

## Assessment Schedule – 2012

### Japanese: Demonstrate understanding of a variety of written and/or visual Japanese texts on familiar matters (91136)

#### 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 which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade score descriptors							
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> More valid information with little detail, which may include basic comparisons	<b>M5</b> Relevant information, ideas and /or opinions are generally comprehended with some detailed comparisons from the texts	<b>M6</b> Relevant information, ideas and /or opinions are comprehended with detailed comparisons from the texts	<b>E7</b> Clear understanding of texts, including justification of why you recommend the accommodation with various detailed comparisons from the texts	<b>E8</b> Clear understanding of texts, including full justification of why you recommend the accommodation with various detailed comparisons from the texts

<b>Specific evidence</b> <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>	<b>For example</b> <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"> <li>The Japanese style inn has Japanese-style rooms, and you would sleep on futon.</li> <li>Rather than a bed in western-style room in the backpackers.</li> <li>Japanese style breakfast and dinner are included.</li> <li>Rather than having to make your own in the kitchen.</li> <li>There is a Japanese-style big bath, one for the men together and one for the women together</li> <li>Rather than a shower.</li> <li>You can wear yukata after having a bath, although you are not allowed to take it home.</li> <li>Only one staff member can speak English, but the other staff members speak only Japanese so you get to use your Japanese.</li> <li>Rather than in the backpackers the staff speak English and most guests are foreigners.</li> <li>Japanese-style inn is close to famous temple and shrine, so you can easily experience the authentic Japanese culture.</li> </ul>	<b>N1</b> – Japanese style room with futon
	<b>N2</b> – Japanese style room with futon, food, Japanese style bath
	<b>A3</b> – Japanese style room with futon, Japanese style breakfast and dinner, Japanese style big bath, staff speak Japanese
	<b>A4</b> – Japanese style room with futon, Japanese style breakfast and dinner, Japanese style big bath, staff speak Japanese, close to famous shrine and temple
	<b>M5</b> – At the Japanese inn one staff speaks English and others speak Japanese, but at the backpackers the staff speak English. There is a Japanese big bath, but the backpackers has a shower.
	<b>M6</b> – At the Japanese inn, only one staff member can speak English but other staff members speak only Japanese. But at the backpackers the staff speak English and most of the guests are foreigners. There is Japanese style big bath – one for men together and one for women together, but the backpackers has only a shower.
	<b>E7</b> – There is Japanese style big bath – one for the men together and one for the women together, but the backpackers has only showers. Only one staff member can speak English, but the other staff members speak only Japanese so you would get to practise your Japanese.
	<b>E8</b> – There is Japanese style big bath – one for the men together and one for the women together, but the backpackers has only showers. At the Japanese inn, only one staff member can speak English but the other staff members speak only Japanese so you would get to practise your Japanese. At the backpackers, the staff speak English. Japanese-style inn is close to the famous temple and shrine so you can easily experience the authentic Japanese culture.

**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 which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade score descriptors							
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> More valid information with little detail	<b>M5</b> Relevant information, ideas and /or opinions are generally comprehended with some detail from the text	<b>M6</b> Relevant information, ideas and /or opinions are comprehended with details from the text	<b>E7</b> Clear understanding of text, including justification of why she said the two things.	<b>E8</b> Clear understanding of text, including full justification of why she said the two things.
<b>Specific evidence</b> <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>			<b>For example</b> <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"><li>There is a school uniform at Yamada high school, but the students are allowed to wear mufti.</li><li>Students wear a mix of uniform and mufti. For example, they wear a uniform cardigan and a mufti skirt.</li><li>She preferred this Japanese school's way of wearing the uniform compared to the way of wearing her New Zealand school uniform and she said it was really cool/stylish.</li><li>Because there is no rubbish at the Yamada high school.</li><li>At her school ground in New Zealand there is always a lot of rubbish.</li><li>She thought that many students throwing rubbish at her school was disgusting, but this school was clean, therefore, she said that the students at Yamada high school were great.</li></ul>			<b>N1</b> – Yamada high school has no rubbish.				
			<b>N2</b> – Yamada high school has no rubbish. They wear uniform and mufti.				
			<b>A3</b> – Yamada high school has no rubbish, but her New Zealand school has lots of rubbish. They wear a mix of uniform and mufti.				
			<b>A4</b> – Yamada high school has no rubbish, but her New Zealand school has lots of rubbish. Yamada school has a uniform, but you allowed to wear mufti. The Japanese uniform is cool.				
			<b>M5</b> – Students are allowed to wear a mix of uniform and mufti, for example a uniform cardigan and mufti skirt. She likes the Japanese uniform more than her school.				
			<b>M6</b> – Students are allowed to wear a mix of uniform and mufti, for example a uniform cardigan and mufti skirt. She likes the Japanese uniform more than her school. Lots of students throw rubbish at her school, but this school was clean so she thought everyone was great.				
			<b>E7</b> – She preferred the Japanese way of wearing the uniform compared to her New Zealand school, and said it was really cool				
			<b>E8</b> – She preferred the Japanese way of wearing the uniform compared to her New Zealand school, and said it was really cool. She thought many students littering at her school was disgusting, but this school was clean and therefore the Yamada students were great.				

