevant information, ideas and / or opinions</b> from the texts with <b>supporting detail</b> .

#### Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates <b>limited</b> or <b>no understanding</b> of the spoken texts.		<i>Demonstrates understanding</i> and is able to <b>make meaning of the relevant information, ideas and / or opinions</b> from the spoken texts.		<i>Demonstrates clear understanding</i> by selecting <b>relevant information, ideas and / or opinions</b> from the spoken texts and communicating them <b>unambiguously</b> .		<i>Demonstrates thorough understanding</i> of the <b>implied meanings or conclusions</b> within the spoken texts.	
Some information is correct. The candidate has not understood the <b>general meaning</b> (gist) of the spoken texts. The response is logically <b>inconsistent</b> , indicating misunderstanding.		Information is largely correct. The candidate has understood the general meaning of the spoken texts. The response is <b>consistent</b> .		Information correctly includes relevant detail from the spoken texts. The candidate communicates implied meanings without fully understanding every nuance.		Relevant information, ideas and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the spoken texts.	
<b>N1</b> Shows <b>very little understanding</b> and does not convey the general meaning of the spoken texts.	<b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the spoken texts.	<b>A3</b> Demonstrates <b>some understanding</b> of the spoken texts, and conveys <b>some</b> of the general meaning.	<b>A4</b> <b>Demonstrates understanding</b> of the spoken texts and conveys the general meaning.	<b>M5</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates some</b> of the meaning by selecting relevant information, ideas and opinions from the spoken texts.	<b>M6</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates most</b> of the meaning by selecting relevant information, ideas and opinions from the spoken texts.	<b>E7</b> Demonstrates <b>thorough understanding</b> and <b>communicates some</b> of the implied meanings by providing <b>some</b> supporting detail from the spoken texts which justifies conclusions.	<b>E8</b> Demonstrates <b>thorough understanding</b> and <b>communicates most</b> of the implied meanings by providing supporting detail from the spoken texts which fully justifies conclusions.
<b>N0</b> No response; no relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of Sayuri's difficulties.</i>	<ul style="list-style-type: none"> <li>English was a difficulty.</li> <li>Living in a dormitory wasn't easy, either.</li> <li>It became easier after making friends.</li> <li>English and Biology are difficult subjects for her.</li> </ul>	<ul style="list-style-type: none"> <li>English was a difficulty to begin with.</li> </ul>	
<i>(b) Possible evidence showing understanding of differences between the schools.</i>	<ul style="list-style-type: none"> <li>New Zealand doesn't have an entrance and graduation ceremony.</li> <li>New Zealand schools do have a sports day and culture day, but they are different from Japanese ones.</li> <li>New Zealand schools don't have school trips.</li> </ul>	<ul style="list-style-type: none"> <li>At her New Zealand school, there were students from various countries and they did dances / sang songs.</li> <li>New Zealand schools don't have school trips but she went on a trip to an amusement park for physics.</li> </ul>	<ul style="list-style-type: none"> <li>The students from various countries did dances / sang songs from different countries at a concert during cultural week / festival day.</li> <li>New Zealand schools don't have school trips like Japanese schools, but she went on a trip to an amusement park for physics.</li> </ul>
<i>(c) Possible evidence showing understanding of whether the teacher understands how Sayuri feels.</i>	<ul style="list-style-type: none"> <li>The teacher appears to be sympathetic, because he says it is hard.</li> </ul>	<ul style="list-style-type: none"> <li>He says it is hard but she is a good student, so she should be OK.</li> </ul>	<ul style="list-style-type: none"> <li>He says it is hard to study in a different country in a new language.</li> </ul>

**Possible evidence is not limited to these examples.**

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what the PE teacher says about kendo.</i>	<ul style="list-style-type: none"> <li>• It is popular both in Japan and overseas.</li> <li>• You can probably do it in New Zealand as well.</li> <li>• The sport started about 300 years ago.</li> <li>• It is good for you.</li> <li>• It is a sport for both boys and girls.</li> </ul>		
<i>(b) Possible evidence showing understanding of why the school would be a good place to learn kendo.</i>		<ul style="list-style-type: none"> <li>• Because the school team is the strongest in Hiroshima city and has never lost.</li> </ul>	<ul style="list-style-type: none"> <li>• The school team is the strongest in Hiroshima city and has never lost (so they would be good at kendo).</li> <li>• The team members can show you the safe way to do kendo, and you probably won't get injured.</li> </ul>
<i>(c) Possible evidence showing understanding of what the students should do if they're interested in learning kendo.</i>	<ul style="list-style-type: none"> <li>• Come to the small gym next to the library at 4.00 on Tuesday.</li> <li>• Bring a friend, too.</li> </ul>		

**Possible evidence is not limited to these examples.**

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of how Sayuri and Lisa know each other.</i>	<ul style="list-style-type: none"> <li>Sayuri lived with Lisa's family.</li> </ul>	<ul style="list-style-type: none"> <li>Sayuri lived with Lisa's family for 10 months.</li> </ul>	
<i>(b) Possible evidence showing understanding of what benefits Lisa has had from their friendship.</i>	<ul style="list-style-type: none"> <li>Both Lisa and friends learned lots of Japanese.</li> <li>They also learned how to make various Japanese dishes.</li> </ul>	<ul style="list-style-type: none"> <li>She enjoyed walking to school together too.</li> <li>Her Japanese is now good.</li> <li>They also learned how to make various Japanese dishes which she still makes at home / for her family.</li> </ul>	
<i>(c) Possible evidence showing understanding of what Lisa heard on the radio.</i>	<ul style="list-style-type: none"> <li>Japan played 3 games at the Soccer World Cup.</li> <li>They had 1 draw and 2 losses.</li> </ul>	<ul style="list-style-type: none"> <li>At the Soccer World Cup last year, Japanese people who'd gone to cheer on their team / supporters cleaned the stadium after the last game.</li> <li>They took the rubbish away / home.</li> </ul>	
<i>(d) Possible evidence showing understanding of why Lisa was surprised by the spectators' behaviour, and Sayuri's reasons for it.</i>	<ul style="list-style-type: none"> <li>In Japan, community is important.</li> <li>For example, they clean their schools.</li> </ul>		<ul style="list-style-type: none"> <li>People always clean up after games in Japan. She thinks that perhaps Japanese people like things clean.</li> <li>Children are taught from a young age to clean up public places / places everyone uses.</li> <li>They want to keep the places they live, play, work and study in and use clean.</li> </ul>

**Possible evidence is not limited to these examples.**

### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 13	14 – 18	19 – 24