

# 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 3**. 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 3

Product	What's changed?
Conditions of Assessment	Changes made for clarity of meaning for 'assessment events' and 'feedback during teaching and learning'.
AS3.2b 91554 Internal Assessment Activity	Changes made for clarity of meaning for 'assessment events' and 'feedback during teaching and learning'.
AS3.3b 91555 Internal Assessment Activity	Changes made for clarity of meaning for 'assessment events' and 'feedback during teaching and learning'.
AS3.5b 91557 Internal Assessment Activity	Changes made for clarity of meaning for 'assessment events' and 'feedback during teaching and learning'.

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## NCEA Level 3 Languages

### Conditions of Assessment

#### General Information

<b>Subject Reference</b>	Japanese
<b>Domain</b>	Japanese
<b>Level</b>	3

#### 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>3.2</b>
<b>Title</b>	Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material
<b>Number of Credits</b>	3
<b>Version</b>	1

This achievement standard involves explaining and justifying a viewpoint in culturally appropriate spoken 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.

It is suggested that the presentation be approximately 2-3 minutes.

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

Use of pre-existing phrases is not sufficient to meet the requirements of the Standard.

### **Collection of Evidence**

Video is a suitable way 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 and in its entirety.

Aids to memory such as those suggested above should 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>3.3</b>
<b>Title</b>	Interact clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations
<b>Number of Credits</b>	6
<b>Version</b>	1

This achievement standard involves finding out about, evaluating, accounting for and sustaining own views, and giving explanations or evidence to support or challenge the ideas and perspectives 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.

Four to five minutes is a suggested guideline for appropriate length.

Where an interaction involves more than one person being assessed, each person will be assessed individually.

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 recording.

## 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>3.5</b>
<b>Title</b>	Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives
<b>Number of Credits</b>	5
<b>Version</b>	1

This achievement standard involves accounting for and sustaining own views and finding out about, evaluating and giving explanations or evidence to support or challenge the ideas and perspectives of others.

## Evidence

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

## Sufficiency of Evidence

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

Tasks should provide opportunities for students to demonstrate language 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.

500 words, 900 ja, 900 kana, or 500 Chinese characters is a suggested guideline for this standard.

Use of pre-existing phrases is 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 reasonably consistently rather than accidentally and occasionally. Selection of evidence would 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.

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## Internal Assessment Resource

### Languages Level 3

This resource supports assessment against:

**Achievement Standard 91554**

Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material

**Resource title: Positively different**

3 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 3

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 91554:** Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material

**Resource reference:** Languages 3.2B v3 Japanese

**Resource title:** Positively different

**Credits:** 3

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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 Achievement Standard Languages 91554. 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 standard assesses the student's ability to speak to an audience and has effective communication as its focus.

This activity requires students to select a cultural practice or trend from the stimulus material related to the Japanese culture that they would like their classmates to experience. They then give a clear spoken presentation, in which they communicate a critical response to the stimulus material.

The stimulus material could be a video clip, an article, or a text from a book.

The cultural practice or trend could be, for example, street soccer, having Wednesday afternoons off, no uniforms, cram schools, festivals, celebrations of national days, or the importance of church and religion.

Choose stimulus material and suggest cultural aspects that will engage your students' interests and that offers plenty of scope for students to engage with ideas in ways that are expected at level 8 of the NZ Curriculum.

Students can further research their chosen cultural practice or trend using additional resources. It is recommended that they keep a research log, record any search prompts they use, and acknowledge all sources of information.

This resource material should be read in conjunction with the Senior Secondary Teaching and Learning Guides for languages: <http://seniorsecondary.tki.org.nz/>.

### Conditions

In all cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment:

<https://ncea.tki.org.nz/Resources-for-internally-assessed-achievement-standards/Learning-languages/Japanese/Level-3-Japanese>.

