

# 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 2**. 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 2

Product	What's changed?
Conditions of Assessment	Changes made for clarity of meaning for 'assessment events' and 'teacher support'.
AS2.2b 91135 Internal Assessment Activity	Changes made for clarity of meaning for 'authenticity', 'assessment events', and 'teacher support'.
AS2.3b 91134 Internal Assessment Activity	Changes made for clarity of meaning for 'authenticity', 'assessment events', and 'teacher support'.
AS2.5a 91137 Internal Assessment Activity	Changes made for clarity of meaning for 'authenticity', 'assessment events', and 'teacher support'.
AS2.5b 91137 Internal Assessment Activity	Changes made for clarity of meaning for 'authenticity', 'assessment events', and 'teacher support'.

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## NCEA Level 2 Languages

### Conditions of Assessment

#### General Information

<b>Subject Reference</b>	Japanese
<b>Domain</b>	Japanese
<b>Level</b>	2

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#### Conditions of Assessment

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.

Unmodified extracts from any external source should not be included without acknowledgement of sources and will not be considered for the final achievement judgement.

#### 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.

### Specific Information for Individual Internal Achievement Standards

<b>Achievement Standard Number</b>	<b>AS91135 2.2</b>
<b>Title</b>	Give a spoken presentation in Japanese that communicates information, ideas and opinions.
<b>Number of Credits</b>	4
<b>Version</b>	2

This achievement standard involves communicating information and expressing and justifying ideas and opinions in culturally appropriate Japanese.

### **Sufficiency of Evidence**

Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

Two minutes is a suggested guideline for appropriate length.

Where a presentation is made by a group, each person will be assessed individually.

Use of pre-existing phrases are not sufficient to meet the requirements of the standard.

### **Collection of Evidence**

Video is a suitable form of collecting evidence.

### **Prompts**

Communication is the focus of the assessment. The presentation may be supported by prepared notes/cue cards/props/other supporting material/a copy of the text, but not read verbatim in its entirety.

Aids to memory such as those suggested above should enhance and not detract from the presentation.

### **Authenticity**

The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate the Japanese content is not permitted and material generated by these tools should not be submitted as part of the student's work.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do not copy from another person or source without appropriate acknowledgement and significant modification using their own words
- do not receive guidance, scaffolding, instruction, or assistance from anyone before submission.

### **Teacher Support**

In this standard, an assessment event refers to the period when students actively produce language as evidence toward meeting the standard, following

the introduction of its requirements. This includes activities such as individually drafting and refining the script, practising the delivery of the presentation, and recording it for final submission, all of which are part of the assessment event. Teacher involvement during and outside the assessment event is limited to ensure the authenticity of student evidence and to support student understanding of the requirements of the standard.

- **During the assessment event**, teacher support is limited to providing students with advice on the technical aspects of their work only, for example, audio or visual quality. Teachers must not provide any input into the student's language production. This includes the drafting stage and the delivery of the presentation. Teachers are encouraged to use checkpoints throughout the assessment event to monitor student progress and ensure authenticity of evidence.
- **Outside of the assessment event**, teachers will cover various topics and provide feedback on students' language use in coursework and homework. This must be separate from the work produced for assessment evidence. Teachers may also support students' understanding of the standard and the achievement criteria.

## Presentation

This standard assesses the student's ability to present to an audience. The audience will be determined by the purpose of the presentation e.g. a YouTube clip, a speech competition, a podcast to an exchange school.

<b>Achievement Standard Number</b>	<b>AS91134 2.3</b>
<b>Title</b>	Interact using spoken Japanese to share information and justify ideas and opinions in different situations.
<b>Number of Credits</b>	5
<b>Version</b>	3

This achievement standard involves communicating information, giving explanations or providing evidence to support own views and/or the views of others.

## Sufficiency of Evidence

A range of interactions involves at least two interactions.

Tasks should provide opportunities for students to demonstrate language use across a range of contexts and for a range of purposes, and enable achievement at all levels. Provided the evidence given meets the

communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

A total of four minutes speaking time is a guideline for this standard.

Where an interaction involves a pair or group, each person will be assessed individually.

The focus of this standard is the successful negotiation of meaning in a realistic context.

In interactions, there is a level of spontaneity not apparent in prepared oral presentations. Features of interactions which contribute to natural communication include such things as:

- referring back to things that have already been said
- clarifying
- negotiating meaning
- using colloquial and formulaic expressions appropriate for the contexts.

### Collection of Evidence

Evidence of at least one interaction should be collected by video.

### Authenticity

The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate the Japanese content is not permitted and material generated by these tools should not be used throughout the assessment.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do not practise the **exact task** with their partner(s) prior to the assessment
- do not rote-learn or script role plays
- do not use Japanese notes, language learning resources, or dictionaries **during** the interactions.

### Teacher Support

In this standard, an assessment event refers to the period when students actively produce language as evidence toward meeting the standard at each assessment opportunity, following the introduction of its requirements. This includes activities such as individually brainstorming possible questions and answers, recording conversations, and selecting evidence for final submission, all of which are part of the assessment event. Teacher

involvement during and outside these events is limited to ensure the authenticity of student evidence and to support student understanding of the requirements of the standard.

- **During assessment events**, teacher support is limited to providing students with advice on the technical aspects of their work only, for example, audio or visual quality. Teachers must not provide any input into the student's language production or feedback on the selection of evidence for final submission. Teachers are encouraged to use checkpoints throughout the assessment events to monitor student progress and ensure authenticity of evidence.
- **Outside assessment events**, teachers will cover various topics and provide feedback on students' language use in coursework and homework. This must be separate from the work produced for assessment evidence. Teachers may also support students' understanding of the standard and the achievement criteria.

