Assessment Schedule – 2017

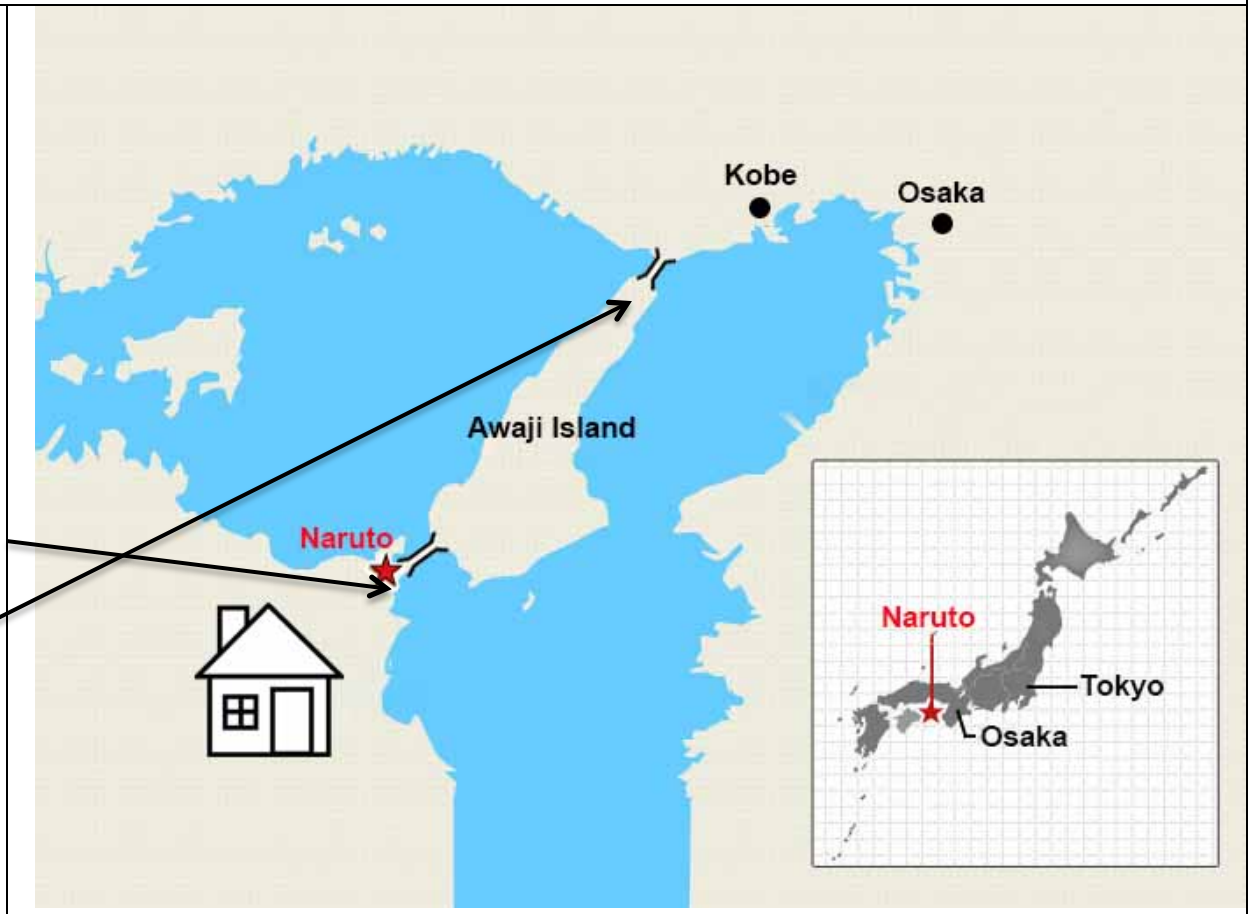
Japanese: Demonstrate understanding of a variety of spoken Japanese texts on familiar matters (91133)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrating understanding involves **making meaning of the relevant information, ideas, and opinions** from the texts.	*Demonstrating **clear** understanding* involves **selecting relevant information, ideas, and opinions** from the texts and communicating them **unambiguously**.	*Demonstrating **thorough** understanding* 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. 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.		*Demonstrates understanding* and **makes meaning** of **the relevant information, ideas, and opinions** from the spoken texts. Information is largely correct. The candidate has shown understanding of the general meaning of the spoken texts. The response is **consistent**.		*Demonstrates clear understanding* by selecting **relevant information, ideas, and opinions** from the spoken texts and communicating them **unambiguously**. Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.		*Demonstrates thorough understanding* of the **implied meanings or conclusions** within the spoken texts. 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	
(a) Possible evidence showing understanding of the items on the map.	Kazumi's house • Surrounded by many rice paddies and fields. • A small town called Naruto Transport to Kobe and Osaka • Takes only 2 hours to get to Kobe and Osaka by bus or car. • Trains don't go over the bridges / can't get to Kobe or Osaka by train. Bridge (lower – near Naruto) • Can see a view of the sea / sea scenery from the bridge. Bridge (upper – near Kobe) • Built in 1998. • (Kazumi's Dad says) before the bridge was built, it was really inconvenient.	