**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 which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade score descriptors							
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> More valid information with little detail	<b>M5</b> Relevant information, ideas and /or opinions are generally comprehended with some detail from the text	<b>M6</b> Relevant information, ideas and /or opinions are comprehended with details from the text	<b>E7</b> Clear understanding of text, including an explanation of her view of school rules and punishment OR how her view changed, based on her experience at Yamada high school.	<b>E8</b> Clear understanding of text, including a full explanation of her view of school rules and punishment and how her view changed, based on her experience at Yamada high school.

<b>Specific evidence</b> <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>	<b>For example</b> <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"> <li>Before coming to Japan, she had heard that Japanese school rules were too strict. When she came to Japan, she found the school rules at Yamada high school were lenient.</li> <li>Two teachers stood at the school entrance every morning / before school starts and they would give students a punishment if they came late to school.</li> <li>The punishment is swimming in the school pool for 30 minutes after school.</li> <li>For Lauren, who likes sports, she thought this punishment seemed to be fun.</li> <li>She didn't have this punishment, but she thought if you swam in the hot summer in Japan, it would be pleasant. She wanted to try this punishment.</li> </ul>	<b>N1</b> – Punished for being late to school
	<b>N2</b> – The punishment for being late to school was to swim in the pool.
	<b>A3</b> – The punishment for being late to school was to swim in the school pool for 30 minutes. Lauren likes sports.
	<b>A4</b> – The punishment for being late to school was to swim in the school pool for 30 minutes. Lauren likes sports. Yamada high school rules were easy.
	<b>M5</b> – The punishment for being late to school was swimming in the school pool for 30 minutes after school. Lauren likes sports, so she thought this punishment seemed fun.
	<b>M6</b> – The punishment for being late to school was swimming in the school pool for 30 minutes after school. Lauren likes sports, so she thought this punishment seemed fun. She didn't get the punishment but wanted to try it.
	<b>E7</b> – She didn't get punished at the school, but she thought if you swam in the hot summer in Japan, it would be pleasant. She wanted to try this punishment.
	<b>E8</b> – Before coming to Japan she had heard that Japanese school rules were too strict. When she came to Japan, she found the school rules at Yamada high school were lenient. She didn't get punished at the school, but she thought if you swam in the hot summer in Japan, it would be pleasant. She wanted to try this punishment.

**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 which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade score descriptors							
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> More valid information with little detail	<b>M5</b> Relevant information, ideas and /or opinions are generally comprehended with some detail from the text	<b>M6</b> Relevant information, ideas and /or opinions are comprehended with details from the text	<b>E7</b> Clear understanding of text, including justification of what the meaning behind the newspaper headline is.	<b>E8</b> Clear understanding of text, including full justification of what the meaning behind the newspaper headline is.

Specific evidence	For example
<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>	<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"> <li>The full time score was 2–2 / draw</li> <li>Japan won against America in a penalty shoot-out.</li> <li>Nadeshiko / Japanese team became the world champion.</li> <li>Because this was the first time Japan had ever beaten America.</li> <li>Although the Nadeshiko players are not as big as the American players, the Nadeshiko players were mentally stronger than the American players.</li> <li>After the game they carried around the banner which said “Japan – Thank you for your support after the earthquake” The people supported them even after an earthquake. / The team did well even after the earthquake.</li> <li>10 years ago, Japanese women were not that interested in soccer. Recently in Japan, primary school and intermediate girls like soccer. Therefore because the Japanese team won the soccer, girls soccer will probably become more popular.</li> </ul>	<b>N1</b> – Japan won against America.
	<b>N2</b> – Japan won against America after a penalty shot out. They became world champions.
	<b>A3</b> – The game was 2–2. Then Japan won against America after a penalty shoot out. They became world champions.
	<b>A4</b> – The game was 2–2. Then Japan won against America after a penalty shoot out. They became world champions. This was the first time Japan had beaten America.
	<b>M5</b> – This was the first time Japan had beaten America. After the game, they carried around the banner which said “Japan – Thank you for your support after the earthquake”.
	<b>M6</b> – This was the first time Japan had beaten America. After the game, they carried around the banner which said “Japan – Thank you for your support after the earthquake”. Although the Nadeshiko players are not as big as the American players, the Nadeshiko players were mentally stronger than the American players.
	<b>E7</b> – 10 years ago, Japanese women were not that interested in soccer. Recently in Japan, primary school and intermediate girls like soccer. Because they won the soccer world cup, girl’s soccer will probably become more popular.
	<b>E8</b> – After the game they carried around the banner which said “Japan – Thank you for your support after the earthquake”. The team won, even after the earthquake. Ten years ago, Japanese women were not that interested in soccer. Recently in Japan, primary school and intermediate girls like soccer. Therefore, because the Japanese team won the soccer, girls soccer will probably become more popular.

**N Ø** No response or no valid evidence

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 10	11 – 18	19 – 24	25 – 32