Assessment Report

Level 2 Japanese 2017

Standards 91133 91136

Part A: Commentary

Candidates who showed a good understanding of the vocabulary and grammar at this level tended to achieve well.They wrote answers that directly answered the question, including an awareness of the implied meanings, linking information and ideas from the texts and providing justification using examples from the text in their answers.A direct translation of the text was insufficient for Excellence.

Part B: Report on standards

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

Candidates who were awarded **Achievement** commonly:

- demonstrated understanding and made sense of relevant information, ideas, and opinions from the texts
- picked out basic pieces of information and key points
- had inconsistencies in their answers
- confused basic vocabulary.

Candidates who were assessed as **Not Achieved** commonly:

- showed little or no understanding and were only able to pick out some isolated words and/or phrases
- misinterpreted details to the extent that they were not able to show a general understanding of the text
- had some lexical information correct
- inferredincorrectideas from vocabulary they recognised.

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

- selected relevant information, ideas, and opinions from the texts and communicated them unambiguously
- showed that that they understood the meaning of the text without fully understanding every nuance
- provided many details and examples from the text in their answers
- had a good knowledge of the general vocabulary and complex language structures required at Level 2
- made substantial use of listening notes boxes.

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

- successfully justified their responses with substantial details from the texts
- provided clear and legible responses that had been proofread for accuracy
- had excellent vocabulary and language knowledge including high level nuances
- noted implied meanings and could link information and ideas from the texts
- made substantial use of listening notes boxes.

Standard specific comments

Candidates who used their listening time to create thorough and well organised notes had a solid base for providing well-reasoned and justified responses to the questions.

Candidates who had little knowledge of the vocabulary tended to use their prior knowledge of topics to make up an answer. Knowledge of the vocabulary list for NCEA Level 2 is key to being able to demonstrate a clear and thorough understanding of the texts.

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

Candidates who were awarded **Achievement** commonly:

- gave basic information from the text correctly
- did not provide evidence that they understood more complex grammar
- understood the general meaning but responses lacked detail.

Candidates who were assessed as **Not Achieved** commonly:

- misunderstood key words, particularly times, dates and words in kanji
- based answers more on the images rather than on the text which supported the images
- were not able to provide sufficient correct detail to show some of the general understanding
- gave logically inconsistent answers
- based answers on their own beliefs or understandings rather than on the information in the text.

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

- understood more complex grammar
- could provide more detail from a larger portion of the text to support their answer
- clearly linked their answers to the question
- sometimes relied on translation of the text rather than consistently using their understanding to answer the question directly.

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

- wrote their answers in their own words using detail from the text, whether answering in English or Japanese
- provided concise but detailed answers
- used only relevant information rather than “information dumping”
- used inference to explain how and why the information provided helped support their decisions
- answered the questions rather than translating the text.

Standard specific comments

Candidates needed to have a good understanding of Curriculum Level 7 vocabulary and kanji to confidently read the texts in this paper.

Students who provided mixed English and Japanese answers were usually unable to prove that they could select relevant information to support their answers.

Many students struggled with dates especially months, times, and school terms, and with grammar point ##

Japanese subject page

Previous years' reports
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