<b>Achievement Standard Number</b>	<b>AS91137 2.5</b>
<b>Title</b>	Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts.
<b>Number of Credits</b>	5
<b>Version</b>	3

This achievement standard involves writing texts that fulfil communicative intents that are as realistic as possible, and that communicate information and express and justify ideas and opinions.

### **Evidence**

A range of commonly used resources which may be used to support drafting and reworking could include word lists, dictionaries, text books, or grammar notes. Students will write texts to fulfil communicative intents that are as realistic as possible. Students therefore need access to a range of commonly used resources to support drafting and reworking.

### **Sufficiency of Evidence**

A variety of texts involves at least two pieces of writing.

Tasks should provide opportunities for students to demonstrate language use in different contexts and for a range of purposes, and enable achievement at all levels. Provided the evidence meets the communicative purpose(s) of the



task(s), the length of the evidence may vary however at all times, quality is more important than length.

400 words, 800 kana or 400 Chinese characters is a suggested guideline for this standard.

Use of pre-existing phrases are not sufficient to meet the requirements of the standard.

### **Collection of Evidence**

Evidence of at least two text types should be collected. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level consciously and reasonably consistently rather than accidentally and occasionally. Selection of evidence may be made by the student. The final selection is considered as a whole for grade allocation.

### **Authenticity**

The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate the Japanese content is not permitted and material generated by these tools should not be submitted as part of the student's work.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do not copy from another person or source without appropriate acknowledgement and significant modification using their own words.
- do not receive guidance, scaffolding, instruction, or assistance from anyone before submission.

### **Teacher Support**

In this standard, an assessment event refers to the period when students actively produce language as evidence toward meeting the standard at each assessment opportunity, following the introduction of its requirements. This includes activities such as individually drafting and refining the writing, as well as selecting evidence for final submission, all of which are part of the assessment event. Teacher involvement during and outside these events is limited to ensure the authenticity of student evidence and to support student understanding of the requirements of the standard.

- **During assessment events**, teacher support is limited to providing students with advice on the technical aspects of their work only, for example, formatting or design. Teachers must not provide any input into the student's language production or feedback on the selection of evidence for final submission. Teachers are encouraged to use checkpoints throughout the assessment events to monitor student progress and ensure authenticity of evidence.



- **Outside assessment events**, teachers will cover various topics and provide feedback on students' language use in coursework and homework. This must be separate from the work produced for assessment evidence. Teachers may also support students' understanding of the standard and the achievement criteria.

For 2026 Planning



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## Internal Assessment Resource Languages Level 2

This resource supports assessment against:

Achievement Standard 91135 version 2

Give a spoken presentation in Japanese that communicates  
information, ideas and opinions

**Resource title: Out on the town**

4 credits

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published  
by Ministry of Education

October 2025 Version 6

To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

## Internal Assessment Resource

Achievement Standard Languages 91135: Give a spoken presentation in Japanese that communicates information, ideas and opinions

Resource reference: Languages 2.2B v6 Japanese

Resource title: Out on the town

Credits: 4

### Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource. The resource may be adapted to suit the teaching and learning context where it is to be used.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Languages 91135. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

### Context/setting

Students imagine they have been asked to give a 2 minute spoken presentation in Japanese about their town to a group of exchange students from Japan who are visiting their town for the first time.

### Conditions

In all cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment: [Level 2 Japanese / Japanese / Learning languages / Resources for internally assessed achievement standards / NCEA on TKI - NCEA](#).

As part of regular teaching and learning, students will be provided with opportunities to communicate information, express, and justify ideas and opinions in spoken Japanese.

When students are actively producing language for assessment, teachers can only help with technical aspects (e.g. audio and visual quality). You must not assist with language production, presentation delivery, or evidence selection. Checkpoints can be used to monitor progress and ensure authenticity

Presentations will be video recorded for assessment purposes. They should be about 2 minutes in length, but quality is more important than quantity.

Students may work alone, in pairs, or in a group. Where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

When delivering their presentations, students may have prepared notes, cue cards, props, other supporting material, or a copy of the text with them, but they may not read directly from their notes. To do so will mean they have not met the standard.

Students need to be made aware of the success criteria and of the level and complexity of language required at Level 7 of the NZ Curriculum. Feedback and feed-forward on classwork and homework is also part of normal classroom practice and gives a clear indication to students of the level at which they are working. However, this support must be kept separate from the assessed work.

## Authenticity

For further information, see [Authenticity - NZQA](#).

The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate the Japanese content is **not** permitted and material generated by these tools should **not** be submitted as part of the student's work.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do **not** copy from another person or source without appropriate acknowledgement and significant modification, using their own words
- do **not** receive guidance, scaffolding, instruction, or assistance from anyone before submission.

## Resource requirements

Video is a suitable form of collecting evidence.

A range of resources to support drafting the script could include word lists, dictionaries, textbooks, or grammar notes.

## Internal Assessment Resource

Achievement Standard Languages 91135: Give a spoken presentation in Japanese that communicates information, ideas and opinions

Resource reference: Languages 2.2B v6 Japanese

Resource title: Out on the town

Credits: 4

Achievement	Achievement with Merit	Achievement with Excellence
Give a spoken presentation in Japanese that communicates information, ideas, and opinions.	Give a convincing spoken presentation in Japanese that communicates information, ideas, and opinions.	Give an effective spoken presentation in Japanese that communicates information, ideas, and opinions.

### Student instructions

#### Introduction

A group of exchange students from Japan is visiting your school. This assessment activity requires you to give a spoken presentation in which you introduce them to your town. In it, you need to communicate information, and express and justify ideas and opinions in culturally appropriate spoken Japanese.

**Teacher note:** The context for this activity can be easily adapted. For example, the students could be required to explain aspects of school life to exchange students, show and explain their work to visiting government officials, teach visiting groups of students from Japan how to play a sport, or demonstrate and explain to how to make a New Zealand food dish.