As part of regular teaching and learning, students will be provided with opportunities to explain and justify viewpoints in culturally appropriate 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 to 3 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 8 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 91554:** Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material

**Resource reference:** Languages 3.2B v3 Japanese

**Resource title:** Positively different

**Credits:** 3

Achievement	Achievement with Merit	Achievement with Excellence
Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material.	Give a clear, convincing spoken presentation in Japanese that communicates a critical response to stimulus material.	Give a clear, effective spoken presentation in Japanese that communicates a critical response to stimulus material.

### Student instructions

#### Introduction

This activity requires you to prepare and give a clear spoken presentation in which you explain a cultural practice or trend and explain, with reasons, why you believe it would be beneficial for your classmates to experience it.

**Teacher note:** You will need to add information about the stimulus material the students will be using. You will also need to let them know how their presentations will be recorded and stored.

You may work in pairs or in groups for your initial preparation and brainstorming. But you will give your presentation and be assessed individually.

You can use prepared notes, cue cards, props, photos, and other supporting material but you must not read directly from your notes. If you read directly from your notes, you will not meet the Standard.

Your presentation must be your own work. 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
- receive guidance, scaffolding, instruction, assistance, or assessment conditions beyond what is specified as permissible in the Conditions of Assessment

- use the language samples from the assessment schedule in your own work without substantial modification.

You will need to video record your presentation for assessment and moderation purposes.

The suggested length for your presentation is about **two to three** minutes. However, quality is more important than quantity.

You will be assessed on how effectively you communicate a critical response to the cultural practice/trend.

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

Prepare and give a spoken presentation in Japanese in which you explain a Japanese cultural practice/trend and explain, with reasons, why you believe it would be beneficial for your classmates to experience it.

The practice/trend will be selected from stimulus material.

Your presentation must be more than just a description of the practice/trend: “a critical response” will include analysis, interpretation, or evaluation.

Whether you are expressing your own viewpoint or supporting or challenging the ideas or opinions of others, explain and justify your thinking.

In your presentation, you could include, for example:

- a description of the cultural practice/trend (who, when, where, what)
- your first impressions and/or reactions upon learning about this practice/trend
- the reasons why this practice/trend appeals to you
- the benefits of this practice/trend for your classmates
- the origin and/or significance of the practice/trend in Japan
- how the practice/trend differs from what you are used to at home
- what impact (for example, change of point of view, a change of appreciation, belief, values) learning about this practice/trend has had on you
- a prediction as to how your classmates might react to the practice/trend: challenge preconceptions, prejudice, stereotyping
- how you would introduce the practice/trend to your classmates
- specifics from the stimulus material and other related texts or images, or anecdotal evidence.

The above suggestions are just some of the ways in which you could communicate a critical response to the cultural activity. In your presentation, you may want to comment on different aspects and in different ways.

In your presentation, aim to:

- give a balanced view of the cultural aspect

- structure your argument logically and effectively to inform the audience and persuade them to accept your position
- use a range of language and language features that are fit for the purpose of the presentation and the audience
- minimise inconsistencies (for example, in vocabulary, expressions, sentence structures, pronunciation, intonation, rhythm patterns, delivery speed, audibility, stress, and tones) that could hinder communication.
- use gestures and body language as appropriate in Japanese.

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## Assessment schedule: Languages 91554 Japanese – Positively different

