

Assessment Schedule – 2012

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

Evidence Statement

Question One							
Not Achieved		Achievement		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 that 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	N2 Little valid information	A3 Some valid information	A4 A range of valid information with little detail	M5 Relevant information, ideas, and /or opinions are generally comprehended, with some detail from the passage	M6 Relevant information, ideas, and /or opinions are comprehended, with details from the passage	E7 Clear understanding of text, including an explanation of what she thought about the concerns about the Principal's suggestion	E8 Clear understanding of text, including a full explanation of what she thought about the concerns about the Principal's suggestion
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>				
<ul style="list-style-type: none">• She had studied for two weeks at a Japanese language school for foreigners before she came to this high school.• She wants to watch animation (anime) and read Manga in Japanese.• She studied Japanese diligently when she was at the high school in NZ.• To watch Japanese animations (anime) on TV while she is in Japan.• She will become good at listening to Japanese by doing so.• She thinks she is lucky that watching Japanese animation on TV is her Japanese study.• However, her host mother might be worried if she watches too much anime /many animations on TV and doesn't do her homework for other subjects.			N1 – She wants to watch anime and read manga.				
			N2 – She wants to watch anime and read manga. To watch Japanese TV				
			A3 – She wants to watch anime and read manga and studied at a Japanese language school for foreigners for 2 weeks				
			A4 – She wants to watch anime and read manga in Japanese and studied at a Japanese language school for foreigners for 2 weeks. She studied Japanese diligently at school in NZ.				
			M5 – She had studied for two weeks at a Japanese language school for foreigners for 2 weeks before she came to this high school.				
			M6 – Watch Japanese animations on TV while she is in Japan because she will become good at listening to Japanese by doing so.				
			E7 – She thought she is lucky that watching Japanese animation on TV is her Japanese study. However, her host mother might be worried to do so.				
			E8 – She thought she is lucky that watching Japanese animation on TV is her Japanese study. However, her host mother might be worried if she watches too much animation on TV and doesn't do her homework for other subjects.				

N Ø No response or no valid evidence

Question Two							
Not Achieved		Achievement		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 that 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	N2 Little valid information	A3 Some valid information	A4 A range of valid information with little detail	M5 Relevant information, ideas, and /or opinions are generally comprehended with some detail from the passage	M6 Relevant information, ideas, and /or opinions are comprehended with details from the passage	E7 Clear understanding of text, including an explanation and justification of the principal's suggestion about the uniform	E8 Clear understanding of text, including a full explanation and justification of the principal's suggestion about the uniform
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>				
<ul style="list-style-type: none">• The cheerleading group and the Haka.• The cheerleading group supported their own team diligently.• The Haka is a traditional Māori performance.• They sometimes support their team by doing the Haka.• The performance of the cheerleading group looked a bit like the Haka.• The girls' uniform skirt is very short in Japan.• In NZ, there are some girls who wear a short skirt. However, there are not as many as in Japan.• In NZ, there are some schools where girls are allowed to wear trousers.• It is a good rule that girls should be allowed to wear trousers.• It is cold wearing a short skirt in winter, although Japanese girls think the short uniform skirt is fashionable / cool.			N1 – The cheerleading group and the haka.				
			N2 – The cheerleading group and the Haka. The cheerleading group supported their own team diligently.				
			A3 – The cheerleading group and the Haka. The cheerleading group supported their own team diligently. The Haka is a traditional Māori performance.				
			A4 – The cheerleading group and the Haka. The cheerleading group supported their own team diligently. The Haka is a traditional Māori performance. They sometimes support their team by doing the Haka.				
			M5 – In NZ, there are some girls who wear a short skirt. However, there are not as many as in Japan.				
			M6 – In NZ, there are some girls who wear a short skirt. However, there are not as many as in Japan. In NZ, there are some schools where girls are allowed to wear trousers.				
			E7 – It is a good rule that girls should be allowed to wear trousers. It is cold wearing a short skirt in winter.				
			E8 – It is a good rule that girls should be allowed to wear trousers. It is cold wearing a short skirt in winter, although Japanese girls think the short uniform skirt is fashionable / cool.				