You need to video record your presentation for assessment and moderation purposes. It should be about 2 minutes in length, but quality is more important than quantity.

It will be assessed on how convincing and effective it is.

All work must be your own. The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate content is **not** permitted and material generated by these tools should **not** be submitted as part of your work. You may **not**:

- copy from another person or source without appropriate acknowledgement and significant modification, using your own words
- receive guidance, scaffolding, instruction, or assistance from anyone before submission
- use the language samples from the assessment schedule in your own work without substantial modification.

**Teacher note:** Students could be given the choice of working alone, in pairs, or in a group. If so, modify the above sentence and make it clear that where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

When delivering your presentation you may have prepared notes, cue cards, props, other supporting material, or a copy of the text with you, but you may not read directly from your notes. To do so will mean you have not met the standard.

You have [*specify number*] periods in class to prepare your presentation.

**Teacher note:** Confirm how much class time your students will have to prepare their presentations. Insert the dates for all checkpoints and the final submission here.

## Task

Decide where you might take the visiting students and what you could show them.

Features of interest could include: public buildings, museums or galleries, river or beaches, local vantage points, open spaces, parks, sports facilities, sculptures, art works, water features, statues, or monuments.

Prepare your spoken presentation. In it, you could, for example:

- explain key features of your town
- express your ideas and opinions about the features
- justify your selection of a feature or features as not to be missed
- give a brief history/description of your town
- explain local customs and practices
- show knowledge of cultural aspects of Japan in order to make comparisons and show insight, where appropriate.

For more guidance, see Resource A.

## **Resource A: Characteristics of quality communication and presentation**

Quality communication:

- effectively communicates and justifies opinion(s) and/or information and/or ideas that are relevant to the tasks
- uses language and cultural knowledge appropriate for the task and the intended audience
- uses language appropriate to the text type
- uses appropriate formats and styles
- develops and connects the opinions, information, and ideas to produce an integrated whole
- gives examples and makes comparisons to illustrate points
- gives convincing reasons and explanations
- has a clear sequence in the content of the writing
- uses connecting words.

Remember to use gestures and body language as appropriate in Japanese culture.

A quality presentation will:

- give information that is interesting and appropriate to the audience
- have a clear sequence
- express your information, ideas, and opinions clearly
- develop and link your information, ideas, and opinions
- give examples, comparisons, and points of view to illustrate what you are saying
- use Japanese to communicate successfully, avoiding inconsistencies which could hinder communication (for example, inconsistencies in choice and use of vocabulary, expressions, sentence structure, pronunciation, intonation, rhythm patterns, speed, audibility, inflection, tone, stress, and pausing).



## Assessment schedule: Languages 91135 Japanese - Out on the town

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>Japanese is used in a spoken presentation to express and justify information, ideas and opinions in order to welcome/introduce visitors to their town. Communication is achieved overall, although there may be inconsistencies in choice and use of language features.</p> <p>Cultural conventions are used if appropriate.</p> <p>The length of the presentation is about two minutes.</p> <p><b>Example</b></p> <p>このちずを見てください。まちの ちゅうしんに こうえんが あります。</p> <p>みなさん、見えますか。バスていは、こうえんの すぐそばにあります。そこで おります。こ うえんには、はなが たくさん さいて いま すから、きれいな ところだと思います。</p>	<p>Japanese is used in a convincing spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a credible and connected way</p> <p>A range of language and language features are selected and used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not significantly hindered by inconsistencies in choice and use of language and language features.</p> <p>The length of the presentation is about two minutes.</p> <p><b>Example</b></p> <p>ホワイトボードの前の ちずが 見えますか。 見てください。これは まちの ちゅうしん にある 大きいこうえんで、バスで 行くことができます。 おりるところは こ うえんの すぐそばにあって、行くのは かんたんでしょう。 こうえんには、今 たくさんの はなが さいていますから、 そこで さんぽを 楽しむことが できます。</p>	<p>Japanese is used in an effective spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a controlled and integrated way.</p> <p>A range of language and language features are capably selected and successfully used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not hindered by inconsistencies in choice and use of language and language features.</p> <p>The length of the presentation is about two minutes.</p> <p><b>Example</b></p> <p>ホワイトボードの前にある ちずが見えますか。はい、 だいじょうぶですね。 さいしょに バスで行くところは、まちの ちゅうしんにある 大きいこうえんです。バスを おりるところは、こ うえんの すぐそばに ありますから、 こうえん に行くのは、かんたんでしょう。 こうえん には、ひろくて きれいな にわが あって、今 たくさんの はなが さいていますから、そこで さんぽを したり、はなを 見たりすることを 楽しむことができます。 それから となりには、 ゆうめいな はくぶつかんも ありますから、 そこにも 行きたいと思っています。</p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.



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## Internal Assessment Resource Languages Level 2

This resource supports assessment against:

Achievement Standard 91134 version 2

**Standard title:** Interact using spoken Japanese to share information and justify ideas and opinions in different situations

**Credits:** 5

**Resource title:** Interact

**Resource reference:** Languages 2.3B v7 Japanese

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published  
by Ministry of Education

October 2025 Version 7

To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

<b>Internal Assessment Resource</b>
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**Achievement standard:** 91134

**Standard title:** Interact using spoken Japanese to share information and justify ideas and opinions in different situations

**Credits:** 5

**Resource title:** Interact

**Resource reference:** Languages 2.3B v7 Japanese

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### Teacher guidelines

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The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

### Context/setting

This assessment requires the students to interact in different situations in which they share information and justify ideas and opinions in Japanese.

Interactions may be between students (one-to-one, or in a small group), with you (teacher), or with a native speaker.

