

# Assessment Report

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### Part A: Commentary

There were opportunities for candidates to demonstrate their understanding of the texts in these assessments and there were many beautifully crafted and insightful answers that demonstrated thorough understanding of nuance and meanings not obviously stated in the texts.

Candidates who were successful practised the following examination techniques:

- they wrote concise answers
- they focused on providing responses that thoroughly addressed the questions.

### Part B: Report on standards

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

Candidates who were awarded **Achievement** commonly:

- wrote answers with limited detail
- showed general understanding but were unable to make meaning of some texts
- had poor knowledge of Level One and Two vocabulary and language features.

Candidates whose work was assessed as **Not Achieved** commonly:

- gave very little information
- gave irrelevant, and/or incorrect information
- did not communicate the general meaning of the texts.

Candidates who were awarded **Achievement with Merit** commonly:

- showed that they clearly understood the context and questions
- showed clear understanding of vocabulary and language features
- were able to unambiguously select most aspects of key, relevant information
- used relevant supporting detail from the texts
- expressed information in their own words.

Candidates who were awarded **Achievement with Excellence** commonly:

- made thoughtful inferences based on the implied meaning in the texts
- understood nuance
- fully justified conclusions by providing supporting detail from the texts.

### Standard specific comments

Most candidates made good use of the Listening Notes boxes, although some candidates did not always heed the message to turn the page in the answer booklet to complete their answer, writing instead around the margins of the page or using the extra pages at the back. Some candidates were confused by words

with similar sounds, such as せんしゅう and せんしゅ, and a lack of understanding of key language features was problematic for some candidates.

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

Candidates who were awarded **Achievement** commonly:

- wrote answers with limited detail – often in bullet-point form
- showed general understanding but were unable to make meaning of some texts
- ignored or did not understand some essential language features.

Candidates whose work was assessed as **Not Achieved** commonly:

- seized on one lexical item or photograph and built an answer completely unrelated to the information in the text
- showed a poor knowledge of Level Two vocabulary
- misread kanji.

Candidates who were awarded **Achievement with Merit** commonly:

- responded to all parts of the questions
- wrote answers that demonstrated a clear understanding of the content of the text
- linked ideas to supply information or justify a conclusion.

Candidates who were awarded **Achievement with Excellence** commonly:

- supplied answers that demonstrated a comprehensive understanding of the texts including underlying or implied meanings to justify their conclusions
- synthesised information
- expressed relevant information in their own words.

## Standard specific comments

Candidates made good use of the visual clues in Question Three, ensuring that they could easily identify who they were writing about.

While the characters and the storyline were common to both standards, each is stand-alone, and it is important that candidates do not carry information from the listening standard to the reading standard.

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### Previous years' reports

[2019 \(PDF, 258KB\)](#)

[2018 \(PDF, 104KB\)](#)

[2017 \(PDF, 43KB\)](#)

[2016 \(PDF, 237KB\)](#)