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student gives a clear spoken presentation in Japanese in which they explain a cultural practice or trend.</p> <p>The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material.</p> <p>The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.</p> <p>The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example:</p> <p>去年日本の学校に行きました。生徒が学校の掃除<small>そうじ</small>をしなければならない、掃除<small>そうじ</small>の時間がありました。どうして掃除<small>そうじ</small>の会社に頼<small>たの</small>まないのでしょうか。今日は、これについて話します。</p> <p>Communication is achieved overall despite inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p> <p><i>The example above relates to only part of what is required, and is just indicative.</i></p>	<p>The student gives a clear, convincing spoken presentation in Japanese in which they explain a cultural practice or trend.</p> <p>The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material.</p> <p>The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.</p> <p>The language is generally credible and connected.</p> <p>The student selects and uses a range of language and language features that are fit for the purpose and audience.</p> <p>The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example:</p> <p>去年日本の学校に行ったとき、生徒が学校の掃除<small>そうじ</small>をすることを知って、びっくりしました。生徒が学校の掃除<small>そうじ</small>をした方がいいのでしょうか。それとも、掃除<small>そうじ</small>の会社<small>たの</small>に頼<small>たの</small>んだ方がいいのでしょうか。今日は、このことについて話したいと思います。</p> <p>Communication is not significantly hindered by inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>	<p>The student gives a clear, effective spoken presentation in Japanese in which they explain a cultural practice or trend.</p> <p>The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material.</p> <p>The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.</p> <p>The language is controlled and integrated.</p> <p>The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience.</p> <p>The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example:</p> <p>みなさんは、日本の学校へ行ったことがありますか。私は、去年日本に行って、学校がとてもきれいなことにびっくりしました。そして、生徒が学校を掃除<small>そうじ</small>しているのを見て、もっとびっくりしました。</p> <p>ニュージーランドのように、どうして掃除<small>そうじ</small>の会社<small>たの</small>に頼<small>たの</small>まないのでしょうか。そして、このことは、きれいな学校と関係<small>かんけい</small>があるのでしょうか。今日は、このことについて話したいと思います。</p>

	<i>The example above relates to only part of what is required, and is just indicative.</i>	Communication is not hindered by inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  <i>The example above relates to only part of what is required, and is just indicative.</i>
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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 3

This resource supports assessment against:

Achievement Standard 91555

**Standard title:** Interact clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations

**Credits:** 6

**Resource title:** Cultural challenges

**Resource reference:** Languages 3.3B v4 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 4

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:** 91555

**Standard title:** Interact clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations

**Credits:** 6

**Resource title:** Cultural challenges

**Resource reference:** Languages 3.3B v4 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 students to interact clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations.

Interactions may be between students (one-to-one, or in a small group), with you (teacher), or with a native speaker. Discuss with students when making decisions about participants or media (for example, whether the interaction is face-to-face or using communication technology).

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 **4-5 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”.

Scenarios for four interactions are suggested. Students select a minimum of two.

If your students do not have ready access to authentic experiences or material, adapt this resource to include contexts that are more relevant. The scenarios used should reflect the interests of your students. For example, if it is more relevant, include a discussion around something the students would like to watch on social media instead of selecting a film.

This task could be used in conjunction with Achievement Standard 91557 *Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives*. In other words, students could be assessed for their interactive speaking and their writing using the same learning context. If this is done, ensure that

the students are not achieving double credit for simply reusing the same ideas and language.

This resource material should be read in conjunction with the Senior Secondary Teaching and Learning Guides for languages: <http://seniorsecondary.tki.org.nz/>.

## Conditions

In all cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment: [Level 3 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 that involve a degree of spontaneity, 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 assessed on their contribution during and ability to maintain the interaction. Their range of language in the interactions is shown 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. Perfect use of grammar structures is not the primary focus.

Students need to be made aware of the success criteria and of the level and complexity of language required at level 8 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.

The interactions must be video recorded for marking and moderation purposes. Recordings must be safely stored and of good enough quality for all participants to be heard and distinguished clearly.

## 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, to indicate a degree of spontaneity. A series of learnt interviews or role-plays is not appropriate.

For 2026 Planning

## Internal Assessment Resource

**Achievement standard:** 91555

**Standard title:** Interact clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations

**Credits:** 6

**Resource title:** Cultural challenges

**Resource reference:** Languages 3.3B v4 Japanese

### Student instructions

#### Introduction

This assessment activity requires you to take part in and video record a minimum of two interactions in Japanese. Four possible scenarios are provided.

In your interactions, you should:

- express, explore, and justify (with explanations or evidence) your own ideas and perspectives
- explore and support/challenge (with explanations or evidence) the ideas and perspectives of others
- use language and language features that are fit for purpose and audience.

