

# **National Certificate of Educational Achievement**

## **2012 Assessment Report**

### **Japanese Level 1**

- 90893 Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance**
- 90896 Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance**

## COMMENTARY

Candidates generally performed well in both the Listening and Reading papers. Both standards assessed a good range of language and contexts that was immediately relevant to candidates.

Although candidates with a good knowledge of the Level 1 Appendix were likely to achieve highly in this examination, direct translation of individual words was not enough to enable achievement at the higher levels. To demonstrate thorough understanding of what they are hearing and reading, candidates needed to make links and show understanding of the implied meanings and conclusions within the texts. This applies to both candidates who answer in Japanese, and the majority who answer in English. Both groups need to demonstrate 'clear understanding' for Merit, and 'thorough understanding' for Excellence.

With the increased time given now for the examination (with two standards not three), candidates had ample opportunity to proofread their answers for sense and relevance.

## STANDARD REPORTS

### **90893 Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance**

#### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- showed a general understanding of the texts
- attempted to answer most questions
- understood basic vocabulary
- provided brief answers that often lacked detail or gave negating information
- recognised some Japanese cultural references (e.g. Japanese houses are small).

#### **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- showed very little understanding of the texts
- attempted to answer some questions
- did not identify key information from the texts (e.g. dates – misunderstood when 2<sup>nd</sup> day was)
- made little use of the listening notes boxes
- provided answers that did not make sense or that were not related to the text (e.g. travelled by bus from Auckland to Tokyo).

#### **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- showed good overall understanding of the texts

- provided more detailed answers
- attempted to provide explanations/justifications
- made use of the listening notes boxes to note key information
- understood most of the cultural references (e.g. visiting a shrine).

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- showed a full understanding of the texts
- provided full and detailed answers
- demonstrated an excellent knowledge of complex language
- were able to incorporate inferences/explanations into their answers with evidence from the texts (e.g. understood that it would be a long day and that students would be tired from skiing all day)
- interpreted cultural references correctly.

## **OTHER COMMENTS**

Candidates generally coped well with the language in the listening texts. Most showed a good understanding of basic vocabulary (e.g. forms of transport, places, family words etc.), but found the following more difficult – dates, less common time words (e.g. おととい、いちねんかん), and loan words (e.g. メール). Language features that proved particularly challenging included:

- adverbs (e.g. おそく)
- less common verbs (e.g. つかいます、つきます、つかれます)
- あまり + negative
- たくないです
- ~ています (e.g. うっています、こんでいます)
- になります
- verb stem + に行きます
- pronominal の

Candidates who read the instructions and questions carefully were more likely to do well. There were also many candidates who used the listening boxes effectively during the reading of the texts and then later spent time selecting information for their answers. Using subheadings that corresponded to the requirements of the questions was also a successful exam technique.

## **90896 Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance**

### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- showed evidence of being able to read hiragana, katakana and simple kanji
- attempted most parts of questions

- conveyed some relevant information but answers lacked detail (e.g. weather vocabulary but no comparison between two places)
- recognised some cultural references (e.g. bathing in Japan, raw fish/beer)
- understood most basic vocabulary (e.g. food/drink, clothing, weather).

## **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- showed no or little understanding of the texts
- attempted to answer some but not all questions
- gave irrelevant, illogical or contradictory answers
- showed they could only pick out individual words/and or simple phrases (e.g. beer, cold).

## **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- showed very good understanding of the texts
- attempted all sections of the questions
- gave full and clear responses and attempted explanations
- showed good knowledge of the vocabulary and language features
- showed good recognition of cultural references (e.g. Japanese festivals, eating etiquette – use of chopsticks).

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- gave detailed answers that showed a full understanding of all texts
- demonstrated a comprehensive knowledge of complex language
- supported their answers fully with relevant and accurate information
- showed clear understanding of all cultural references
- made successful inferences from the texts (e.g. can't drink beer as too young to drink alcohol).

## **OTHER COMMENTS**

Many candidates used the wording of the questions to help them form their answers. This seemed to work effectively for these candidates. For example, they answered that the Japanese hosts thought about the New Zealand guests when organising the party by.....

Where candidates were asked to give their opinion, these needed to be supported with evidence from the text – other information is not relevant. The Excellence level skill of linking ideas and making inferences also proved challenging for many candidates e.g. making the links that Yoko can't go to the winter festival when she's in Queenstown in December because it's not winter in December.

With ample time to read the texts carefully, most candidates seemed to cope well with the language in the listening texts. Language features that proved particularly challenging included:

- less common verbs (e.g. もらいます、こみます)
- あまり + negative
- たかったです
- くなります
- verb stem + に行きます
- にします