

2024 NCEA Assessment Report

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

General commentary

Both assessments for 91958 and 91959 allowed sufficient scope for candidates to demonstrate their understanding of written and spoken Japanese, respectively. The texts drew from appropriate cultural contexts, for example Japanese-speaking communities, te ao Māori, the Pacific, and Aotearoa New Zealand.

Candidates were rewarded for answering the questions using their language knowledge to decode the texts rather than using prior knowledge of similar cultural contexts when answering the questions. Candidates who demonstrated a good understanding of vocabulary and language structures up to and including CL6 from those specified in the vocabulary list were better able to give specific detail when answering questions.

Report on individual achievement standard(s)

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

Assessment

The 2024 assessment comprised three questions from three texts. The characters for each text differed, but all texts were based on a Japanese native speaker in Aotearoa New Zealand (and in Texts 2 and 3 their Japanese-speaking Aotearoa-based friends/classmates as well) communicating in written Japanese. Candidates were required to answer all three questions in their choice of English or te reo Māori to demonstrate their understanding of the written Japanese in the texts.

Commentary

Candidates who did well directly answered the questions, used the whole text, and showed an understanding of CL6 text language in their answers. They were able to make connections between ideas across the text. Most candidates successfully interpreted the style of language used and the possible audiences.

Candidates generally did very well to understand language structures at CL6 including から and たり たり but less well with some simple language structures at CL5 and below, particularly the use of より, joining adjectives and the use of verbs ending in たい. Some language which proved to be difficult for candidates were, より, joining adjectives and the use of verbs ending in たい.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed understanding of some text language
- communicated the general meaning of intent of the text as a whole and produced general answers to the questions
- showed some understanding of CL6 structures.

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

- selected information from the text to specifically answer the questions
- identified CL6 structures in their answers and clearly understood their meaning
- provided detail from the text to answer questions
- showed understanding of a wider range of CL6 vocabulary and structures
- demonstrated understanding of large sections of the text
- connected elements in the text to answer the questions.

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

- showed understanding of the text as a whole and provided detailed and mostly accurate answers.
- connected elements in the text to interpret the meaning of the overall text
- interpreted the language to draw conclusions and justified using evidence from the text
- showed a high level of understanding of Katakana and Kanji at CL6
- demonstrated a sound understanding of CL6 structures and how these were used to communicate – for example, why a comparison was used.

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

- showed little understanding of the vocabulary, structures, and the context of the text
- identified words but were unable to connect these to the overall sense of the text.

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

Assessment

The 2024 assessment required candidates to listen to three texts in Japanese and respond to each of these passages in their choice of English or te reo Māori to demonstrate their understanding of spoken Japanese. There were distinct characters for each question, but all contexts were based on Japanese speakers (native or non-native) in Japan.

Commentary

Candidates responded well when they had a broad range of understanding of vocabulary and language features, were able to make connections between information provided, and used evidence from the passage to justify the connections. Candidates who did well rephrased and answered the questions in their first sentence before then explaining and justifying their response. This also allowed them to make more connections and conclusions as they were thinking about the questions rather than summarising what they heard.

Some vocabulary that proved difficult were *かわいて* which was sometimes misunderstood as *かわい*くて or *森* for *マーオリ*, and mistaking *川* for a lake rather than a river.

Candidates did well when they used all parts of the listening 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. Candidates were most successful when they listened to all recordings of the passages and made use of listening notes to help them answer the questions.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- answered the questions with basic detail showing understanding of key elements from the text
- responded by identifying meaning of the relevant information, ideas, and opinions in the texts
- wrote responses which showed an understanding of the overall sense or intent of the text
- provided generic answers without any specific details selected from the text.

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

- answered the questions directly by selecting and connecting specific elements from the texts to support their responses
- gave more detailed answers by identifying and selecting relevant information from the text beyond key ideas
- made connections between relevant information to justify choices.

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

- answered questions with well-structured responses and provided specific details showing accurate understanding of the passages
- considered what could be concluded from the information given to them and backed it up by referring to specific evidence from the passage
- showed awareness of the speakers' choices of language and content to develop their responses, for example, identifying how Anahera greeted her audience and using this as evidence for their understanding of why she was giving the speech
- demonstrated full engagement with the text and questions by using all parts of the passage to identify relevant information and connected it to the appropriate question parts
- compared and contrasted options when providing their opinion on a choice.

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

- wrote responses which were not relevant to the text or that lacked specific details from the passage
 - did not listen to all sections of the passages available to them or take listening notes
 - wrote answers that demonstrated limited understanding or had irrelevant and/or incorrect information
 - did not attempt all parts of the questions
 - wrote responses based on their knowledge of the topic rather than their understanding of the listening text
 - did not communicate the general meaning of the texts.
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