2025 NCEA Assessment Report

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

General commentary

Both assessments for Level 1 Japanese in 2025 allowed sufficient opportunities for candidates to demonstrate their understanding of written and/or spoken Japanese. The texts drew from relevant and relatable 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.

Report on individual achievement standard(s)

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

Assessment

The 2025 assessment contained three unique passages and questions. The characters in each question differed. All three texts were based on characters from Aotearoa New Zealand communicating with a native speaker in Japan.

Commentary

There were adequate opportunities to show understanding of Curriculum Level 6 vocabulary and structures. The level of language was appropriate, and topics were accessible to candidates. Opportunities to gain Achievement, Merit and Excellence were available for each question. Candidates made use of adjectives, adverbs and position words to provide more detailed answers.

The layout of the answer space confused some candidates in Question Three, as the order of the columns was opposite to that of the text. However, candidates were not penalised for writing in the wrong column. Candidates understood the katakana and kanji used in the texts. Dates and days of the week proved to be challenging for most candidates.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified the context of the text(s)
- made errors that hindered understanding in some places

- provided information that showed understanding of the text, but not always to answer the correct question
- gave generalised answers with little specific detail.

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

- selected specific ideas and information from the text to explain their answers
- identified Curriculum Level 6 vocabulary and structures and clearly understood their meaning
- provided additional detail from the text to answer questions with detail
- showed understanding of a wider range of Curriculum Level 6 vocabulary and structures
- made errors, but these did not detract from the general understanding of the text.

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

- interpreted the language to provide nuanced answers
- provided accurate answers with only minor errors
- showed a sound understanding of Curriculum Level 6 structures and how these were used to communicate – for example, why a comparison was used.

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

- made significant errors which impeded their overall understanding
- misunderstood the context of the text
- relied on glossed vocabulary for answers
- did not attempt all the questions.

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

Assessment

The 2025 assessment comprised three listening texts and three questions. Questions One and Two were based in a Japanese context. The physical location in Question Three, where the mother and son were talking, was left ambiguous (as the location of the conversation was not pertinent to the content).

Commentary

The passages were accessible and the topics were relevant to the candidates. The context of the passages was clear, and the language clearly assessed Curriculum Level 6. There was adequate scope to answer the questions at Achievement, Merit and Excellence level, as there were frequently multiple opportunities to show understanding. For example, in Question One, there were several explanations of the what the person was doing and descriptions of how this would occur. This ensured the passages did not rely on just one or two words for the context to be understood. Several opportunities for Excellence were provided through use of Curriculum Level 6 structures and vocabulary, and opportunities to justify answers.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified the overall context of the passages
- produced general answers, but gave little specific detail
- made language errors that impeded understanding.

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

- connected ideas to form comprehensive answers. For example, they connected the idea that English classes became easier because of the teacher
- directly answered the questions
- showed an understanding of Curriculum Level 6 structures and understood their use
- made minor errors which did not deter from the overall meaning of the text
- made errors or omissions, but this did not detract from the overall understanding of the text.

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

- showed understanding of the text as a whole
- interpreted text to provide nuanced answers
- justified their answers with examples from the text or detailed explanations
- showed a high level of understanding of the use of Curriculum Level 6 structures and vocabulary. For example, understanding that てはいけません is used to show that something is not allowed and is therefore necessary to avoid causing offense.

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

- showed little understanding of vocabulary or structures
- showed little understanding of the context of the text
- identified words but were unable to connect these to the overall sense of the text
- made use of glossed words but were unable to connect these to any additional information from the text.