

# NCEA Review and Maintenance Programme – 2026 updates

Review and maintenance work has been undertaken for all three levels of NZC NCEA for 2026. This pdf document contains the updated assessment materials for **Japanese Level 1**. In January 2026 the NCEA website will be updated with these changes for Level 1, and the pdf version will be removed as it will no longer be necessary. For Levels 2 and 3, assessment materials will be updated on TKI in January. For external assessment specifications, refer to the NZQA website.

## Subject: Japanese Level 1

Product	What's changed?
Conditions of Assessment across all internal standards	Updated to provide clearer guidance around authenticity.
AS1.1 91956 Unpacking	Changes made for clarity of 'multiple interaction opportunities' and 'plural event or experience requirements'.
Vocabulary List	Inclusion of the 'Particles' table under the Grammar and Structures tab.

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# NCEA Conditions of Assessment

## across all internally assessed standards

Subject:	All NZC subjects
Achievement Standard:	All NZC internal Achievement Standards

The Conditions of Assessment across all Level 1 internally assessed standards have been updated to include clearer guidance about authenticity. Any changes to Standard Specific Conditions of Assessment will be shown separately within this document.

## Conditions of Assessment

### for internally assessed standards

These Conditions provide guidelines for assessment against internally assessed Achievement Standards. Guidance is provided on:

- specific requirements for all assessments against this Standard
- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic.

Assessors must be familiar with guidance on assessment practice in learning centres, including enforcing timeframes and deadlines. The [NZQA](#) website offers resources that would be useful to read in conjunction with these Conditions of Assessment.

The learning centre's Assessment Policy and Conditions of Assessment must be consistent with NZQA's [Assessment Rules for Schools with Consent to Assess](#). This link includes guidance for managing internal moderation and the collection of evidence.

## Gathering Evidence

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles, and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the Standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed Standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs, or film), or a portfolio of evidence.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students, and be valid and fair.

# Ensuring Authenticity of Evidence

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This must be in line with the learning centre's policy and NZQA's [Assessment Rules for Schools with Consent to Assess](#).

Ensure that the student's evidence is individually identifiable and represents the student's own work. The evidence must be an accurate reflection of what the student independently knows and can do, according to the Standard being assessed. This includes evidence submitted as part of a group assessment, evidence produced outside of class time or without assessor supervision, and evidence produced with any use of generative artificial intelligence tools (GenAI). GenAI use should be carefully considered in the context of the Standard being assessed and its Conditions of Assessment, discussed with students before the assessment, and its use must be acknowledged. For example, an investigation carried out over several sessions could include:

- teacher guidance on the nature and extent of [acceptable GenAI use](#), if any
- assessor observations and conversations
- meeting with the student at set milestones or checkpoints
- the student's record of progress, such as photographic entries or any GenAI prompts used.

# NCEA Unpacking the Standard

Subject:	Japanese
Achievement Standard:	1.1 Interact in spoken Japanese to share and respond to information, ideas, and opinions
Credits:	5

## The intent of the Achievement Standard

This Achievement Standard assesses the student's ability to interact in spoken Japanese to share and respond to information, ideas, and opinions about events or experiences. Students are encouraged to use different language within or across their interactions to meet the requirements of the Achievement Standard. Covering a range of events or experiences will help students use different language. Participating in more than one interaction opportunity will give students opportunities to demonstrate their knowledge and skills. Students will interact in spoken Japanese in pairs or groups.

In preparing for and engaging with this Achievement Standard, students will develop confidence, understand conversational cues, and enhance their ability to converse in spoken Japanese.

### This Achievement Standard draws on the following Big Ideas:

- Learning languages is about connecting and communicating within and across cultures and communities
- Languages express meaning through unique forms of communication
- Language, culture, and identity are inextricably linked
- Learning languages encourages diverse ways of thinking, doing, and being.

### This Achievement Standard draws on the following Significant Learning:

- engage with others respectfully when communicating and exchanging information, ideas, and opinions
- grow intercultural awareness by questioning assumptions and stereotypes, and exploring how language and culture affect, and work together in, communication
- explore language commonly used to express personal information, ideas, and opinions in everyday contexts with reference to events or experiences in the present, as well as the past or future
- develop interactive skills and strategies to exchange simple information, ideas, and opinions in a range of predictable situations
- develop a foundational awareness that oral features such as pronunciation and intonation can communicate different meanings
- recognise and develop an awareness that there are appropriate registers of language.

# Making reliable judgements

The Achievement Standard shows the student's ability to engage in authentic, unrehearsed, and unscripted conversation by utilising appropriate vocabulary and sentence structures at each level of achievement.

At higher levels of achievement, students will demonstrate greater variety and control of language and greater flexibility in using interactive strategies to enhance conversation and engage with others.

## Collecting evidence

The evidence submitted for this Achievement Standard may not also be submitted for AS 91957 (1.2) Communicate in Japanese for a chosen purpose.

The evidence for this Achievement Standard will be collected over one or more interactions. Teacher judgement will be critical in assisting students in their choice of interaction opportunities that best reflect their confidence level.

Students **must** refer to more than one event or experience to demonstrate their use of varied language appropriate to the context, regardless of the number of interactions they submit.

- Multiple interaction opportunities are recommended for collecting evidence, as they allow students to use varied language in separate interactions.
- A single interaction opportunity may be more appropriate for confident learners who are able to produce sufficient language to interact about different events or experiences within one conversation.

As part of a teaching and learning programme, teachers will provide students with opportunities to practise interacting in spoken Japanese with their classmates to explore the range of language and interactive strategies they have been introduced to.

Students **must not** rehearse the exact task with their partner(s) prior to the assessment. This means, they must not pre-plan or be provided the exact order of questions, or the nature of their partners' contributions during conversation. Entirely rote-learned or scripted role plays will not meet the requirements of this Achievement Standard. However, students **may** practise the language that is necessary to complete an Assessment Activity successfully.

Assessors must follow the Conditions of Assessment for collection of evidence.

## Possible contexts

The contexts for this Achievement Standard are events, or experiences that are familiar and relevant to the student.

Examples include:

- organising activities or events
- understanding others and enhancing relationships
- sharing personal experiences and interests.

For 2026 Planning

# NCEA Vocabulary List

Subject:	Japanese
Level:	1

Particles table added to Grammar and Structures tab.

Particles	
は	topic
	contrast, replacing が or を in negative sentence
が	subject, used with existence, physical appearance, symptoms
	target, used with what one likes, wants, is good/bad at
	"but" between two clauses
を	direct object
も	"also", replacing は, が or を
	Aも Bも + affirmative "both A and B", Aも Bも + negative "neither A nor B"
に	time "in/on/at"
	destination "to"
	location, used with a place where someone/something is
	purpose for going/coming somewhere
	indirect object ("to/for someone")
で	location, used with a place where something is done
	means of transport, tool, method
から	starting time/place "from"
まで	finishing time/place "to/until"
の	possession (Aの B "A's B")
	apposition (Yの X "X, who/which is Y")
	noun modifying another noun
だけ	"only"
より	comparative "than"
か	"or" between two nouns
と	"with (someone)"
	joining nouns "A and B", used to list all
や	joining nouns "A, B and so on", used to name a few examples