

2015 NCEA Assessment Report

Japanese Level 1 90893, 90896

Part A: Commentary

Candidates need to select relevant information from the texts and look for nuances to justify their responses.

Candidates must select relevant information from the text to justify their explanation or view point. A candidate who answered in their own words, but did not then back up their answer by selecting relevant information from the text to show thorough understanding, will not achieve Excellence. Just answering the question in your own words, without providing specific evidence from the text does not show that you have really understood the nuance of the language.

The Explanatory notes in the Achievement Standards and the Evidence Statements in the Assessment Schedules provide very clear guidance about what “thorough understanding” looks like.

Part B: Report on standards

1. Assessment Report for 90893: Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> made good use of recognising katakana words in the correct context and listening for familiar words, such as ‘sushi’ or ‘karaoke’ and relating their responses back to the question gave responses that were short or inconsistent with the texts at times.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> gave little or no valid information and made wild guesses not related to the context. For instance, when asked what the father’s occupation was, responses ranged from, ‘paua driver’, ‘logger’, ‘ninja’ through to ‘clown’.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> selected relevant information but did not consistently make connections between points wrote full explanation with some descriptive detail did not pick up on some of the implied meaning, such as たりたりし ます means ‘and so on’, thereby implying that the list is not definitive.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> integrated justification with their responses produced a chain of reasoning which was logical with clear links back to the text drew inferences and gave reasoning focused on relevant details and were succinct, rather than listing everything they had heard.
Standard specific comments	<p>Some candidates struggled with some of the social concepts and wrote what they knew, not what was in the text, mainly because they did not pick up information from different parts of the text and bring them together to answer the question. For example, in response to the difference between the exam systems, the information was given in separate places and the students lacked the skills to synthesise the information to give a satisfactory answer.</p> <p>Candidates are to be reminded not to write in pencil, and to make their writing legible.</p>

2. Assessment Report for 90896: Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> • put words they did not know in Japanese eg 234 メートル, number one たかいビル, interesting and にぎやか • wrote short answers • made up some information • did not attempt some parts of questions • copied phrases in Japanese directly from the text • connected very little, if any information • included little higher level information.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • did not attempt whole questions • made up a lot of information • wrote only one or two correct words per answer and made up answers based around those words • made up answers based on the questions e.g. Q1 (d) 'He was invited to a birthday party'.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • showed good understanding on the whole but missed parts of questions such as Q4(a), 'it is the start of spring,' or Q2 (b), 'don't be late,' or 'because the plane leaves at 1.30.' • missed some higher level grammar such as たりたりします、ながら、すぎます • connected information such as 'he goes to the convenience store often and buys candy so therefore he is a little fat • wrote only the odd word in Japanese.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • connected information well • added implied meanings at every opportunity that the examination made this possible • added extra information eg Q2 (d) added departure and arrival times and the total time it took • knew translations of all words and made no responses in Japanese • attempted all questions • wrote full and complete comparisons with supporting information from the text.
Standard specific comments	<p>Some candidates used the diagrams and pictures to help them produce an answer which is a sound strategy.</p> <p>Candidates need to give full detailed answers and include reasons where appropriate to avoid giving one word or minimal answers. On the other hand, candidates also need to be reminded that they must capably select information and not simply write everything they can understand. They must base all information on what they read, and understand that an 'opinion' relates solely to what is in the text.</p>