

Assessment Schedule – 2016

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

Assessment Criteria

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

Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates limited or no understanding of the spoken texts.		<i>Demonstrates understanding</i> and makes meaning of the relevant information, ideas, and opinions from the spoken texts.		<i>Demonstrates clear understanding</i> by selecting relevant information, ideas, and opinions from the spoken texts and communicating them unambiguously .		<i>Demonstrates thorough understanding</i> of the implied meanings or conclusions within 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.		Information is largely correct. The candidate has shown understanding of the general meaning of the spoken texts. The response is consistent .		Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings without showing understanding of every nuance.		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 and unambiguously communicates some of the meaning by selecting relevant information, ideas, and opinions from the spoken texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and 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 why they're having sushi for the party.	<ul style="list-style-type: none"> Rangi prefers Japanese-style meals/ food (to Western-style). Rangi doesn't eat meat (although he does eat fish). Sushi is popular with foreigners. 	<ul style="list-style-type: none"> Sushi is usually popular with foreigners. 	
(b) Possible evidence showing understanding of reasons for buying from each shop:			
Sakura Sushi	<ul style="list-style-type: none"> New sushi shop that opened last week. It is not as expensive as Matsuri Sushi. Supermarket sushi is cheap but not delicious. 	<ul style="list-style-type: none"> Akiko has heard that it is not as expensive as Matsuri Sushi. 	<ul style="list-style-type: none"> Even though they haven't tried it and don't know if it is good or not, Sakura Sushi is cheaper. <i>(A justified reason where the cheaper price outweighs any concerns they may have over its quality.)</i>
Matsuri Sushi	<ul style="list-style-type: none"> It is close to the station. Supermarket sushi is cheap but not delicious. You can order sushi over the phone. 	<ul style="list-style-type: none"> It is close to the station and therefore convenient. She hasn't tried the sushi from Sakura Sushi yet. She doesn't know whether or not the sushi will be delicious. 	<ul style="list-style-type: none"> Akiko says she hasn't tried Sakura Sushi and doesn't know what it is like, and is worried that it might not be delicious, so should buy from Matsuri Sushi. <i>(A justified reason that takes into account uncertainty of whether the sushi will be delicious, as she hasn't tried it.)</i> So even though Matsuri Sushi is more expensive than Sakura Sushi, they should buy from Matsuri Sushi to be on the safe side. <i>(A justified reason where the concerns about the uncertainty over its quality outweighs the higher price.)</i> They should buy from Matsuri Sushi as you can order it over the phone, and pick it up easily because it is next to the station, so it is more convenient.

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 Rangi did and whether he enjoyed it.</i>	<ul style="list-style-type: none"> Went to the sports festival. Ran/competed in a running race. People in his team were cheering for him. He won his race. 	<ul style="list-style-type: none"> Hearing people in his team cheering for him (to keep going, try hard) made him happy. 	
<i>(b) Possible evidence showing understanding of what else happened at the event.</i>	<ul style="list-style-type: none"> People danced and sang songs to support the team. Boys dressed in black uniforms danced. He thought it was cool. 	<ul style="list-style-type: none"> Boys danced, and Rangi was surprised by this, because in New Zealand usually only the girls dance. (If) yes – he wants to give it a go, because he thought the boys dancing were cool. <i>(No mention of embarrassment.)</i> 	<ul style="list-style-type: none"> (If) no – he doesn't want to give it a go, because in New Zealand usually only the girls dance and he would be embarrassed to do so. (If) yes – he wants to give it a go, because he thought the boys dancing were cool, even though he might be embarrassed about doing so, because in New Zealand usually only the girls dance.
<i>(c) Possible evidence showing understanding of Rangi's favourite subject and why.</i>	<ul style="list-style-type: none"> His favourite subject is P.E. In other subjects the explanations are all in Japanese. There are lots of words he doesn't know, which makes them difficult. Especially in Physics and History. 	<ul style="list-style-type: none"> When he learns new things, he can watch/look at the teacher and soon/quickly understand how to do it. 	<ul style="list-style-type: none"> He likes P.E. best because it doesn't involve as much Japanese as his other subjects, and he can therefore understand it more easily. <i>(A justified reason that takes into account the different ways of learning between P.E. and his other subjects, and use this to explain why he prefers P.E.)</i>

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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
<p>(a) Possible evidence showing understanding of:</p> <p>(i) what Rangi asked his host mother about</p>	<ul style="list-style-type: none"> About something strange that happened at the party. Everyone told him not to drink. He wants to know why/what he did wrong. 	<ul style="list-style-type: none"> (When it was time for dinner), everyone filled their glass with what they wanted to drink/their favourite drink. (He was thirsty), so drank half his drink and everyone told him not to. 	
<p>(ii) her response</p>	<ul style="list-style-type: none"> Host mother thinks it is because he drank before the kanpai. A kanpai is something that happens before special meals. At speeches they say kanpai and everyone drinks. After the kanpai you may eat and drink, but not before the kanpai. 	<ul style="list-style-type: none"> After someone has finished making a speech, they say kanpai, then everybody else also says kanpai and everyone drinks. 	
<p>(b) Possible evidence showing understanding of similarities between kanpai and the Māori prayer.</p>	<ul style="list-style-type: none"> On special occasions/times, Māori often give/say speeches at/on a marae. A prayer/karakia kai in Māori is said before eating. You are not allowed to eat before the prayer/karakia kai (in Māori). 	<ul style="list-style-type: none"> After people finish speaking in the marae, they go to the dining hall/wharekai next door and eat a meal. 	<ul style="list-style-type: none"> In both you may not eat before it is said. <p>AND EITHER</p> <ul style="list-style-type: none"> They are both said after speeches. <p>OR</p> <ul style="list-style-type: none"> They are both said on special occasions.
<p>(c) Possible evidence showing understanding of how itadakimasu is different from the Māori prayer.</p>	<ul style="list-style-type: none"> Japanese people say itadakimasu before every meal. Rangi's family say the Māori prayer/karakia kai only at Christmas or when they go to a marae. He thinks most Māori families do the same (as his family does). 	<ul style="list-style-type: none"> Rangi's family doesn't usually say a Māori prayer/karakia kai before meals. He thinks there are probably families who say it all the time, but there are few of them. 	<ul style="list-style-type: none"> Japanese people say itadakimasu before every meal, but the Māori prayer/karakia kai is usually said only on special occasions such as Christmas and going to a marae (so is more similar to a kanpai). (A justified and explicit link between itadakimasu and the prayer in Māori/karakia kai.)

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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 – 7	8 – 14	15 – 20	21 – 24