

This assessment report is based on assessments for 2023. It may not reflect achievement standards that have been updated.

2023 NCEA Assessment Report

Subject:	Japanese (RAS)
Level:	Level 1
Achievement standard(s):	91958, 91959

General commentary

Assessments for 91958 and 91959 provided ample opportunities for candidates to showcase their understanding of spoken and written Japanese. The texts reflected appropriate cultural contexts, for example Japanese-speaking communities, te ao Māori, the Pacific, and Aotearoa New Zealand.

Candidates with a broader understanding of language structures and vocabulary were more able to select the best information to answer the questions. Responses were marked holistically and brevity of responses with depth in information was key to achieving well.

Candidates are encouraged to use their skills to make meaning from the texts and not rely heavily on prior knowledge that has not been drawn from the texts.

Candidates should be aware of the language and its structures and features and the connections of these to the comprehensive meaning of the texts.

Report on individual achievement standard(s)

Achievement standard 91958: Demonstrate understanding of written Japanese related to everyday contexts.

Assessment

The 2023 examination was made up of three questions related to everyday contexts, and candidates were required to respond to all three. Candidates were tasked with reading and responding in either English or te reo Māori. Questions 1–3 required candidates to demonstrate their understanding of Japanese.

Commentary

Candidates were able to respond well to questions where they made meaning from the text by initially translating from Japanese to English. They then reworked and developed their sense of the translation so that they delivered accurate and individual responses.

Generally, candidates responded well to and showed understanding of new additions to the vocabulary list such as でんとうてき、たからもの、ぶかつ.

Furigana above words written in kanji enabled candidates to make more accurate meaning and have a better understanding of the texts.

Candidates should be aware of different words with similar meanings, such as days of the week, school subjects, and numbers.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed evidence of being able to read hiragana and katakana
- used furigana to make meaning of words written in kanji
- understood most basic vocabulary including some new additions to the vocabulary list
- gave short answers based on correctly identifying key ideas, although some candidates missed key information from the text
- made some links within phrases or between phrases
- demonstrated understanding of the basic information in the text but lacked understanding of vocabulary in the text to develop responses
- missed key information/whole parts of the text.

Candidates who were awarded **Achievement with Merit** commonly:

- provided detailed answers based on the information provided in the texts, often including multiple details
- attempted to connect specific elements within texts to support responses and were generally successful at this
- attempted to draw conclusions, however, did not support them fully with evidence from the text
- showed good knowledge of language features
- attempted to provide explanations and/or justifications that were relevant to the texts
- understood a wide range of vocabulary including times, modes of transport, family members, and days of the week.

Candidates who were awarded **Achievement with Excellence** commonly:

- gave detailed answers that demonstrated thorough understanding of all texts
- supported their answers with accurate and justified conclusions
- provided responses that were precise and fully constructed
- demonstrated comprehensive knowledge of vocabulary and language features
- demonstrated an excellent understanding of complex sentences
- demonstrated an understanding of more high level grammar patterns.

Candidates who were awarded **Not Achieved** commonly:

- wrote one- or two-word answers or left whole questions unanswered
- did not show an understanding of vocabulary needed to comprehend the meaning of the texts
- wrote answers based on their own experiences rather than the cues in the resources.

Achievement standard 91959: Demonstrate understanding of spoken Japanese related to everyday contexts.

Assessment

The 2023 examination comprised of three questions related to everyday contexts, and candidates were required to respond to all three. Candidates were tasked with listening to three audio texts and responding in either English or te reo Māori. Questions 1–3 required candidates to demonstrate their understanding of Japanese. The questions aligned with 2023 assessment specifications.

Commentary

Candidates responded well when they had a broad range of understanding of vocabulary and language features and were able to make connections between information provided, and used evidence from the text to justify the connections.

When candidates answered the questions directly rather than summarising the texts, they did well. This allowed them to make connections and come to conclusions in order to answer the questions fully.

Candidates responded well when they were able to use the texts extensively, and use their knowledge of both Japan and New Zealand to answer the questions. For example, candidates who used their cultural knowledge of what Japanese schools are like connected this knowledge to what the passage was telling them about experiences at a New Zealand school and making comparisons to Japanese schools.

Candidates did well when they used all parts of the text to respond to the questions. Those who took information from the whole passage rather than just sections were more likely to achieve with Merit or Excellence.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- wrote answers which showed an understanding of the overall sense or intent of the text but were unable to make meaning of some parts of the texts
- provided generic answers without any specific details selected from the text. They identified the key details, names, etc without making connections to other areas
- provided some ambiguous information where they did not show understanding of the text.

Candidates who were awarded **Achievement with Merit** commonly:

- directly answered the question
- gave detailed answers by identifying and selecting relevant information from the text
- made connections between relevant information to other areas in the text
- supported statements with evidence from the passage and/or confirmed what they had heard with evidence from the passage.

Candidates who were awarded **Achievement with Excellence** commonly:

- demonstrated full engagement with the text and questions and a thorough understanding
- provided details and connections while also making conclusions or links to other parts of the text
- gave precise and well-constructed responses
- showed awareness of the context and purpose of the texts.

Candidates who were awarded **Not Achieved** commonly:

- wrote answers lacking in specific details from the listening passage
 - wrote answers based on their knowledge of the topic rather than their understanding of the listening text
 - responded too generally, to the point where it was clear they had knowledge of the topic but did not understand what they had listened to
 - wrote answers that demonstrated limited understanding or had irrelevant and/or incorrect information
 - did not communicate the general meaning of the texts.
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