The students collect evidence of (record) these interactions and submit for assessment a minimum of two that they consider best showcase their skills. Their personal contribution to the interactions should total about 4 minutes, but quality is more important than quantity.

The interactions can be kept together in an electronic portfolio. You and your students may decide to keep learning logs to go with the selection of interactions, but this is entirely up to you.

Overall judgement will be made from the total evidence collected, showing that the student is working at a level “consciously and reasonably consistently” rather than “accidentally and occasionally”.

### Conditions

In all cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment: [Level 2 Japanese / Japanese / Learning languages / Resources for internally assessed achievement standards / NCEA on TKI - NCEA](#).

As part of regular teaching and learning, students will be provided with opportunities to interact in unrehearsed and unscripted spoken interactions across a range of appropriate situations.

Although some interactions will be in pairs or groups, each student's work must be assessed individually.

When students are actively producing language for assessment (including individually preparing possible questions and answers, and recording interactions) teachers can only help with technical aspects (e.g. audio and visual quality). You must not assist with language production or evidence selection. Checkpoints can be used to monitor progress and ensure authenticity. All interactions are required to be video recorded. The recording of the interactions must be of good enough quality to ensure that all participants can be heard clearly. It must be stored in a safe and accessible location.

Students will be rewarded for contributing to and maintaining the interaction. Their range of language in the interactions is not shown through grammatical structures but rather through their ability to use a range of appropriate language and conversational strategies to share and justify information, ideas, and opinions in different situations and maintain and sustain the interaction.

Students need to be made aware of the success criteria and of the level and complexity of language required at Level 7 of the NZ Curriculum. Feedback and feed-forward on classwork and homework is also part of normal classroom practice and gives a clear indication to students of the level at which they are working.

## Authenticity

For further information, see [Authenticity - NZQA](#).

The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate the Japanese content is not permitted and material generated by these tools should **not** be used throughout the assessment.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do **not** practise the **exact task** with their partner(s) prior to the assessment
- do **not** rote-learn or script role plays
- do **not** use Japanese notes, language learning resources, or dictionaries **during** the interactions.

## Resource requirements

Video recording equipment.

## Additional information

### *Judgement*

You will need to consider all pieces submitted for assessment to make an overall judgement. Each piece will not be marked separately, but considered in terms of how it contributes to the overall picture of evidence of achievement for the student. All interactions must be unrehearsed and unscripted. A series of learnt interviews or role-plays is not appropriate.

## Internal Assessment Resource

**Achievement standard:** 91134

**Standard title:** Interact using spoken Japanese to share information and justify ideas and opinions in different situations

**Credits:** 5

**Resource title:** Interact

**Resource reference:** Languages 2.3B v7 Japanese

### Student instructions

#### Introduction

This activity requires you to present a portfolio of a minimum of two unrehearsed and unscripted spoken interactions conducted in Japanese. Interactions will be in pairs or groups, but your work will be assessed individually.

Your interactions must be video recorded. The recording of this interaction must be of good enough quality to ensure that all participants can be heard clearly. It must be stored in a safe and accessible location.

Your assessment and final grade will come from a holistic evaluation of the quality of your selected interactions. Your personal contribution to the interactions should total about 4 minutes, but quality is more important than quantity.

In good quality interactions you will:

- select language to effectively communicate and clarify meaning between yourself and the people you are talking to, taking into account the purpose and audience;
- express and justify opinions with examples and references;
- begin appropriately, participate actively, keep the interaction going, clarify meaning when necessary, and encourage the involvement of the person interacting with you;
- use your language and cultural knowledge to communicate and interact appropriately with your partner(s).

Conversational strategies, where appropriate, are very important for the overall quality of your interactions. Strategies include using fillers, asking questions, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, repeating, apologising, pausing, prompting, seeking clarification.

All work must be your own. The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate the Japanese content is not permitted and material generated by these tools should not be used throughout the assessment. You may **not**:

- practise the **exact task** with your partner(s) prior to the assessment
- rote-learn or script role plays
- use Japanese notes, language learning resources, or dictionaries **during** the interactions

- use the language from the language samples in the assessment schedule unless it has been significantly reworked.

Interactions will take place throughout the year, during or at the conclusion of a relevant programme of work.

**Teacher note:** Confirm how much class time your students will have to individually prepare for each interaction and to record their conversation with their partner(s). Insert the dates for all checkpoints and the final submission here.

## Task

Participate in and record a minimum of two of the following interactions.

**Teacher note:** The following five contexts are examples only. If possible, add one or more of your own, reflecting areas that you focus on in your teaching and learning programme, or special experiences that your class have had in the course of the year.

### ***Dreams are free***

Discuss with a friend what you would do if you won Lotto. You could, for example, talk about:

- what you would/would not buy
- where you would live and why
- whether you would give some of your winnings to others
- how your win might affect relationships with family and friends
- how your win might change you as a person
- how your win might influence your future.

### ***Travel***

You are thinking of going to and living for a time in a Japanese-speaking country. Your teacher will play the role of a person from that country (alternatively, this could be a native speaker). You want to check out some of the things you have heard (or read about): are they accurate? And there are plenty of other things you are curious about. You could, for example, discuss:

- schooling (including comparisons with the New Zealand system)
- getting around by public transport
- food and meals
- opportunities for employment
- how people use their leisure time
- things to do and see
- important cultural differences to be aware of.

### ***Health and lifestyles***

Talk about your current lifestyle with a friend. You could, for example, discuss:

- what exercise you currently do (Has this changed? Is it enough?)
- your diet (eating habits)
- how you use your leisure time
- paid or voluntary work that you do on a regular basis

- good and bad habits
- what improvements would you like to make?
- any health issue you are passionate about (e.g. smoking).

### ***My place is best!***

Choose your favourite place in the world to live (this could be real or imaginary). Pick a partner who has chosen somewhere different. Have an informal debate, in which you explain, defend, and justify your choice.

