

## 2025 NCEA Assessment Report

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

### General commentary

The assessments were at an appropriate level and covered a variety of topics, allowing candidates to demonstrate their understanding of the texts fairly and in various ways. Candidates who were awarded higher grades showed understanding of the requirements of the questions by reading the questions carefully, planning their responses, and addressing the questions directly. Successful responses linked all relevant information from all parts of a text and avoided personal opinions and/or stating general knowledge, by drawing conclusions and understanding nuance and implications based directly on the texts. For handwritten responses neat, legible writing on the lines provided is encouraged.

### 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 texts in different formats related to different aspects of life in Japan and Aotearoa New Zealand: a podcast about a social issue, an interview about indigenous culture and language, and a conversation about robots. All topics were at an appropriate level and relevant to Level 3 candidates.

There were three questions and each question was divided into two parts, where each part required candidates to select relevant information from the whole text.

##### Commentary

Successful candidates demonstrated understanding of the attitude of the speakers by noting the tone of the language and delivery used.

Candidates who used all the information available by using the title of each passage as an indicator of the intent of the text as well as identifying the context, situation, and the role of each speaker demonstrated comprehensive understanding of the text and underlying meaning.

Candidates who were awarded higher grades demonstrated careful analysis of each section of the question and selection of information from the whole passage relevant to each section before being crafted to fit the question. They were able to avoid repeating information relevant to part (b) which was already supplied in part (a).

Including Japanese text with an English translation in the response could be detrimental when the translation was not correct and did not contribute to the response.

Candidates who wrote their opinions offered some interesting insights and showed engagement with the texts. However, successful responses are based on interpretation of nuance, implications, and logical conclusions that arise from the information in the texts, and personal opinion without textual evidence did not contribute to the response.

Any information in the Listening Notes is not marked, with consideration given only to information transferred to the answer spaces.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated understanding of the general meaning of the text
- identified key vocabulary and used glossed words to create a response that communicated some of the general meaning
- wrote answers with limited detail, often using incomplete sentences
- supplied fragmented pieces of information.

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

- demonstrated clear understanding and unambiguously communicated most of the meaning of the text
- structured responses to show cohesion and a clear understanding of the texts
- selected and used relevant detail from the texts to support their responses
- wrote answers that linked most pieces of information
- understood and selected information in the text relevant to the question but did not use the information to be awarded an Excellence grade.

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

- demonstrated thorough understanding
- created very insightful and well written responses
- answered questions directly
- gave supporting evidence based on the text
- linked ideas to justify conclusions
- showed higher level critical thinking skills
- demonstrated understanding of the implied meaning of the texts by referring to context, tone of voice, and nuance to indicate what was not explicitly stated.

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

- did not communicate the general meaning of the text
  - supplied little or no response to the question
  - did not address the question in their response
  - used glossed vocabulary and known vocabulary items to create a response which did not reflect the general meaning of the text.
  - wrote responses based on their knowledge of the topic rather than their understanding of the text.
-

## Achievement standard 91556: Demonstrate understanding of a variety of extended written and/or visual Japanese texts

### Assessment

The assessment comprised three written texts in different formats with visual clues related to different aspects of life in Japan and Aotearoa New Zealand: a screenshot of a YouTube clip about a social issue, messages between two friends about recycling, and a personal story about culture and the environment. All topics were at an appropriate level and relevant to Level 3 candidates.

There were three questions and each question was divided into two parts, where each part required candidates to select relevant information from the whole text.

### Commentary

Candidates were more successful when they made clear links between information across the text and the visual cues to support their responses, and any written information in the visuals was integrated into the response.

Candidates who scored well were able to use higher level critical thinking skills and accurate information to link ideas, give detailed explanations, and draw justified conclusions by interpreting the intent of the texts.

Questions could not be directly addressed by translating sections from the text. The focus of the questions required candidates to evaluate the information in the texts and make links that were not obviously stated, by extrapolating beyond the text to match information with broader ideas and concepts.

### Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified key vocabulary items
- answered at least one question
- wrote answers with limited detail, often using incomplete sentences and/or lists.

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

- demonstrated clear understanding of the text
- responded to all parts of every question
- wrote answers that linked most pieces of information.

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

- demonstrated thorough understanding of the text
- wrote answers that connected, explained, and justified their response
- made clear links between information across the text to support their answers.

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

- supplied little or no response to the question
- misread or misunderstood kanji and simple vocabulary (でんしゃ／じてんしゃ)
- did not address the question in their response
- constructed an answer based on a few known vocabulary items that had little connection to the text.