

National Certificate of Educational Achievement

2013 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 with a good knowledge of the Level One Appendix vocabulary were able to achieve this assessment. However, to achieve higher grades, candidates needed to be able to include full detail in their explanations or justifications. This required candidates to link information and or ideas, to be able to understand less common vocabulary and facts associated with numbers/times, and to have an understanding of more complex grammatical structures.

Whether answering in Japanese or English, to demonstrate a 'clear understanding' for Achievement with Merit and a 'thorough understanding' for Achievement with Excellence candidates needed to write full and detailed answers. Short answers are not sufficient to achieve at these higher levels.

Some candidates made excellent use of the note areas, setting them out with question-relevant sub-headings or boxes. This assisted them to write full, logical and comprehensible answers. With the longer pauses between questions and the overall time allowance for the examination candidates are encouraged to use the listening notes box to enable them to structure their responses using selected relevant information, rather than writing answers directly in the question area.

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 commonly:

- showed a general understanding of the texts, or parts of the text, without providing detail e.g. students can go to beach and swim
- answered, or attempted to answer, all three questions
- attempted to provide valid explanations
- used the listening notes boxes to record detail while listening
- were able to understand basic facts such as less complex numbers and times
- provided answers using the language they understood from the text and adding their own cultural knowledge in an attempt to include more detail
- were able to recognise basic nouns such as えいが
- understood Level 1 Appendix vocabulary, e.g. 近くのうみ
- confused more complex times, e.g. understood 五持二十分前 to be 5:20
- read the questions carefully, understood their context, and answered them accordingly.

NOT ACHIEVED

Candidates who were awarded Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:

- based their answers around single lexical items they understood
- provided short or incomplete answers of only one word or sentence, e.g. not allowed iPhones and iPods at school, or a movie, without providing detail
- provided answers inconsistent with the text

- wrote answers based on general knowledge rather than information related to the text
- provided answers inconsistent with the question, e.g. yes for accept/decline the invitation
- confused the context of the question, e.g. explained a problem New Zealand students would have with Japanese homes
- provided illogical answers, e.g. the school was 1960 years old
- made limited use of the listening notes boxes
- confused numbers and their connection with the text, e.g. 1960 students
- confused time, e.g. nine o'clock rather than two o'clock
- confused words that sound similar to English as loan words, e.g. interpreted すこし to be squash
- confused similar sounding words, such as こうさてん and きっさてん
- confused おとうと and おとうさん
- confused the word たくさん as a person たく さん.

ACHIEVEMENT WITH MERIT

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

- showed a clear understanding of the texts and the vocabulary included
- provided longer, more detailed answers based on the information provided in the texts, often including multiple details, for example they gave several valid reasons Yumiko and Hiroshi accepting the invitations
- attempted to provide explanations and/or justifications that were relevant to the texts
- made good use of the listening notes box to record detail while listening
- showed good understanding of the context of the questions
- demonstrated an understanding of intensifiers such as *really* wants to go and *really* likes
- demonstrated an understanding of adverbs such as あまり
- demonstrated an understanding of particles such as と and も.

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 commonly:

- showed a full understanding of the text
- provided detailed answers with full explanations/justifications
- demonstrated an understanding of less common vocabulary such as おとな
- demonstrated a thorough understanding of more complex phrases such as すきなようふく
- made excellent use of the listening box notes, structuring them with sub-headings or boxes related to the questions
- used information from the listening notes section to write clear, structured, logical and comprehensible answers
- went beyond the information provided in the text, where appropriate, demonstrating a logical justification for their answers
- demonstrated an excellent understanding of complex sentences

- demonstrated an excellent understanding of more complex language, e.g. *wanted* to watch television.

OTHER COMMENTS

Overall the candidates coped well with the language in the listening texts, and attempted the questions accordingly. Although they showed strength in understanding single lexical items they confused similar sounding words (おとうと・おとうさん。えいが・えいご。こうさてん・きっさてん。りか・れきし). They also, at times, translated words they were unsure of to be similar sounding loan words from English (for example すこし to be squash and the Hobbit, to be hobby). Less common vocabulary words such as おとな were also challenging.

Numbers and times were problematic for some candidates. In addition to not getting them correct, at times, they related them nonsensically to the wrong piece of detail (for example the school is 1960 years old).

Language features that were particularly challenging included:

~たかった

つかってはいけません

もってきてもいいですが

ほんとうに

五持二十分前

あまり

particles such as も and と

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

COMMENTARY

Candidates achieving at Merit level demonstrated clear understanding and wrote answers which included detail and reasons for their answers.

Candidates achieving at Excellence level showed understanding of the meaning beyond the text.

Candidates can successfully substitute a word in Japanese when they know it is the answer but have forgotten the word but should take care not to lift large sections of the text and copy them in Japanese.

Candidates answering only in Japanese can still achieve at all levels but to achieve at the Excellence level must answer the question with the detail required, full justification and demonstrate inference.

Language features that proved challenging for students:

- a lack of confidence with katakana, this led to some students translating クラブ as crab rather than club activities
- use of より in the opposite way
- confusion over family member names おばあさん as host mother

- providing the wrong meaning for words which have more than one meaning e.g.
前、あたらしい.

ACHIEVEMENT

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

- showed evidence of being able to read hiragana, katakana and simple kanji
- understood most basic vocabulary
- showed understanding of the general idea of texts
- Identified some key pieces of information and provided brief answers based on these.

NOT ACHIEVED

Candidates who were awarded Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:

- demonstrated little or no understanding of the text
- gave irrelevant, illogical, or contradictory answers
- wrote one or two word answers
- did not attempt all questions
- invented answers based on pictures from the resource booklet, information from previous texts or the understanding of one word.

ACHIEVEMENT WITH MERIT

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

- showed very good understanding of the texts
- showed very good knowledge of language features and understanding of a wide variety of vocabulary
- selected the correct information from the text and provided reasons for their choice
- provided detail from the text to support their answers.

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 commonly:

- gave detailed answers that showed full understanding of all texts
- demonstrated comprehensive knowledge of vocabulary and language features
- fully supported their answers with relevant and accurate information from the text and appropriate cultural references
- made successful inferences from the texts
- took the time to read the texts carefully and proof read their answers to provide high quality responses.