Alternatively, you could debate the merits of two cities or towns in New Zealand, or the merits of living in town or city versus living in the country.

You could debate, for example:

- the physical attractions of your rival places
- their leisure and/or cultural amenities
- lifestyle factors
- opportunities
- how your choice of place reflects your personality or values.

### ***School ball***

The school ball has just come and gone. According to your school's website, it was a roaring success. Perhaps you were there and agree; perhaps you did not go and want to find out if the report is true; perhaps you are on next year's organising committee and want to ensure its success; perhaps you went and had a terrible time! In a small group, share your experiences and views. You could, for example, discuss:

- the choice of venue and theme
- the choice of music
- the dancing, and how people "got into it"
- the atmosphere, clothes
- surprises or scandals
- how it could be improved in the future.

Instead of the school ball, you could discuss any other school event. For example, rugby or basketball final, kapa haka competition, annual sports exchange, the school production, Shakespeare competition.

Submit the recordings of your interactions for assessment.



## Assessment schedule: Languages 91134 Japanese - Interact

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>Interactions use spoken Japanese to share information and justify ideas and opinions.</p> <p>The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>Interactions are characterised by the appropriate use of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.</p> <p>Communication is achieved overall, although interactions may be hindered in some places by inconsistencies.</p> <p><b>Example</b></p> <p>私のいちばんすきな りょうり ですか。えーと。。それは。。たぶん、フィッシュ アンド チップス だと思います。この りょうり を しっていますか。てんぷらに にていますよ。おいしくて、やすい りょうり で、よく金よう日のよる 家にもってかえって 食べることが あります。</p> <p><i>The examples above are indicative samples only.</i></p>	<p>Interactions use convincing spoken Japanese to share information and justify ideas and opinions.</p> <p>The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>A range of language is used that fits the specific purpose and audience of each interaction.</p> <p>The interactions are maintained by the student through generally successful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.</p> <p>Interactions are not significantly hindered by inconsistencies.</p> <p><b>Example</b></p> <p>私のだいすきな りょうり ですね。えーと。。ちょっとまって下さい、かんがえてみましょう。たぶん フィッシュ アンド チップス という りょうり です。食べたことがありますか。そうですか。ありませんか。</p> <p>日本のてんぷらに にている りょうり で、よく金よう日のよるに 家にもってかえって 食べることがあります。ニュージーランド人は日本人ほど 魚を食べませんが、フィッシュ アンド チップスは、にんきがあります。おいしくて、やすい りょうり だと思います。</p> <p><i>The examples above are indicative samples only.</i></p>	<p>Interactions use effective spoken Japanese to share information and justify ideas and opinions.</p> <p>The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>A range of language is used that consistently fits the specific purpose and audience of each interaction.</p> <p>The interactions are maintained by the student through skilful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.</p> <p>Interactions are not hindered by inconsistencies.</p> <p><b>Example</b></p> <p>そうですね。私が、いちばんすきなのは。。。あまり かんがえたことが ありませんが、たぶんフィッシュ アンド チップス という りょうり ですね。はなこさんは、聞いたことが あり ますか。いままでに、食べたことが ありますか。</p> <p>そうですか。ありませんか。ざんねんですね。日本のてんぷらに にている りょうり で、よく 金よう日のよるに 家にもってかえって かざくと 食べることがあります。ニュージーランド人は 日本人ほど 魚を食べない かもしれませんが、じつは、フィッシュ アンド チップス は、ニュージーランドで とても にんきがあります。おいしくて、やすい りょうり です。はなこさんも すきになると 思いますよ。いっしょに 食べてみませんか。</p> <p><i>The examples above are indicative samples only.</i></p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.



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## Internal Assessment Resource

### Languages Level 2

This resource supports assessment against Achievement Standard 91137 version 3

**Standard title:** Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts

**Credits:** 5

**Resource title:** Visitors to New Zealand!

**Resource reference:** Languages 2.5A v7 Japanese

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published  
by Ministry of Education

October 2025 Version 7

To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

## Internal Assessment Resource

**Achievement standard:** 91137

**Standard title:** Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts

**Credits:** 5

**Resource title:** Visitors to New Zealand!

**Resource reference:** Languages 2.5A v7 Japanese

### Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

### Context/setting

A group of exchange students is coming to New Zealand to experience life, language, and culture. Your students are to billet them.

This activity requires students to write a variety of texts in Japanese to introduce the exchange students to the school and New Zealand prior to their arrival and to keep in touch after they leave.

Students will write a number of texts in Japanese, including at least one from each list in Resource A. Text types could include, but are not limited to, e-mails, lists, annotated maps, charts, paragraphs, opinion, forms, poems, quiz, brochures, booklets, computer presentations, definitions, essays, and websites.

### Conditions

In all cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment: [Level 2 Japanese / Japanese / Learning languages / Resources for internally assessed achievement standards / NCEA on TKI - NCEA](#)

As part of regular teaching and learning, students write a variety of texts, both 'free' (spontaneous) and 'controlled' (prepared). Students need sufficient opportunity to write a range of texts for a range of purposes, from which they can make a selection for final submission.

The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate the Japanese content is not permitted and material generated by these tools should not be submitted as part of the student's work. Teachers must closely supervise the process of evidence collection to ensure that students:

- do not copy from another person or source without appropriate acknowledgement and significant modification using their own words
- do not receive guidance, scaffolding, instruction, assistance from anyone before submission.

Although stages of writing include brainstorming, outlining, drafting, revising, and proof reading, only the final text is required as evidence (though students could be asked to keep earlier drafts in case authenticity needs to be established).

Texts may be presented in electronic form or hand written.

A system needs to be devised for collating this evidence. This could be negotiated with students, for example, manila folders, document wallets, clear files, or digital storage.