You will be assessed on how effectively you use spoken Japanese to explore and justify varied ideas and perspectives.

#### Conditions

Your teacher will give you dates for your interactions and instructions on how the recordings should be stored.

You will be assessed individually.

It is suggested that your interactions total about four to five minutes, but quality is more important than quantity.

You may not use cue cards or count a pre-learnt role-play or dialogue as an interaction, but you may use materials that are authentic and appropriate to the context (for example, a map or an image).

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

As this Standard assesses interaction, the language you use should fit naturally into the discussion.

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

Select a minimum of two of the following scenarios for your interactions. The bulleted points are suggestions only and should not limit your ideas.

**Teacher note:** For each scenario, assign (or consult with students about) suitable pairs, groups, and media (for example, face-to-face or using technology).

### ***What's on next week?***

You belong to a Japanese film club. Each week, students can choose a film in Japanese or about Japanese culture to view and then to discuss. You and other members of the film club are having a discussion about which film to choose for next week.

You could consider the following in your discussion:

- the genre of film that you each would like to watch and what benefits you will get from seeing it
- previous films you have seen that made an impression on you
- if it is in the Japanese, whether the language is pitched at a level that most of your classmates can understand
- whether the movie is appropriate for school
- how to convince your teacher that this film would be advantageous for your learning.

You could carry out this task as part of a group discussion, with your teacher and another student, with a native speaker and another student, or through the use of social networking tools such Skype.

### ***Help us celebrate!***

Your school is running an event to celebrate Languages Week. Your language class has been given the task of organising activities to celebrate the Japanese culture. Make a phone call to a Japanese community group or business negotiating their support at the event. You could consider the following:

- explaining the purpose of the celebration
- negotiating the possibility of sponsorship, food sale, and/or performances
- negotiating resources that might be needed
- discussing the benefits to the school and wider community.

***A helping hand***

Members of a sporting team from Japan will be billeted in your town for an international competition. Your language class wants to show support for Japan and make their stay here welcoming. A representative from the team has come into class to talk with you and share ideas. You discuss ways to do this, for example, through offering a translation 'hotline', offering financial aid if needed, messages of support, and other initiatives. You could consider the following:

- the reasons to be involved
- the ways to be involved
- what initiatives your local community might already have in place
- your roles and responsibilities as global citizens.

***What's up?***

You are involved in peer support and are called to the dean's office to help an exchange student from Japan who is having issues with one of their teachers. You will need to find out what the problem is and then you could consider discussing the following:

- the possibility that differences between school life in New Zealand and in Japan have led to a miscommunication
- the cultural expectations from both parties may be different, for example, making eye contact when talking
- concerns around language knowledge (consider Kiwi English, the pace of delivery etc)
- advice for him/her to better enjoy life here at your school and how to better get on with that teacher.

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In your interactions, aim to:

- speak clearly, so that your meaning is understood
- demonstrate a degree of fluency and spontaneity (that is maintain and sustain interactions without previous rehearsal)
- use appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification
- make appropriate use of cultural conventions such as courtesies and gestures.

As far as possible, avoid inconsistencies that might hinder communication (for example, inconsistencies in language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).



## Assessment schedule: Languages 91555 Japanese – Cultural challenges

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student's overall contribution to the total interactions is about four to five minutes.</p> <p>Across the recordings, the student has interacted clearly using spoken Japanese.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student's participation is characterised by:</p> <ul style="list-style-type: none"> <li>• a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal)</li> <li>• use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification</li> <li>• appropriate use of cultural conventions such as courtesies and gestures.</li> </ul> <p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p>	<p>The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student's overall contribution to the total interactions is about four to five minutes.</p> <p>Across the recordings, the student has interacted clearly using convincing spoken Japanese.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student's participation is characterised by:</p> <ul style="list-style-type: none"> <li>• use of a range of language that is fit for purpose and audience</li> <li>• generally successful selection from a repertoire of language features and strategies to maintain the interaction</li> <li>• a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal)</li> <li>• use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification</li> </ul>	<p>The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student's overall contribution to the total interactions is about four to five minutes.</p> <p>Across the recordings, the student has interacted clearly using effective spoken Japanese.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student's participation is characterised by:</p> <ul style="list-style-type: none"> <li>• successful use of a range of language that is consistently fit for purpose and audience</li> <li>• skilful selection from a repertoire of language features and strategies to maintain the interaction</li> <li>• a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal)</li> <li>• use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification</li> </ul>



