Assessment Schedule – 2016

Japanese: Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance (90893)

Assessment Criteria

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

Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates **limited** or **no understanding** of the spoken texts. Some information is correct. The candidate has not shown understanding of the **general meaning** (gist) of the spoken texts. The response is logically **inconsistent**, indicating misunderstanding.		*Demonstrates understanding* and **makes meaning** of **the relevant information, ideas, and / or opinions** from the spoken texts. Information is largely correct. The candidate has shown understanding of the general meaning of the spoken texts. The response is **consistent**.		*Demonstrates clear understanding* by selecting **relevant information, ideas, and / or opinions** from the spoken texts and communicating them **unambiguously.** Information correctly includes relevant detail from the spoken texts. The candidate communicates implied meanings without showing understanding of every nuance.		*Demonstrates thorough understanding* of the **implied meanings or conclusions** within the spoken texts. 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.	
N1 Shows **very little understanding** and does not convey the general meaning of the spoken texts.	**N2** Shows **little understanding** and does not convey the general meaning of the spoken texts.	**A3** Demonstrates **some understanding** of the spoken texts, and conveys **some** of the general meaning.	**A4** **Demonstrates understanding** of the spoken texts and conveys the general meaning.	**M5** Demonstrates **clear understanding** of the texts and unambiguously **communicates some** of the meaning by selecting relevant information, ideas, and / or opinions from the spoken texts.	**M6** Demonstrates **clear understanding** and unambiguously **communicates most** of the meaning by selecting relevant information, ideas, and / or opinions from the spoken texts.	**E7** Demonstrates **thorough understanding** and **communicates some** of the implied meanings by providing **some** supporting detail from the spoken texts which justifies conclusions.	**E8** Demonstrates **thorough understanding** and **communicates most** of the implied meanings by providing supporting detail from the spoken texts which fully justifies conclusions.
N0 No response; no relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of announcement 1.	• People who want to eat sushi / who are hungry / who like sushi / who want to try Japanese food. • Also people who like green tea and sake. • It costs $4. • Should go to the shop next to the ice cream shop.	• People who want to buy sushi cheaply. • It is only $4 after 3.30.	• You can eat sushi while you drink green tea or sake. • After 3.30, sushi is much cheaper than in the morning.
(b) Possible evidence showing understanding of announcement 2.	• You can wear a kimono and do Japanese summer dancing.	• In the big grounds near the station from 6.00 p.m. • You are allowed to / can take photos.	• You can go sightseeing as well. • It is not difficult, and people who are good at it will get a present / prize.
(c) Possible evidence showing understanding of announcement 3.	• A person who has lost their phone in a restaurant.	• A new, green phone. • They should go to the information centre by 5.00.	• A person who was sitting at a table near the window. • They should collect it.
(d) Possible evidence showing understanding of announcement 4.	• 3-year-old girl. • She has short hair and is wearing a red and white dress, and black shoes. • Please call her aunt on 072-358-1946.	• She is wearing a yellow hat.	• She was watching a concert with her aunt just before, and now she is not there. • If you see / find her, please call her aunt on 072-358-1946.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of why Angela can't go with Takeshi.	• She has an important history exam next Monday and is not allowed to go out / muck around. • She will do her homework at home now.	• In the afternoon she will study in the library.	
(b) Possible evidence showing understanding of how Grandma's appointment influences Takeshi's plans.	• Grandma is going to hospital today.	• So she can't take her dog for a walk. • Grandma often takes the dog to the beach where it runs and plays.	• Takeshi wants to go for a walk, so he will take Grandma's dog to the beach because the dog loves swimming.
(c) Possible evidence showing understanding of how to get to the suggested place.	• 1. Leave the house. • 2. Go straight.	• 3. Turn left at the first set of lights. • 4. There is a small apartment. • 5. The sea is behind the apartment.	• Apartment is two-storeyed.
(d) Possible evidence showing understanding of what Angela asks Takeshi to do.	• She wants him to buy fish and chips. • She wants to have lunch together.	• After he has been to the beach. • Buy from a shop that is on the left of the apartment. • Fish and chips is a famous, warm New Zealand food.	• Takeshi has not eaten fish and chips yet / before now.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of what happens at Christmas in Japan.	• Christmas is not a holiday and Takeshi goes to school. • They have a party with friends and family and while they eat delicious cooking / food, they talk.	• They talk until late.	• In the evening of the 24th.
(b) Possible evidence showing understanding of Takeshi's reaction.	• He thought people all did the sport called boxing on the 26th.	• He was very surprised / shocked. • They don't have Boxing Day in Japan.	• He misunderstood the meaning because he heard the expression for the first time.
(c) Possible evidence showing understanding of what Takeshi will do on Boxing Day.	• He will go with Angela and her mother to the sale.	• He doesn't like shopping much. • He wants some New Zealand souvenirs for his Japanese friends.	• Angela persuades him by explaining that even though they go to various department stores and walk a lot, they drink tea in a coffee shop and eat snacks, which sounds enjoyable to Takeshi.
(d) Possible evidence showing understanding of why Angela's father does not go with her and her mother.	• He doesn't go to the Boxing Day sale. • He does things like reading books and going for a drive.	• He likes a quiet place more than a busy / bustling place.	• Angela's and her mother's shopping takes too long, and he gets tired.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 13	14 – 19	20 – 24