

Assessment Report

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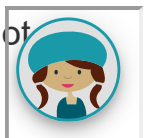
Standards [91133](#) [91136](#)

Part A: Commentary

Candidates need to be aware that questions parts may follow on from each other and be linked. Therefore, a candidate should actively look for connections and attempt all parts of a question to construct a concise and comprehensive answer.

Candidates should be aware that repetition of information in the sections of a question can detract from expressing an overall understanding. Candidates who linked relevant information in each section and used all sections to make comparisons and draw conclusions provided stronger answers.

Candidates who began their answers by paraphrasing and identifying some key words in the questions (what, why, etc.) consistently provided responses that were focused and well-structured with comprehensive supporting evidence. Understanding the context and the requirements of the questions allowed candidates to show higher-level thinking. Unpacking these requirements enabled them to select relevant information and show higher-level thinking skills and not



just produce content-based answers. Those who could see the intent and outcomes of texts could gain excellence.

Candidates who gave relevant examples from the texts to support their understanding achieved higher grades than those who gave conclusions without specific examples and explanation from the texts.

Part B: Report on standards

91133: Demonstrate understanding of a variety of spoken Japanese texts on familiar matters

Examinations

The examination included three questions drawn from listening passages. The passages contained information, ideas, and opinions about the events, people, places, and experiences that were familiar to candidates. To achieve well, candidates were required to express understanding of the passages beyond straightforward translation. They needed to include relevant evidence, rather than every detail, to support their interpretations of ideas and information. Candidates needed to have a strong knowledge of the vocabulary and grammar associated with Level Seven of the NZC.

Observations

Lack of knowledge of key and often Level One vocabulary limited the chances of candidates achieving well. Writing sensible responses, rather than being guided by implausible guesses, aided achievement.

Candidates who used the listening notes boxes effectively generally gave well informed and detailed answers. Some who sat the examination digitally and were able to transfer from the notes and then build complete responses, generally gained Excellence. Please note, though, that listening box content written by candidates was not taken into account because many digital candidates wrote listening notes on paper that were not submitted.

Grade awarding

Candidates who were awarded Achievement commonly:

- wrote answers with limited detail
- showed general understanding but were unable to make meaning of some texts
- had limited knowledge of Level 1 and Level 2 vocabulary and language features.

Candidates whose work was assessed as Not Achieved commonly:

- gave very little information
- relied heavily on accompanying visual cues to construct meaning from the passages
- gave irrelevant and incorrect information
- did not communicate the general meaning of the passages.

Candidates who were awarded Achievement with Merit commonly:

- showed clear and purposeful understanding the context
- showed clear understanding of Level 1 and Level 2 vocabulary and language features
- were able to select most aspects of key, relevant information unambiguously
- used relevant supporting detail from the texts
- expressed information in their own words
- understood linguistic features and gave examples in Japanese or English.

Candidates who were awarded Achievement with Excellence commonly:

- fully engaged with the texts and questions
 - made thoughtful inferences based on the implied meaning in the texts
 - understood nuance
 - fully justified conclusions by providing supporting detail from the texts
 - demonstrated thorough understanding
 - understood linguistic features and gave examples in Japanese and English
 - showcased a range of skills to produce well-crafted and insightful answers.
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91136: Demonstrate understanding of a variety of written and/or visual Japanese texts on familiar matters

Examinations

The examination included three questions drawn from three written texts and accompanying visual stimulus. The texts contained information, ideas, and opinions about the events, people, places, and experiences that were familiar to candidates. To achieve well, candidates were required to express understanding of the texts beyond straightforward translation. They needed to include relevant evidence to support their interpretations of ideas and information. Candidates needed to have strong knowledge of the vocabulary and grammar associated with Level Seven of the NZC.

Observations

Candidates who could grasp the contexts of the texts and relate to them in some relevant way, were successful.

Candidates who only paraphrased content directly from the texts without referring to the question or without ensuring accurate information did not achieve high grades. Therefore, it is beneficial for candidates to ensure that they address the question directly and give as much relevant and accurate information as they can from the text to support their answers.

Grade awarding

Candidates who were awarded Achievement commonly:

- supplied responses that indicated some understanding and communicated the general meaning of the text
- made sense, despite errors in vocabulary and detail
- did not expand their responses to include strong reasoning or justification.

Candidates whose work was assessed as Not Achieved commonly:

- supplied responses that indicated limited understanding
- did not apply logic to their writing

- missed the main ideas
- incorrectly translated so much that the gist of the text was lost.

Candidates who were awarded Achievement with Merit commonly:

- supplied responses that indicated a clear understanding of the text, by selecting and using relevant details to demonstrate most of the meaning
- drew some obvious conclusions
- recorded a simple personal response using logic and clear thinking
- could distinguish between similar words, so made fewer errors.

Candidates who were awarded Achievement with Excellence commonly:

- supplied responses that demonstrated a full understanding of the text
- selected relevant details to fully justify their answers
- could read between the lines to share opinions
- included all the relevant evidence needed to support their ideas.

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Previous years' reports

[2020 \(PDF, 145KB\)](#)

[2019 \(PDF, 258KB\)](#)

[2018 \(PDF, 104KB\)](#)

[2017 \(PDF, 43KB\)](#)

[2016 \(PDF, 237KB\)](#)