

2024 NCEA Assessment Report

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| Subject: | Japanese |
| Level: | 3 |
| Achievement standard(s): | 91553, 91556 |

General commentary

Successful candidates organised their responses logically, read all parts of the question carefully, planned their answers, and addressed each part directly, thus avoiding repetition of information in different parts of the same question. Candidates who took clues from information in English and Japanese in the titles, introductions, and noted glossed vocabulary were aided in understanding the reasons for the texts and the kind of information that was important to answer the questions.

Establishing who, what, when, where, and why for each text enabled candidates to imagine themselves looking outside the situation and to craft sensible answers based on the action and outcomes of the information inside the text.

Successful candidates showed their understanding of the texts by repurposing the information to address the requirements of the questions and supported their response with a wide range of evidence from all parts of the text, often stating overtly, “for example ...” rather than incorporating their personal opinion of the subject matter, prior knowledge, or general information related to the theme of the text.

Candidates who answered in Japanese and offered an exact transcription or brief summary of the texts, while providing some valid information, did not show their understanding of the requirements of the questions.

Report on individual achievement standard(s)

Achievement standard 91553: Demonstrate understanding of a variety of extended spoken Japanese texts

Assessment

The assessment comprised three spoken passages in different formats related to different aspects of life in Japan and Aotearoa New Zealand: a conversation between a taxi driver and a passenger about climate change, a conversation between two students about school uniform, and a speech about Tiaki Promise.

Questions were divided into two parts, with the first part of each question allowing candidates to engage with the content of the passage on a surface level and the second part leading candidates to explore the meaning of the passages, requiring detailed explanations supported by justification from the passage.

Commentary

Successful candidates tended to make extensive listening notes and transferred all relevant information in their written response to the question. They addressed the question in a structured manner and incorporated all relevant supporting details from the passages in a meaningful way. Further, they avoided giving information not included in the passages on familiar subjects (climate change) or those subjects they had an opinion about (school uniform).

Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated understanding of the gist of the passages
- made meaning of relevant information and varied perspectives in the passages
- interpreted questions correctly and could give correct, or at least partially correct, answers but provided insufficient information and detail to support their responses.

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

- demonstrated clear understanding by correctly addressing each part of the question
- unambiguously communicated most of the meaning by selecting and linking information, messages, and key points from the passages
- developed answers by adding some correct specific detail to justify their responses
- omitted or misinterpreted some of the complex information in the passage
- did not show understanding of some detailed language
- demonstrated a confident knowledge of vocabulary overall.

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

- demonstrated thorough understanding
- justified fully their ideas with a wide range of specific and detailed evidence from the passages
- developed well-articulated answers that were comprehensive with comparisons, opinions, and conclusions, that clearly showed insight into the passage
- rearranged evidence from the passage to fit with their answer so that their responses flowed well and directly addressed all parts of the question.

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

- showed little understanding and did not communicate the general meaning of the passages
 - did not address questions properly and listed details which were only partially correct
 - relied on their familiarity with the context and offered their own opinion and general knowledge instead of basing their answers on the passage
 - produced answers which were logically inconsistent with the main ideas of the passage
 - demonstrated limited knowledge of Level 1, 2, and 3 prescribed vocabulary
 - did not complete all sections for each question, or did not transfer information from the listening box to the question response.
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Achievement standard 91556: Demonstrate understanding of a variety of extended written and/or Japanese texts

Assessment

The assessment comprised three written texts in different formats related to different aspects of life in Japan and Aotearoa New Zealand: text messages between two students about the use of plastics including a graph, a blog about power spots with a photograph and caption, and an email exchange about anime with an image of a poster.

Questions were divided into two parts, with the first part of each question allowing candidates to engage with the content of the text on a surface level and the second part leading candidates to explore the meaning of the text, requiring detailed explanations supported by justification from the text.

Commentary

Successful candidates addressed the questions by using language from the questions as a starting point for their answers. They built their answers around information in the text and used all the relevant information, including from graphs, captions, and titles, and avoided including information outside the scope of the text or their own opinions about the theme.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- wrote simple responses that showed some understanding of the texts
- communicated key ideas to convey some of the general meaning of the texts
- demonstrated that they understood some kanji, vocabulary items, and language structures to make meaning of the texts.

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

- wrote responses that identified most of the key pieces of information from the text
- demonstrated a clear understanding of Curriculum Level 8 kanji, vocabulary, and language structures
- constructed responses that used relevant supporting detail to convey a clear understanding of the text
- omitted or misinterpreted some of the complex information in the passages, and were therefore unable to show thorough understanding.

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

- demonstrated a sound knowledge of Curriculum Level 8 kanji, vocabulary, and language structures
- wrote responses that connected and synthesised key pieces of information to construct answers that showed a thorough understanding of the texts
- fully justified and explained their answers using examples from the text.

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

- wrote little or no response to the questions
- wrote responses that did not answer the questions, were incorrect, or were too brief to address the questions to show any understanding
- were unable to show that they understood Curriculum Level 8 kanji, vocabulary, or language features

- produced answers based on their own opinions of the topics and omitted information from the texts.
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