	Achievement	Achievement with Merit	Achievement with Excellence
(b) Possible evidence showing understanding of how Aroha will get to school, and why she'll use this method.	• Go to school by bike. • Takes 15 minutes. • There is a train station near her house. • There are not a lot / few trains. • She will bike with (while using) an umbrella on rainy days. • Biking with an umbrella is dangerous.	• Although there is a train station near her house, there are not a lot / few trains, so it is <u>not as</u> convenient as going by bike. • There is a school rule that says that students may not go to school in their parents' car.	• She will go by bike even on rainy days, because there is a school rule that says students are not allowed to go to school in their parents' car. *(A justified explanation, explaining why she will be unable to go by car on rainy days.)* • Even though it is dangerous biking to school with an umbrella, she goes by bike because there is a school rule that says students are not allowed to go to school in their parents' car.
(c) Possible evidence showing understanding of why Kazumi talks about baseball.	• Her school is good at / strong in baseball. • The baseball team competes in / has competed in the (big) Japanese high school baseball competition. • Aroha likes softball. • Softball is similar to baseball. • Aroha won't be able to try baseball. • The baseball team is kind and cool / handsome.	• Aroha likes softball, which is similar to baseball, so Kazumi thought she might be interested in baseball. • Aroha won't be able to try baseball, as only boys play baseball.	• Aroha likes softball, which is similar to baseball, so Kazumi thought she <u>might be</u> interested in baseball, too. **AND** • Especially as the school team is good, as it competes in national competitions. **OR** • But she will only be able to watch it, not give it a go, as only boys play baseball.

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
(a) Possible evidence showing understanding of the potato chip flavour.	• Toast.		
(b) Possible evidence showing understanding of what is written on the packet of potato chips.	• (The potato chips company thinks) they will become the 4th most popular breakfast (food).	• (The potato chips company thinks) they will become the 4th most popular breakfast (food), after bread, rice, and granola.	
(c) Possible evidence showing understanding of why Aroha thinks the potato chips' flavour, like Kit Kats, may become popular.	• Many people don't eat breakfast at home. • People (might) buy potato chips at the convenience store, and eat them at work / in the office. • Kit Kats also have many interesting flavours. • There are strawberry Kit Kats from Kyushu, and mandarin Kit Kats from Hiroshima. • There are also wasabi and tea flavoured Kit Kats. • The toast-flavoured potato chips use Hokkaido's famous butter.	• If you go to Kyushu you can buy strawberry-flavoured Kit Kats, and if you go to Hiroshima you can buy mandarin ones. • The toast-flavoured potato chips use Hokkaido's famous butter, so they are the same as Kit Kats. • Many people don't eat breakfast at home, so people might buy potato chips at the convenience store, and eat them at work / in the office.	• There are many interesting flavours of Kit Kats. For example, if you go to Kyushu you can buy strawberry ones, and if you go to Hiroshima you can buy mandarin ones. There are also wasabi and tea flavours. As all these flavours are popular, the different-flavoured chips will also be popular. • The toast-flavoured potato chips use Hokkaido's famous butter, so they are like Kit Kats in that they are using a famous thing from that place, so therefore, like Kit Kats, they will become popular.
(d) Possible evidence showing understanding of why Daniel thinks the potato chips' flavour won't become popular.	• People don't want to / nobody wants to eat potato chips for breakfast. • People would buy bread for breakfast at the convenience store, not chips. • Potato chips are a snack food, not breakfast.	• Kit Kats use things that are famous in those places, and use them to make new flavours, which is why they are popular.	• Kit Kats are a snack food, and although they are popular as a snack food, they will not become a breakfast food. This is the same with the potato chips.

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 THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of what surprised Daniel about school in Japan.	• That after the period 6 class, everyone cleans the school (including the stairs and the toilets). • There is no cleaning person / caretaker.		
(b) Possible evidence showing understanding of what Aroha and Daniel think about it now.	• You should clean up after yourself. • School is the same. • If you don't clean your room, your mother gets angry. • Talking with friends (in your class) while cleaning is fun. • You tidy the classroom, and empty the rubbish bin.	• It is normal to clean / tidy up places / things that you have used.	• Just as you tidy up after yourself at home, you should tidy up after yourself at school. School should be no different from home in this respect. Cleaning is one part of education.
(c) Possible evidence showing understanding of what a senpai and a kouhai are, and what they do.	• A kouhai is a 1st year student. • A senpai is a 2nd or a 3rd year student. • The kouhai prepares things. • The kouhai tidies up / puts things away after practice. • The senpai teaches the kouhai how to do sports, and what the rules are. • The kouhai learns various things from the senpai.	• The kouhai goes to club activities before the senpai and prepares things (for the club), and after practice is finished they tidy up / put things away.	• The kouhai goes to club activities before the senpai and prepares things (for the club), and after practice is finished they tidy up / put things away. In return, the senpai teaches the kouhai how to do sports, and the rules. *(A justified explanation that explains the reciprocal nature of the senpai / kouhai relationship.)*
(d) Possible evidence showing understanding of Aroha's view of the senpai / kouhai relationship, and why she thinks that.	• Aroha doesn't think it is a good system. • Only 3rd year students can play on the team. • It is difficult for 1st year students to play on the team. • Aroha thinks everyone should be able to play on the team. • Aroha thinks the New Zealand system is better.	• In Daniel's host brother's team, most / almost all of those who play on the team are 3rd year students. Aroha doesn't like this. • Aroha prefers the New Zealand system, where anyone can be on the team.	• Aroha thought it was a good system. But she doesn't like the idea that you have to wait until you are a 3rd year student to play on the team. She prefers the New Zealand system, where anyone can be on the team.

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

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 13	14 – 20	21 – 24