

## Assessment Schedule – 2016

### Japanese: Demonstrate understanding of a variety of extended spoken Japanese texts (91553)

#### Assessment Criteria

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

#### Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates <b>limited</b> or <b>no understanding</b> of the spoken texts.		Demonstrates <b>understanding</b> and <b>makes meaning of the information</b> and <b>varied perspectives</b> in the spoken texts.		Demonstrates <b>clear understanding</b> by selecting <b>relevant information</b> and <b>varied perspectives</b> from the spoken texts and communicating them <b>unambiguously</b> .		Demonstrates <b>thorough understanding</b> of the <b>implied meanings or conclusions</b> in the spoken texts.	
Some information is correct. The candidate has not shown understanding of the <b>general meaning</b> (gist) of the texts. The response is logically <b>inconsistent</b> , indicating misunderstanding.		Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is <b>consistent</b> .		Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings without showing understanding of every nuance.		Relevant information and varied perspectives, with supporting detail, are selected and expanded upon. 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 and varied perspectives 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 and varied perspectives 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 Tom's initial plan.</i>	<ul style="list-style-type: none"> <li>To go on a picnic with his host family, and take their dog on Sat 15th.</li> </ul>		
<i>(b) Possible evidence showing understanding of activities available at the event.</i>	<ul style="list-style-type: none"> <li>Various things are sold.</li> <li>You can eat and drink delicious things.</li> <li>Go to a concert.</li> <li>You can see the newest Toyota cars.</li> <li>All day is enjoyable.</li> </ul>	<ul style="list-style-type: none"> <li>You can buy things connected with agriculture and industry in Toyota City.</li> <li>You can eat and drink delicious things found only in the region.</li> </ul>	
<i>(c) Possible evidence showing understanding why Tom's plan may change.</i>		<ul style="list-style-type: none"> <li>Tom learns from Kazuko that the place where his host family had decided to have a picnic and take the dog is the same place, and on the same day, that the Toyota festival is being held.</li> <li>There are lots of rules. You will not be allowed to go by bicycle, car, or to take pets.</li> <li>Kazuko suggests that it would be better to have the picnic on another day, but Tom will get back to her, after he has talked to his host family.</li> </ul>	<ul style="list-style-type: none"> <li>Probably will not go on a picnic but will go to Toyota festival.</li> <li>From 9–5, it is very crowded, as shown by the fact that apparently last year there were 126 shops, and this year there will probably be more.</li> <li>The rules prohibit pets, so he can't take the dog on the picnic</li> <li>Tom asks about Toyota cars and he learns that they sell Toyota cars at the festival, and also you can see the latest models, which shows that he is interested.</li> <li>The concert is on one specific day only and he can go on a picnic any other day he chooses.</li> </ul>

**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
<i>(a) Possible evidence showing understanding of what Tom wants to do, and why.</i>	<ul style="list-style-type: none"> <li>Study anime at school in Japan when he graduates from high school, because he really loves anime.</li> </ul>		
<i>(b) Possible evidence showing understanding of what Tom's mother and father want him to do, and why.</i>	<ul style="list-style-type: none"> <li>Study Japanese at university in New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>Tom's parents are opposed to his plan.</li> <li>Tom's mother and father both think that there are not many anime jobs for foreigners in Japan.</li> <li>Tom's mother and father say that it is better for Tom to continue to study Japanese at university in New Zealand, and then get a job.</li> </ul>	<ul style="list-style-type: none"> <li>Tom is an international student from New Zealand studying at high school in Japan in his 3<sup>rd</sup> and final year.</li> <li>Tom's mother and father say that it is better for Tom to continue to study Japanese at university in New Zealand, and then get a job in tourism or trade.</li> </ul>
<i>(c) Possible evidence showing understanding of the advice Tom gets.</i>	<ul style="list-style-type: none"> <li>There are a lot of anime jobs for foreigners in Japan.</li> <li>Talk to his mother and father again.</li> </ul>	<ul style="list-style-type: none"> <li>A lot of foreigners work in Japanese anime companies, and because anime is popular, now they are making more anime.</li> </ul>	<ul style="list-style-type: none"> <li>Now they are making more anime than before.</li> <li>Work is expected to increase.</li> <li>Give parents more relevant facts so that they can understand the work situation better.</li> </ul>

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***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
<i>(a) Possible evidence showing understanding of what the teachers are like at the anime school.</i>	<ul style="list-style-type: none"> <li>They give really considerate advice.</li> </ul>	<ul style="list-style-type: none"> <li>They prepare all the things necessary to make anime.</li> </ul>	
<i>(b) Possible evidence showing understanding of how the students learn at the school.</i>	<ul style="list-style-type: none"> <li>They make anime in teams.</li> </ul>	<ul style="list-style-type: none"> <li>It is run like a real company, and they make anime in teams.</li> <li>Everyone makes a plan and takes responsibility for the work.</li> </ul>	<ul style="list-style-type: none"> <li>Everyone makes a plan, takes responsibility for the work, and keeps to the programme.</li> </ul>
<i>(c) Possible evidence showing understanding of the change in Suzuki's ideas.</i>	<ul style="list-style-type: none"> <li>Suzuki always thought that it would be good to get a job in anime.</li> </ul>		<ul style="list-style-type: none"> <li>Suzuki did not know whether he could do it or not. However, he chose this school, and has had a lot of good experience, so now he believes that he can do it for sure.</li> </ul>
<i>(d) Possible evidence showing understanding of general information about the study visit.</i>	<ul style="list-style-type: none"> <li>They will be guided around the inside of the school.</li> <li>If they get lost, they should go to the information bureau at the entrance to the school and ask what to do.</li> </ul>	<ul style="list-style-type: none"> <li>They have to walk with the guide as much as possible.</li> </ul>	

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Question FOUR	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the meaning of the Japanese word “おもちゃ” according to the passage.</i>	<ul style="list-style-type: none"> <li>Things that children use when they play, like electric cars and trains etc. You say “toy” in English.</li> </ul>		
<i>(b) Possible evidence showing understanding of the purpose of the toy hospital.</i>		<ul style="list-style-type: none"> <li>Toys that children like can be fixed and used again.</li> </ul>	<ul style="list-style-type: none"> <li>To get both parents and children to understand that it is better not to throw away things easily when they get old.</li> </ul>
<i>(c) Possible evidence showing understanding of the benefits for people working at the toy hospital.</i>	<ul style="list-style-type: none"> <li>Retired people are pleased to have something to do.</li> </ul>	<ul style="list-style-type: none"> <li>After Japanese people retire they are still fit, and they give their services for free.</li> </ul>	<ul style="list-style-type: none"> <li>Retired people can use their experience, and can talk to various people.</li> </ul>

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**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 – 8	9 – 17	18 – 25	26 – 32