Students select a minimum of two texts from their collection of written texts and submit these for assessment. This selection must demonstrate language use across a range of contexts and for a range of purposes.

The texts should have a combined total of approximately 800 kana.

You will consider all pieces submitted before making a holistic judgement. Each piece will not be assessed separately, but considered inasmuch as it contributes to the whole portfolio. Overall judgement will be made from the total evidence collected, showing that the student is working at a level 'consciously and reasonably consistently' rather than 'accidentally and occasionally'.

Students need to be made aware of the success criteria and of the level and complexity of language required at Level 7 of the NZ Curriculum. At all times quality is more important than quantity.

## **Resource requirements**

A range of resources to support drafting and reworking could include word lists, dictionaries, textbooks, or grammar notes.

## **Additional information**

For further information, see [Authenticity - NZQA](#).

Using this same theme, you might also collect some evidence for the presentation standard, for example, about the school (buildings/subjects/people), things to do in your town, welcome speech, or a documentary style presentation of our education system.

## Internal Assessment Resource

**Achievement standard:** 91137

**Standard title:** Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts

**Credits:** 5

**Resource title:** Visitors to New Zealand!

**Resource reference:** Languages 2.5A v7 Japanese

### Student instructions

#### Introduction

A group of exchange students is coming to New Zealand to experience life, language, and culture. You and your family are to billet a student and introduce him/her to school and to New Zealand.

This assessment activity requires you to communicate with your exchange student (using Japanese) before he/she arrives and to keep in touch after they have left.

The length of the texts may vary. The total length (across the texts) should be approximately 800 kana, however, quality is more important than quantity. Make sure that your texts collectively demonstrate the quality of writing of which you are capable.

The work you submit must be your own. You may not copy or otherwise reuse language that has been created by someone else, nor may you ask someone else to do any writing for you. The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate content is not permitted and material generated by these tools should not be submitted as part of your work. You may **not**:

- copy from another person or source without appropriate acknowledgement and significant modification, using your own words
- receive guidance, scaffolding, instruction, assistance from anyone before submission.

Unmodified extracts from any external source may not be included without acknowledgement of sources and will not be considered for the final achievement judgement. You may not use the language samples from the assessment schedule in your own work without substantial modification.

The writing will take place throughout the year, during or at the conclusion of a relevant programme of work.

**Teacher note:** Insert date for final submission here.

#### Task

In consultation with your teacher, choose at least one text type from each of the lists in Resource A.

Use your language and cultural knowledge to create texts that are appropriate for the scenario and the reader. In your texts, you will communicate information and express and justify ideas and opinions.

Draft and rework your writing over time. You may use resources such as word lists, dictionaries, textbooks, or grammar notes to help you. But you may not ask someone else to proofread or correct your writing.

See Resource B for information on quality writing.

Select and submit the final version of a minimum of two texts for assessment. Texts may be submitted in electronic form or handwritten.

Keep all drafts of your work. You may be asked to verify the authenticity of your work by doing further writing in class time.

## Resource A: Possible text scenarios

### LIST A

1. Write an email to your billet introducing yourself, family, leisure activities, and hopes for the future.
2. List ten things they need to bring to New Zealand with them and give reasons why.
3. Make an annotated map of the school, giving locations and subject information.
4. Make a chart comparing a school day and week in New Zealand and a Japanese-speaking community or country.
5. Make a chart of all holidays in New Zealand and Japanese-speaking community or country and write a paragraph to explain the significance of a New Zealand public holiday, for example, Waitangi Day.
6. Research and write a paragraph of three 'must do' activities in your area.
7. Share your opinions for numbers 4, 5, or 6 on a class blog or online discussion forum.
8. Devise a form to make it easier for the teachers to place students in home-stays and include your own information.
9. Write sentences in an acrostic poem format using the letters of your school's name, explaining your school's emblem and motto.

### LIST B

1. Make a mini online dictionary explaining common Kiwi expressions and idioms.
2. Write a booklet of hot tips on 'What to Do' or 'What Not to Do', for example, how to dress for different occasions, behave in the classroom, and/or at a rugby match.
3. Create a brochure explaining how to get around, for example, public transport.
4. Make a computer presentation about our currency, purchasing power, and best buys.
5. Create a brochure explaining the support systems available in your school, for example, the nurse, dean, or counsellor.
6. Make a fun multi-choice quiz, for example, 'Are you a typical Kiwi?', with a summary underneath for those who have Mostly A, Mostly B, Mostly C answers.
7. Write a letter to your billet explaining some aspects of 'Kiwiana' and explain some of the things they can expect to see/do or try (for example, swimming between the flags, eating a hāngī, not going to school on Saturday morning etc).

### LIST C

After the exchange group has left:

1. Write an essay on 'The benefits of language learning and student exchanges'.
  - Write an essay – 'I would rather go to school in New Zealand/Japanese-speaking community or country'.
2. Contribute to your school website in Japanese, for example, key personnel, daily/weekly organisation, timetable, sports, cultural, musical activities – so that next year's exchange students can get information prior to their visit.
3. Retell a traditional story.
4. Describe and comment on a current event in New Zealand.



## Resource B: Quality writing

Quality writing:

- effectively communicates information and expresses and justifies ideas and opinions that are relevant in the context
- uses language and cultural knowledge appropriate for the task and the intended audience
- uses language appropriate to the text type
- uses appropriate formats and styles
- develops and connects the opinions, information, and ideas to produce an integrated whole
- gives examples and makes comparisons to illustrate points
- gives convincing reasons and explanations
- clearly sequences information and ideas
- uses connecting words
- uses language expected at Level 7 of the NZ Curriculum (your teacher will provide examples of language at this level).

Quality writing may also show knowledge of cultural aspects of a Japanese-speaking community or country in order to make comparisons where appropriate.

