



NCEA Information Pack

Level 1 Japanese

This document is a synthesis of the information available to teachers on the NZQA and TKI websites.

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[LEARNING LANGUAGES NEWSLETTER](#)

Every quarter, on behalf of the Ministry of Education, Future Learning Solutions – Centre for Languages produces a comprehensive newsletter with information about what is happening in the language teaching community. The newsletter has general information as well as subject specific articles and stories.

If you would like to contribute or subscribe to the Learning Languages newsletter, please contact Kath Doody, Programme Coordinator – fls.languages@uniservices.co.nz

[LEARNING LANGUAGES Facebook page - @FLS.Languages](#)

Our social media page allows you to stay informed about what is happening in Languages across the country – events, workshops, scholarships etc. Like our page to remain informed and connected.

Tomoko Semba will be the new National Language Adviser for Japanese. She will have close working relations with the Japanese Embassy and Consulate-General.

Tomoko's role is to support the development of Japanese language education in New Zealand. Her focus will be on offering:

- Workshops, courses on teaching materials, resources and pedagogy that promote intercultural communicative language teaching in Japanese
- Supporting schools with advice and guidance on establishing and sustaining Japanese language programmes
- Information on networking opportunities for teachers of Japanese
- Advice and guidance on immersion opportunities, scholarships and professional learning opportunities both in New Zealand and abroad
- Participating in academic and cultural events, such as speech competitions
- Here is a link to the Japanese page on the NZQA website - [Japanese resource page](#) you will find links to all the NCEA levels, past examinations, assessments, moderator reports etc.
- NZQA NCEA internal assessment exemplars of student work - [Japanese Student work exemplars](#). This link takes you to exemplars of student work to help you with your own judgements when marking internal assessments for your students:
- Other Resources for teachers: The New Zealand Association of Japanese Language Teachers' website provides valuable information for teachers.

[MODERATOR NEWSLETTERS](#)

The link above will take you to the webpage for the Moderator Newsletters. These will now come out twice per year, and will give you updates and information on any changes to NCEA. Please **ensure** that you check this page from time to time, as the information they provide can be very important and have a significant effect on the way you are assessing your students. The moderator newsletters are for ALL languages in the learning languages area.

Examples from 2017 – 2018 include:

September 2018

Evidence requirements for standards

NZQA encourages innovative ways of collecting student evidence that may be used for assessment purposes. This could include evidence that contributes to multiple standards (integrated assessment), or different modes of collecting evidence such as blogs, video clips, etc.

Teachers are reminded that students submitting evidence beyond the requirements of a standard may impact on student workload. Additionally, a succinct response addressing standard criteria is preferable to a large volume of student evidence that may not necessarily deliver evidence of all the criteria of the standard(s) in question.

For more information on gathering evidence, refer to [Gathering evidence of achievement](#).

Digital submission of Languages materials for moderation

Please see the [guide to making digital submissions \(DOCX, 85KB\)](#).

It is important that students in the Interaction standards are clearly identified – this is beyond simply identifying the first speaker, e.g. if it is not video, then some sentences in English which give an indication of what the assessed speaker says are required.

February 2017

The Ministry of Education published updated versions for the Level 3 Achievement Standards in most subjects in November, 2016. The changes appear to be limited to a new planned review date of 31 December 2018, and Explanatory Note 1 now including a reference to Te Marautanga o Aotearoa for all subjects except Te Reo, English and Learning Languages.

However, assessors are advised to check the revised Level 3 standards relating to their programmes against the previous versions. Both the new and the previous versions appear together on the relevant NZQA [subject pages](#)

For previous newsletters see link [:](#)

<https://www.nzqa.govt.nz/ncea/subjects/languages/moderator-newsletters/february-2017>

NCEA Level 1

This information is taken from [Japanese on TKI](#) and explains what language could be taught at Level 6 of the NZ Curriculum Learning Languages Area.

NCEA Level 1 is equivalent to Level 6 of the curriculum document.