<p>A. 日本語の授業(じゅぎょう)で、『もののけ姫(ひめ)』が見たい。アニメの中で、これが一番(ばん)好き。</p> <p>B. 見たーい。でも先生は「だめ」って言いそう。</p> <p>C. じゃあ、先生に「日本語の勉強(べんきょう)のためにいいので、見せて下さい。」と言ってみようよ。</p> <p>Communication is achieved overall, although interactions may be hindered in some places by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p> <p><i>The examples above are indicative samples only.</i></p>	<ul style="list-style-type: none"> <li>• appropriate use of cultural conventions such as courtesies and gestures.</li> </ul> <p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p>A. 日本語の授業(じゅぎょう)で、『もののけ姫(ひめ)』が見たい。アニメをたくさん見ているけど、これには、いいメッセージがある。</p> <p>B. 僕(ぼく)も見てみたい。でも先生はアニメが好きだと思う？「だめ」って言いそう。</p> <p>C. じゃあ、先生に「『もののけ姫(ひめ)』は、アニメですが、日本語の勉強(べんきょう)と 社会問題(もんだい)の勉強(べんきょう)にもなります。」と言って、頼(たの)んでみようよ。</p> <p>Interactions are not significantly hindered by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p> <p><i>The examples above are indicative samples only.</i></p>	<ul style="list-style-type: none"> <li>• appropriate use of cultural conventions such as courtesies and gestures.</li> </ul> <p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p>A. 日本語の授業(じゅぎょう)で、『もののけ姫(ひめ)』が見たい。アニメをたくさん見ているけど、『もののけ姫(ひめ)』には、大切(せつ)なメッセージがあって、見た後で、色々なことを考(かんが)えた。</p> <p>B. へー、そうなんだ。僕(ぼく)も見てみたい。先生に頼(たの)もうよ。でも先生はアニメがあまり好きじゃなさそうだから「だめ」と言うかもしれないね。</p> <p>C. じゃあ、先生に「『もののけ姫(ひめ)』を見ると、日本語の勉強(べんきょう)だけでなく、人と自然(しぜん)の関係(かんけい)についての勉強(べんきょう)にもなります。」と頼(たの)んでみたら？先生も「いい」と言うんじゃないかな。</p> <p>Interactions are not hindered by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p> <p><i>The examples above are indicative samples only.</i></p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

## Internal Assessment Resource

### Languages Level 3

This resource supports assessment against:

Achievement Standard 91557

**Standard title:** Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives

**Credits:** 5

**Resource title:** A virtual classroom

**Resource reference:** Languages 3.5B v4 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

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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:** 91557

**Standard title:** Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives

**Credits:** 5

**Resource title:** A virtual classroom

**Resource reference:** Languages 3.5B v4 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 assessment requires students to imagine their Japanese class is establishing a virtual classroom on the school intranet and to produce a minimum of two written texts for this intranet site.

This resource provides four scenarios, from which students select a minimum of two. Adapt or replace any of the suggested scenarios that are not appropriate or sufficiently real for your students.

This assessment activity could be used in conjunction with assessment for Achievement Standard 91555 *Interact clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations*. In other words, students could be assessed for their interactive speaking and their writing using the same learning context. If this is done, ensure that the students are not achieving double credit for simply reusing the same ideas and language.

This resource material should be read in conjunction with:

- the Senior Secondary Teaching and Learning Guides for languages: <http://seniorsecondary.tki.org.nz/>
- the NCEA Level 3 writing clarification documents for Japanese (available on the NZQA website).