Communication will not be hindered by inconsistencies in, for example, format, spelling, lexical choice, level of formality, language conventions, language features.

## Assessment schedule: Languages 91137 Japanese - Visitors to New Zealand!

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>Japanese is used to communicate and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.</p> <p>The texts fulfil the communicative intents of the tasks and are characterised by the selection of language and language features fit for the task and audience. Cultural conventions are used where appropriate.</p> <p>Communication is achieved overall, although there may be inconsistencies in choice and use of language features.</p> <p>The overall selection of text types is approximately 800 kana.</p> <p>Example</p> <p>ニューシーランドに いる間に、ロトルアに行ってください。この まちは みどりがたくさんあります から、きれいな まちです。そして、マオリの ぶんかを たくさん 見ることができて、おもしろいでしょう。</p> <p><i>The examples above are indicative samples only.</i></p>	<p>Convincing Japanese is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.</p> <p>Opinions, information, and ideas are generally expressed in a credible and connected way. A range of language and language features are used that fit the specific purpose and audience for each text type, using cultural conventions where appropriate.</p> <p>Communication is not significantly hindered by inconsistencies in choice and use of language and language features.</p> <p>The overall selection of text types is approximately 800 kana.</p> <p>Example</p> <p>ニュージーランドに いる間に、ぜひ ロトルアに行ってください。この きたじまにある まちは、おもしろくて、ぶんかてきな まちです。おんせんが たくさん あって、もりと川にかこまれていて、とてもきれいな まちです。となりに、むかしの マオリの むらも あって、マオリの ぶんかを 見ることができまから、おもしろい と思います。</p> <p><i>The examples above are indicative samples only.</i></p>	<p>Effective Japanese is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.</p> <p>Opinions, information, and ideas are expressed in a controlled and integrated way. A range of language and language features are capably selected and successfully used to fit the specific purpose and audience for each text type, using cultural conventions where appropriate.</p> <p>Communication is not hindered by inconsistencies in choice and use of language and language features.</p> <p>The overall selection of text types is approximately 800 kana.</p> <p>Example</p> <p>ニュージーランドに いる間に、いろいろな おもしろいところを見物してみると いいと思います。たとえば、きたじまにある ロトルアと言う まちは ニュージーランドで いちばん おもしろい まち かもしれません。おんせんが たくさん あって、とても きれいな まちである だけでなく、マオリのぶんかを 見ることができ ことでも ゆうめいになりました。あなたも きっとすきになるでしょう。</p> <p><i>The examples above are indicative samples only.</i></p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.



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## Internal Assessment Resource

### Languages Level 2

This resource supports assessment against Achievement Standard 91137 version 3

**Standard title:** Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts

**Credits:** 5

**Resource title:** Submissions for School Journal

**Resource reference:** Languages 2.5B v6 Japanese

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published  
by Ministry of Education

October 2025 Version 6

To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

## Internal Assessment Resource

**Achievement standard:** 91137

**Standard title:** Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts

**Credits:** 5

**Resource title:** Submissions for School Journal

**Resource reference:** Languages 2.5B v6 Japanese

### Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

### Context/setting

This activity requires students to write a variety of texts and submit a minimum of two of their best pieces for publication in a Japanese school journal.

While a Japanese school journal is suggested as the context, it could equally well be a newspaper, magazine, web page, or writing competition. Similarly, the text types can be changed. Finalise the details to fit with your teaching and learning programme.

### Conditions

In all cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment: [Level 2 Japanese / Japanese / Learning languages / Resources for internally assessed achievement standards / NCEA on TKI - NCEA](#).

As part of regular teaching and learning, students write a variety of texts, both “free” (spontaneous) and “controlled” (prepared). Students need sufficient opportunity to write a range of texts for a range of purposes.

When students are actively producing language for assessment, teachers can only help with technical aspects (e.g. formatting). You must not assist with language production or evidence selection. Checkpoints can be used to monitor progress and ensure authenticity.

Although stages of writing include brainstorming, outlining, drafting, revising, and proof reading, only the final text is required as evidence (though students could be asked to keep earlier drafts in case authenticity needs to be established).

Texts may be presented in electronic form or hand-written.

A system needs to be devised for collating evidence for final submission. This could include manila folders, document wallets, clear files, or digital storage.

Students select a minimum of two texts from their collection of written texts and submit these for assessment. This selection must demonstrate language use across a range of contexts and for a range of purposes.

The texts should have a combined total of approximately 800 kana.

You will consider all pieces submitted before making a holistic judgement. Each piece will **not** be assessed separately, but considered inasmuch as it contributes to the whole portfolio. Overall judgement will be made from the total evidence collected, showing that the student is working at a level “consciously and reasonably consistently” rather than “accidentally and occasionally”.

Students need to be made aware of the success criteria and of the level and complexity of language required at Level 7 of the NZ Curriculum. Feedback and feed-forward on classwork and homework is also part of normal classroom practice and gives a clear indication to students of the level at which they are working. After students complete their first assessed piece, you may help them understand how their work aligns with the success criteria. However, this support must use only the exact wording from the standard or the sample assessment schedule on TKI. Students may be provided with up to four hours of class time to select and refine their initial and subsequent drafts before final submission.

At all times quality is more important than quantity.

## Authenticity

For further information, see [Authenticity - NZQA](#).

The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate the Japanese content is not permitted and material generated by these tools should **not** be submitted as part of the student’s work. Teachers must closely supervise the process of evidence collection to ensure that students:

- do **not** copy from another person or source without appropriate acknowledgement and significant modification using their own words
- do **not** receive guidance, scaffolding, instruction, assistance from anyone before submission.

## Resource requirements

A range of resources to support drafting and reworking could include word lists, dictionaries, textbooks, or grammar notes.

