

Assessment Schedule – 2012

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

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 table information correct but longer answers inconsistent with text	A4 Table information correct, details inconsistent, explanation attempted	M5 Explanation supported by information from the text	M6 Full explanation supported by information from the text	E7 A justified answer about what the students will think about the day trip	E8 A fully justified answer about what the students will think about the day trip

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>
1. 28 Dec/Queenstown. to Auckland, Auckland to Tokyo/ small plane, little bit bigger plane 29 Dec/Tokyo to Sapporo/night train 9 Jan/Sapporo to Niseko/train or bus 2. Night train – slower than plane but has beds so very convenient and fun, go into tunnel under sea between Honshu and Hokkaido 3. Going skiing which can be done in Queenstown. so should be fun, but really tired because skiing until 6pm	N1 Will be fun.
	N2 It will be warm and they will go to lots of places.
	A3 Will be skiing and because they can't ski won't enjoy it.
	A4 Are going skiing (which they do in Queenstown). Will enjoy the day/rain not plane.
	M5 Are going skiing (which they can do in Queenstown) all day so they will enjoy it/(Night) train slower than plane/go into tunnel.
	M6 Are going skiing (which they can do in Queenstown) at Niseko until 6 pm so they will enjoy it/(Night) train slower than plane but has beds so very convenient and fun.
	E7 Are going skiing and because they (can) do it in Queenstown they should be able to do there and enjoy it.
	E8 Are going skiing and because they can do it in Queenstown they should be able to do it there and enjoy it/However, it will be a long day and they will be <u>tired</u> after skiing until 6 pm/returning home late.

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>	
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 correct but longer answers 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 visitors would like this town	E8 A fully justified answer about why visitors would like this town

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"> Correct locations of zoo, library, and shrine marked on the map Cute animals in the zoo eg pandas and lions, can read books and use computers in the library, has lots of souvenir shops selling white chocolate, cool woollen hats – so visitors will like that there is lots to do and everything is very convenient Can't talk in the library because it's a quiet place and can't go into the shrine with dirty hands – wash hands and mouth first Says that likes the white chocolate sell at many souvenir shops, but thinks the cool woollen hats are too expensive for them, that's why they don't want to buy them 	N1 Won't like this town because there are lions.
	N2 There are only souvenir shops in this town, so it's a bit inconvenient.
	A3 (Will like) the zoo and the souvenir shops because you can buy cheap things there.
	A4 (Will like) the zoo, the library and the souvenir shops. But the library is too quiet.
	M5 (Will like) the zoo, the library and the souvenir shops – especially the white chocolate and cool woollen hats / Can't talk in the library.
	M6 (Will like) the zoo, the library and the souvenir shops – the white chocolate and the cool woollen hats – although it is too expensive; Have to wash hands before going into shrine.
	E7 (Will like) that there is lots to do in this town e.g. go souvenir shopping– the white chocolate and the cool woollen hats – although it is too expensive or to zoo, shrine, read or use computers in the library.
	E8 <u>Will like</u> that there is lots to do in this town e.g. go souvenir shopping– the white chocolate and the cool woollen hats – although it is too expensive or to zoo, shrine, read or use computers in the library and that everything is very convenient (some reference to layout/positioning).

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 about why Yoko has thi impression about Emma's older sister and /or if been in contact before	E8 A fully justified answer about why Yoko has this impression about Emma's older sister and /or if been in contact before
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>			
<div>1. Younger brother caught cold and has a really sore head</div> <div>2. Younger brother – Mike, 2 older sisters – Helen and Sarah</div> <div>3. Helen is working in England for a year</div> <div>4. Thinks Helen is clever because she is coming back to NZ next year to start studying to become a doctor and you need to be clever to do this study</div> <div>5. Yes – Emma got an email/text the day before yesterday with Yoko's family photo – she remarks that her younger brother is tall – must have seen him in the photo</div>				N1 Yes – Emma has met Yoko and thinks her younger sister is pretty.			
				N2 Yes – Emma has Skyped her before and showed her family on Skype/ names given.			
				A3 Yes – they have emailed each other before /Helen is working.			
				A4 Yes – they have emailed each other before and Yoko has seen Emma's family photo.			
				M5 Yes – Emma got an email/text from Yoko with Yoko's family photo/Thinks Helen is clever.			
				M6 Yes – Emma got an email/text from Yoko the day before yesterday with Yoko's family photo/Thinks Helen is clever as she will study as a doctor.			
				E7 Yes – Emma got an email/text from Yoko (the day before yesterday) with Yoko's family photo and says that her younger brother is tall/thinks Helen is clever because she will (come back to NZ next year)(to start) studying to become a doctor.			
				E8 Yes – Emma got an email/ text from Yoko the day before yesterday with Yoko's family photo and says that her younger brother is tall – must have seen him in the photo" and/or "Thinks Helen is clever because she is coming back to NZ next year to start studying to become a doctor and you need to be clever to do this study.			

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>

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 what is different about Yoko's house with comparison to NZ houses	E8 A fully justified answer about what is different about Yoko's house with comparison to NZ houses / her own house

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"> Yoko's house is 2 storey but really small, prob. smaller than Emma's, no garden or garage, only 3 bedrooms – have bigger houses in NZ with gardens and garages If she's OK with futons because she will be sleeping in Yoko's bedroom (on futon). Emma says she wants to sleep on a futon. Emma has to go (7 o'clock tea), but will talk to her again next week 	N1 Yoko's house will be a Japanese house.
	N2 Yoko's house will be big.
	A3 Yoko's house will be small and it won't have a garden so Emma will be very squashed.
	A4 Yoko's house will be very small and she won't like it because there are no flowers or garden.
	M5 Yoko's house is small, 2 storey, has 3 bedrooms and has no garden or garage (and will be different to Emma's house / If she's OK with futons.
	M6 Yoko's house is very small, 2 storey, has only 3 bedrooms and has no garden or garage (and will be different to Emma's house).
	E7 Emma will find Yoko's house smaller than her house as New Zealand houses are usually bigger than Japanese houses and usually have more than 3 bedrooms.
	E8 Emma will find Yoko's house smaller than her house as New Zealand houses are usually bigger than Japanese houses and usually have more than 3 bedrooms. It will also be different because it won't have a garden or garage like her house does.

N Ø No response or no valid evidence

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 16	17 – 24	25 – 32