### Conditions

In all cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment: [Level 3 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.

500 words, 900 ja, 900 kana, or 500 Chinese characters is a suggested guideline for this standard.

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 8 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, or 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.

For 2026 Planning

## Internal Assessment Resource

**Achievement standard:** 91557

**Standard title:** Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives

**Credits:** 5

**Resource title:** A virtual classroom

**Resource reference:** Languages 3.5B v4 Japanese

### Student instructions

#### Introduction

Imagine that your Japanese class is establishing a virtual classroom on the school intranet. You are required to write a minimum of two texts in Japanese for this virtual classroom.

Write in a format and style that is linguistically and culturally appropriate. Ensure that the content is informed, well organised, and fit for the purpose and audience.

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.

There is no word limit but it is recommended that, across the texts, you write a total of about 900 kana. Quality is however more important than quantity.

You may draft and revise your writing. 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. Only your final versions will be assessed.

You will be assessed on how effectively you use Japanese to explore and justify a variety of ideas and perspectives in your pieces of writing.

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

Write a minimum of two texts in Japanese, suitable for posting on your class's (imaginary) virtual classroom pages on the school intranet.

In your writing, you should:

- express, explore, and justify (with explanations or evidence) your own ideas and perspectives
- explore and support/challenge (with explanations or evidence) the ideas and perspectives of others
- use language and language features that are fit for purpose and audience
- include some ideas and information from sources other than your own direct experience (for example, articles, films, or discussions with native speakers).

Choose a minimum of two of the four following scenarios as the basis for your written texts. The bullet points are suggestions only and should not limit your ideas.

Use your language and cultural knowledge to organise each text so that it is appropriate for the purpose and audience.

### ***Film review***

You belong to a Japanese film club. Each week you view and discuss with the other members a Japanese film or a film about the Japanese culture. This week you have watched a film you feel particularly strongly about. Write a review and post it on your Japanese intranet class webpage.

In your review, you could:

- discuss one or more aspects of this film (for example, themes, the development of characters, film techniques) in detail
- express your personal response to this film
- include other views on this film
- give this film a rating out of five stars and justify your rating
- give recommendations to Japanese students on whether the film is worth viewing, and justify your recommendations.

### ***Celebrating Languages Week***

Your school has held an event to celebrate Languages Week. Write an article about this event in Japanese and post it on your Japanese intranet class webpage.

In your article, you could:

- give general information about the event (for example, what the event was, when and where it took place, who was involved)
- explain the purpose of the event and the benefits it has brought to the school
- describe what activities were available with specific reference to the involvement of your Japanese class (for example, food stalls, performances, and/or other cultural activities)
- evaluate the success of the event
- give advice to your school or Japanese class for improvements for future events and explain why your ideas would be improvements.



***A helping hand***

A natural disaster or humanitarian issue has affected Japan. Prepare a letter suitable for emailing to or posting on a class blog addressed to the students at your sister school in Japan, expressing your concern and asking what you could do to help. Post your letter on your Japanese intranet class webpage for peer review.

In your letter, you could:

- express sympathy and condolences if appropriate
- ask what initiatives Japan and/or your sister school have already undertaken and how you could be involved in their projects
- explain the ideas your Japanese class has come up with and ask if they are appropriate
- find out what other forms of support and assistance are needed.

***Life in New Zealand***

The students in your class have been asked to produce short Japanese articles for the international section of the school website, exploring life for young people in New Zealand. Post your article on your Japanese intranet class webpage for peer review.

In your article, you could:

- describe and explain some of the traditional 'kiwiana' and/or cultural practices that the students may experience, for example, eating a hāngi, the cultural significance of greenstone, visiting a marae, the silver fern, the All Blacks, pot luck dinners, jandals, possible similarities and differences in teenage life in New Zealand and in Japan
- describe and explain leisure activities and opportunities for socialising
- provide tips on fitting in with New Zealanders of the same age
- include experiences, ideas, and opinions from other Japanese students who have lived in New Zealand.