## Internal Assessment Resource

**Achievement standard:** 91137

**Standard title:** Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts

**Credits:** 5

**Resource title:** Submissions for School Journal

**Resource reference:** Languages 2.5B v6 Japanese

### Student instructions

#### Introduction

This assessment activity requires you to write a minimum of two texts for inclusion in a “school journal” that your class is producing to send to your sister school in a Japanese speaking country.

The length of the texts may vary. The total length (across the texts) should be approximately 800 kana, however, quality is more important than quantity. Make sure that your texts collectively demonstrate the quality of writing of which you are capable.

The work you submit must be your own. The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate content is **not** permitted and material generated by these tools should not be submitted as part of your work. You may **not**:

- copy from another person or source without appropriate acknowledgement and significant modification, using your own words
- receive guidance, scaffolding, instruction, assistance from anyone before submission
- use the language samples from the assessment schedule in your own work without substantial modification.

The writing will take place throughout the year, during or at the conclusion of a relevant programme of work.

**Teacher note:** Confirm how much class time your students will have to prepare and refine their drafts before final submission. Specify how drafts will be stored to ensure authenticity. Insert the dates for all checkpoints and the final submission here.

#### Task

Choose a text type from a minimum of two of the seven categories in Resource A.

Use your language and cultural knowledge to create texts that are appropriate for the school journal project. In your texts, you will communicate information and express and justify ideas and opinions.

Draft and rework your writing over time. You may use resources such as word lists, dictionaries, textbooks, or grammar notes to help you. But you may not ask someone else to proofread or correct your writing.

See Resource B for information on quality writing.

Select and submit the final version of a minimum of two texts for assessment. Texts may be submitted in electronic form or handwritten.

Keep all drafts of your work. You may be asked to verify the authenticity of your work by doing further writing in class time.



## Resource A: Possible text scenarios

### Category 1

My favourite:

- person e.g. singer, actor, sportsperson, family member
- place
- thing
- memory
- holiday destination.

### Category 2

Reviews:

- film/book/show
- restaurant
- TV programme
- video game
- a new technology e.g. iPhone.

### Category 3

How to:

- make a food item
- play a game/sport
- wear an item of national significance.

### Category 4

Share an opinion on an issue:

- social e.g. driving age, alcohol, body art
- environmental e.g. pollution, endangered animals
- school e.g. rules, uniform, bullying.

### Category 5

Get creative:

- retell a myth or legend
- write a story based on a picture or a series of pictures
- create a cartoon
- write a poem or a song.

### Category 6

Real life accounts of:

- being a secondary student
- having a part-time job
- going on a language exchange
- being a member of a sports team.

### Category 7

Consumer corner:

- compare and contrast products, give advice on the best buy e.g. MP3 v iPod
- products/shops/companies to avoid or to use, i.e. recount experiences, give opinion.

## Resource B: Quality writing

Quality writing:

- effectively communicates information and expresses and justifies ideas and opinions that are relevant in the context
- uses language and cultural knowledge appropriate for the task and the intended audience
- uses language appropriate to the text type
- uses appropriate formats and styles
- develops and connects the opinions, information, and ideas to produce an integrated whole
- gives examples and makes comparisons to illustrate points
- gives convincing reasons and explanations
- clearly sequences information and ideas
- uses connecting words
- uses language expected at Level 7 of the NZ Curriculum (your teacher will provide examples of language at this level).

Quality writing may also show knowledge of cultural aspects of Japan in order to make comparisons where appropriate.

Communication will not be hindered by inconsistencies in, for example, format, spelling, lexical choice, level of formality, language conventions, language features.

## Assessment schedule: Languages 91137 Japanese - Submissions for School Journal

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>Japanese is used to communicate and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.</p> <p>The texts fulfil the communicative intents of the tasks and are characterised by the selection of language and language features fit for the task and audience. Cultural conventions are used where appropriate.</p> <p>Communication is achieved overall, although there may be inconsistencies in choice and use of language features.</p> <p>The overall selection of text types is approximately 800 kana.</p> <p><b>Example</b></p> <p>きのう あたらしい けいたい電話を 買いました。あたらしいのは、前のより きれいで、べんりだと思います。買う前に、けいたい電話のパンフレットを よく読みました。</p> <p><i>The examples above are indicative samples only.</i></p>	<p>Convincing Japanese is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.</p> <p>Opinions, information, and ideas are generally expressed in a credible and connected way. A range of language and language features are used that fit the specific purpose and audience for each text type, using cultural conventions where appropriate.</p> <p>Communication is not significantly hindered by inconsistencies in choice and use of language and language features.</p> <p>The overall selection of text types is approximately 800 kana.</p> <p><b>Example</b></p> <p>きのう あたらしい けいたい電話を 買いました。買う前に、たくさんの けいたい 電話のパンフレットを よく読んで、きれいで、つかいやすい この けいたい電話を えらび ました。</p> <p><i>The examples above are indicative samples only.</i></p>	<p>Effective Japanese is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.</p> <p>Opinions, information, and ideas are expressed in a controlled and integrated way. A range of language and language features are capably selected and successfully used to fit the specific purpose and audience for each text type, using cultural conventions where appropriate.</p> <p>Communication is not hindered by inconsistencies in choice and use of language and language features.</p> <p>The overall selection of text types is approximately 800 kana.</p> <p><b>Example</b></p> <p>私のけいたい電話は、もう ふるかったですから、きのう あたらしい けいたい電話を 買いました。これを買う前に、いろいろな けいたい電話についての パンフレットを よく読んだり、べんきょうしたりして、これに きめました。私の ふるい けいたい電話にくらべて、とてもきれいで、つかいやすい この けいたい電話を 買うことができて、とても よろこんでいます。</p> <p><i>The examples above are indicative samples only.</i></p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.