

National Certificate of Educational Achievement

2014 Assessment Report

Japanese Level 1

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

Candidates with a good knowledge of the Level One Appendix vocabulary were able to achieve success in these papers. However, to achieve at a high level, candidates needed to provide specific detail from the texts in their answers. In particular candidates needed to show a knowledge of less common vocabulary, especially associated with numbers/times/dates etc., and to have an understanding of more complex grammatical structures. In addition they needed to give reasons or justifications for their answers and link ideas in a logical way.

Some candidates made excellent use of the listening note boxes in their answer booklets, setting them out with question-relevant subheadings or boxes. With the longer pauses between questions and the overall time available 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.

Candidates need to make sure that they have a good understanding of obvious loan words (as referred to in the Level 1 Appendix to the External Standards).

They should also not assume that a particular section of a listening passage refers to the corresponding part of a question in the question booklet. At times questions may refer to the whole context of a passage, but this will be stated in the instructions.

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 commonly:

- understood basic vocabulary e.g. souvenir shop
- showed understanding of the general idea of texts
- gave short answers based on correctly identifying key ideas e.g. ad was for a cellphone
- did not attempt all questions (especially Questions 3 and 4)
- gave long answers that were inconsistent with the text at times e.g. a computer that made studying fun.

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 commonly:

- misunderstood key words in the texts e.g. しちがつ instead of しがつ
- wrote little or no valid information
- gave no or very little detail
- left questions blank.

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 vocabulary knowledge e.g. mother is a housewife
- demonstrated very good understanding of the text e.g. temple is in the mountains
- gave reasons supported by information from the passage e.g. don't play netball in Japan
- attempted all questions but did not answer all questions with the same level of depth.

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:

- demonstrated comprehensive understanding of all texts
- gave full accurate answers
- selected relevant information from the passage and used it to write detailed answers
- were able to link ideas together to give reasons and say why they had chosen particular things
- carefully read the questions and ensured they answered all parts of the question
- took time to carefully proof read their answers to check they made logical sense and had included all the necessary details.

OTHER COMMENTS

Some common errors:

- not identifying that the temple was in the mountains and that the souvenir shops were nearby
- many candidates thought that mum bought the souvenirs (rather than they were bought for her). Most answers missed that the souvenirs were “pretty plates”
- there was lot of confusion with dates and also counters (だいい – for cellphones)
- not applying cultural knowledge when it could have helped comprehension e.g. we play netball in NZ but they play basketball in Japan
- some obvious loan words e.g. for teenager were misunderstood
- the wrong meanings were often taken for かぜ and はな – candidates need to think more carefully about context.

It is disappointing that many candidates either did not attempt or did not give valid information for Questions 3 and 4. In fact very little valid information was required for candidates to achieve at the Achieved level for these questions and candidates should not be put off if they do not understand the whole passage.

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 commonly:

- understood basic vocabulary and script
- showed understanding of the general idea of texts
- gave short answers based on correctly identifying key ideas
- did not attempt all questions.

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 commonly:

- showed little or no understanding of texts
- wrote answers which had little or no relevance to information in the texts
- wrote one or two word answers
- struggled to read katakana and kanji e.g. 半、ベッド (thought this was pet)
- left questions blank
- copied large sections from the text in their answers (especially for Questions 3 and 4)
- used the pictures or glossed vocabulary as the basis for their answers e.g. it has a nice view.

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 vocabulary knowledge e.g. she runs 2km
- demonstrated very good understanding of the text e.g. he's quite good at maths
- answered questions with some detail
- gave reasons supported by information from the passage e.g. this hotel doesn't have a pool
- confused basic vocabulary such as family members, times, days of the week, numbers
- attempted all questions but did not answer all questions with the same level of depth.

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 thorough understanding of the Level One vocabulary list
- demonstrated comprehensive understanding of all texts
- showed superior script knowledge
- gave full accurate answers
- selected relevant information from the passage and used it to write detailed answers

- gave fully justified reasons with supporting detail from the text
- carefully read the questions and ensured they answered all parts of the question
- took time to carefully proof read their answers to check they made logical sense and had included all the necessary details.

OTHER COMMENTS

Candidates who had strong script and vocabulary knowledge performed well.

Language which proved problematic for some candidates were numbers, times and days of the week which could have been a lack of kanji knowledge. Many candidates confused the days of the week and could not read 日. Family members were also swapped such as father for mother, Stacey's younger brother rather than younger sister. Some candidates struggled to read katakana and ベッド was incorrectly translated as pet. キロ was translated as Stacey lifting 2 kilos or losing 2 kilos showing lack of understanding of the verb to run.

Candidates are reminded that the standard requires them to show understanding of the text. Copying large chunks of text into their answer booklets in the same order as the passage does not demonstrate understanding and this should be discouraged. They need to use the information in the passages rather than the pictures, glossed vocabulary or the bibliography as the basis of their answer. When giving their opinion it is important to support this with evidence from the text as other information is not relevant.

Candidates should be encouraged to attempt all questions. It was disappointing that some candidates who had shown understanding in Questions 1 and 2 did not write anything for Questions 3 and 4 and therefore could not gain any marks for these questions.

Candidates should take the time to carefully proof read their work to check they have answered all of the question, such as both parts of question 2d and that their answers make logical sense.