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Across the texts, aim to:

- write clearly, so that you communicate your intended meaning
- use language in a way that is controlled and integrated
- make appropriate use of New Zealand Curriculum level 8 communication skills, language, and cultural knowledge.

As far as possible, avoid inconsistencies that might hinder communication (for example, inconsistencies in format, spelling, lexical choice, level of formality, language conventions, or language features).



## Assessment schedule: Languages 91557 Japanese – A virtual classroom

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>In clear Japanese, the student has produced at least two written texts of various types for the agreed scenarios. The total length of the texts is approximately 900 kana.</p> <p>Across the texts, the student explores and justifies varied ideas and perspectives. They do this by:</p> <ul style="list-style-type: none"> <li>evaluating and giving explanations or evidence to support their own ideas and perspectives</li> <li>supporting or challenging the ideas and perspective of others.</li> </ul> <p>Their writing:</p> <ul style="list-style-type: none"> <li>is organised in a linguistic and culturally appropriate format and style</li> <li>consists of content that is informed and fit for the purpose and audience</li> <li>makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</li> </ul> <p>ちひろ 千尋さんは、他の映画のヒロインと違って、 ふつう 普通の十一才の女の子です。色々なことが、よく 分からなかったの、最初、ユバーバの所で 生活は、たいへんでした。ですから、千尋さん はよく泣きそうになりました。</p>	<p>In clear, convincing Japanese, the student has produced at least two written texts of various types for the agreed scenarios. The total length of the texts is approximately 900 kana.</p> <p>Across the texts, the student explores and justifies varied ideas and perspectives. They do this by using language that is generally credible and connected to:</p> <ul style="list-style-type: none"> <li>evaluate and give explanations or evidence to support their own ideas and perspectives</li> <li>support or challenge the ideas and perspectives of others.</li> </ul> <p>Their writing:</p> <ul style="list-style-type: none"> <li>demonstrates use of a range of language and language features that are fit for the purpose and audience</li> <li>is organised in a linguistic and culturally appropriate format and style</li> <li>makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</li> </ul> <p>ちひろ 千尋さんは、他の映画のヒロインと違って、 ふつう 普通の十一才の女の子です。色々なことが、よく 分からなかったの、最初、ユバーバの所で 生活は、たいへんで、よく泣きそうになりました。でも、たくさんのことを経験して、千尋</p>	<p>In clear, effective Japanese, the student has produced at least two written texts of various types for the agreed scenarios. The total length of the texts is approximately 900 kana.</p> <p>Across the texts, the student explores and justifies varied ideas and perspectives. They do this by using language that is controlled and integrated to:</p> <ul style="list-style-type: none"> <li>evaluate and give explanations or evidence to support their own ideas and perspectives</li> <li>support or challenge the ideas and perspectives of others.</li> </ul> <p>Their writing:</p> <ul style="list-style-type: none"> <li>demonstrates capable selection and successful use of a range of language and language features that are fit for the purpose and audience</li> <li>is organised in a linguistic and culturally appropriate format and style</li> <li>makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</li> </ul> <p>ちひろ 千尋さんは、他の映画のヒロインとは違って、 ふつう 普通の十一才の女の子です。掃除や他の 色々なことが、よく分からなかったの、 最初、ユバーバの所での生活は、たいへんで、 よく泣きそうになりました。でも、たくさんの</p>

<p>Communication is achieved overall despite inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</p> <p><i>The examples above are indicative samples only.</i></p>	<p>さんは何も知らない子供から、少し大人になりました。</p> <p>Communication is not significantly hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</p> <p><i>The examples above are indicative samples only.</i></p>	<p>ことを経験しながら、何も知らない子供から、少し大人になっていく千尋<sup>ちひろ</sup>さんの生き方は、私<sup>わたし</sup>たちを元気にしてくれます。</p> <p>Communication is not hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</p> <p><i>The examples above are indicative samples only.</i></p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.