N Ø No response or no valid evidence

Question Three							
Not Achieved		Achievement		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 that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information	A range of valid information with little detail	Relevant information, ideas, and /or opinions are generally comprehended with some detail from the passage	Relevant information, ideas, and /or opinions are comprehended with details from the passage	Clear understanding of text, including an explanation of the grandmother's ongoing influence on Kana's attitude towards cleaning	Clear understanding of text, including a full explanation of the grandmother's ongoing influence on Kana's attitude towards cleaning
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>					
<ul style="list-style-type: none">• Kana lived with her grandmother.• Kana loves her grandmother.• They always played and cooked together.• Kana didn't like cleaning the toilet.• Her grandmother said to Kana, "There is a beautiful Goddess in the toilet.• Therefore, if you clean the toilet every day, you will be able to become a beautiful woman one day."• After that, Kana started cleaning the toilet every day because she wanted to become beautiful.• Now Kana lives alone in an apartment in Tokyo after she graduated from high school and her grandmother has passed away.• However, her grandmother's words still influence Kana's attitude towards cleaning the toilet/She hasn't forgotten her grandmother's words and she cleans the toilet every day.		N1 – Kana lived with her grandmother.					
		N2 – Kana lived with her grandmother. She loves her grandmother.					
		A3 – Kana lived with her grandmother. She loves her grandmother. They always played and cooked together.					
		A4 – Kana lived with her grandmother. She loves her grandmother. They always played and cooked together. Kana didn't like cleaning the toilet.					
		M5 – Her grandmother said to Kana, "There is a beautiful Goddess in the toilet. Therefore, if you clean the toilet every day, you will be able to become a beautiful woman one day."					
		M6 – Her grandmother said to Kana, "There is a beautiful Goddess in the toilet. Therefore, if you clean the toilet every day, you will be able to become a beautiful woman one day." After that Kana started cleaning the toilet every day because she wanted to become beautiful.					
		E7 – Now Kana lives alone in an apartment in Tokyo after she graduated from high school and her grandmother has passed away and she cleans the toilet every day.					
		E8 – Now Kana lives alone in an apartment in Tokyo after she graduated from high school and her grandmother has passed away. However, her grandmother's words still influence Kana's attitude towards cleaning the toilet/She hasn't forgotten her grandmother's words and she cleans the toilet every day.					

N Ø No response or no valid evidence

Question Four							
Not Achieved		Achievement		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 that 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	N2 Little valid information	A3 Some valid information	A4 A range of valid information with little detail	M5 Relevant information, ideas, and /or opinions are generally comprehended with some detail from the passage	M6 Relevant information, ideas, and /or opinions are comprehended with details from the passage	E7 Clear understanding of text, including an explanation of the advantage you can take as a foreigner.	E8 Clear understanding of text, including a full explanation of the advantage you can take as a foreigner.
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>				
<ul style="list-style-type: none">I should take her to the river in our townBy 8 o'clock this Saturday, 11 August.Take money to buy food, drinks, and Hello Kitty masks from the shops around the riverThese are more expensive than the normal shops.Eating ice cream, drinking juice, and wearing a Hello Kitty mask while watching the fireworks.You can see many people who wear yukata.Although wearing yukata is a Japanese tradition, nowadays they don't wear yukata much in Japan unless they go to (the event like)/there will be lots of people wearing them at the fireworks festival.You might understand more of Japanese culture, if you wear a yukata to go to the fireworks festival.			N1 – By 8 o'clock this Saturday, 11 August.				
			N2 – By 8 o'clock this Saturday, 11 August. Eating ice cream, drinking juice, and wearing a Hello Kitty mask				
			A3 – By 8 o'clock this Saturday, 11 August. Eating ice cream, drinking juice, and wearing a Hello Kitty mask while watching the fireworks.				
			A4 – By 8 o'clock this Saturday, 11 August. Eating ice cream, drinking juice, and wearing a Hello Kitty mask while watching the fireworks. You can see many people who wear yukata.				
			M5 – Take money to buy food, drinks, and Hello Kitty masks from the shops around the river. These are more expensive than the normal shops.				
			M6 – I should take her to the river in our town. Take money to buy food, drinks, and Hello Kitty masks from the shops around the river. These are more expensive than the normal shops.				
			E7 – Although wearing yukata is a Japanese tradition, nowadays they don't wear yukata much in Japan unless they go to (the event like)/there will be lots of people wearing them at the fireworks festival.				
			E8 – Although wearing yukata is a Japanese tradition, nowadays they don't wear yukata much in Japan unless they go to (the event like)/there will be lots of people wearing them at the fireworks festival. You might understand more of Japanese culture, if you wear a yukata to go to the fireworks festival.				

N Ø No response or no valid evidence

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 9	10 – 16	17 – 24	25 – 32