

Assessment Report

Level 3 Japanese 2017

Standards **91553** **91556**

Part A: Commentary

Successful candidates demonstrated familiarity with Level 3 vocabulary and language features covering topics about the environment, work, travel and pop-culture. For some candidates, however, simple Level 1 and Level 2 vocabulary was not well recalled and there was confusion between similar sounding Japanese words.

The desire to write as much as possible disadvantaged some candidates who repeated the question before formulating an answer, and then summarised at the completion of each answer. Succinct answers organised with relevant details into headings, a simple chart or bullet points demonstrated clarity of thought and thorough understanding.

Level 3 achievement standards require more than decoding. While general comprehension of the texts was evident, the ability to draw conclusions, summarise and synthesise information was not always apparent. If candidates choose to write entirely in Japanese script they must ensure that their characters are legible.

Part B: Report on standards

91553: Demonstrate understanding of a variety of extended spoken Japanese texts

Candidates who were awarded **Achievement** commonly:

- showed a general understanding but were unable to make meaning of some texts
- wrote straightforward, basic answers with little detail
- ignored or did not understand some Level 3 vocabulary and language features
- showed some confusion by writing contradictory information or illogical statements.

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

- made up answers with no relevance to the text
- showed a poor knowledge of vocabulary and sentence patterns across all curriculum levels
- avoided the use of evidence from the texts.

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

- used listening boxes effectively
- responded to all parts of every question
- linked ideas to supply information or justify a conclusion
- demonstrated good knowledge of Level 1 and Level 2, as well as Level 3 vocabulary and language features.

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

- answered the question directly and succinctly
- supplied very detailed answers, displaying logic and common sense
- made clear links between information across each text to support answers
- supplied answers that demonstrated an understanding of implied meanings which justified conclusions.

Standard specific comments

Candidates are encouraged to make full use of the listening notes boxes to gather information. This is essential to ensure clear and unambiguous responses or thorough understanding by making links between sections of the text.

91556: Demonstrate understanding of a variety of extended written and/or visual Japanese texts

Candidates who were awarded **Achievement** commonly:

- wrote straightforward, basic answers with little detail
- showed a general understanding but were unable to make meaning of some text details
- ignored or did not understand some Level 3 language structures.

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

- seized on one lexical item and built an answer completely around this, unrelated to the information in the text
- showed a poor knowledge of Level 2 and 3 vocabularies.

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

- responded to all parts of every question
- linked ideas to supply information or justify a conclusion
- supplied relevant text detail.

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

- supplied very detailed answers that consistently addressed the question and indicated a thorough understanding of the text
- made clear links between information across each text to support their answers
- supplied answers that demonstrated an understanding of implied meanings which justified conclusions.

Standard specific comments

Candidates at Level 3 are expected to have extensive knowledge of vocabulary and language features from all three curriculum levels. Candidates were successful when they used relevant detail from the texts to support their own responses.

[Japanese subject page](#)

Previous years' reports

[2016 \(PDF, 0KB\)](#)

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