There are no set grammar structures so teachers are free to choose language that allows students to communicate in areas of most immediate relevance to them. Even though this example uses the plain form, it is not expected that students would be able to demonstrate usage of the plain form. Ben's answers are all in ～ます form and this is sufficient at Level 6 of the curriculum.

There is a set vocabulary list for the External Standards (Listening and Reading) only. Teachers are able to go wider than this list for Internal Standards.

Japanese L6: Context elaborations

Students are expected to communicate information, ideas, and opinions, and express and respond to personal ideas and opinions in areas of most immediate relevance. The content and language of the communication is targeted beyond the immediate context to include the expression of opinions. Students are expected to understand and produce a variety of text types.

Example 1: Discussing the holidays

ベン — やすみは どうでしたか。

たけし — うん、やすみは たのしかったよ。ベンくんは？

ベン — ぼくは、ロトルアに いっしゅうかん 行きました。

たけし — ながいね。何をしたの。

ベン — ええと、luge ... luge ... は日本語で何？リュージュ？リュージュをしたり、おんせんに入ったりしました。リュージュははやくて、こわかったよ。

たけし — へええ、すごいね。ぼくもしたいな。

ベン — こんどいっしょに 行きましょう。

[TOP](#)

Context and text type

Ben, a New Zealand learner of Japanese, and Takeshi, a Japanese international student, have just returned from their term holidays and are discussing what they did over the break.

Text type

Conversation, informal. Interactive.

[TOP](#)

Examples showing how the student is:

Communicating information, ideas and opinions beyond the immediate context

Ben uses the past tense to enquire about holiday events:

- | やすみはどうでしたか。

He also uses the past tense to give information about where he spent his holiday:

- | ぼくは、ロトルアにいっしゅうかん 行きました。

He uses a compound sentence to link actions that take place at different times:

- | リュージュをしたり、おんせんに入ったりしました。

He makes a suggestion about future holidays:

- | 行きましょう。

This is a spoken interaction, so features such as pronunciation, intonation, rhythm, delivery, audibility, hesitations, and stress have a bearing on the overall effectiveness of the communication and must also be taken into consideration.

Ben is unsure how to say 'luge' in Japanese. He thinks out loud how best to say it, and decides to 'Japanify' it, saying 'ryuuju', using Japanese syllables to create an approximation:

- luge ... luge ... は日本語で何？リュージュ？

This appears in the written transcript in katakana script.

Expressing and responding to personal ideas and opinions

Ben uses adjectives to express an opinion about his holiday and an activity he experienced:

- | リュージュははやくて、こわかったよ。

When Takeshi expresses a desire to try the luge, Ben responds with a suggestion:

- | こんどいっしょに行きましょう。

Communicating appropriately in different situations

The text illustrates the use of particles appropriate for a conversation:

- | たのしかったよ、ながいね。

The question, ベンくんは? shows how, in conversations, Japanese use people use incomplete sentences when the meaning is clear from the context.

The text illustrates the use of the particle ね for seeking agreement:

- | ながいね、すごいね、

Understanding how language is organised for different purposes

Takeshi uses Ben's name to avoid having to address him directly with the pronoun *you*:

- | ベンくんは?

Takeshi attaches くん, a term of address used with males, to Ben's name, recognising that this familiar term is appropriate in the context.

In the Japanese culture, the collective well being of family, company, institution, and other allegiances takes precedence over that of the individual. This results in a tendency to not voice opinions directly and, in spoken interactions, for the participants to frequently express their agreement in interjections or by nodding. This trait comes through in Takeshi's responses:

- | へええ、すごいね。ぼくもしたいな。

Takeshi uses the plain form to show closeness of relationship, as he and Ben are classmates:

- | うん、やすみは たのしかったよ。

While Ben talks about where he went on his holiday and the things he did, Takeshi's only comment about his own holiday was that it was enjoyable: うん、やすみは たのしかったよ。For the rest of the conversation, he responds to Ben's comments, expressing agreement and supporting what he says.

[TOP](#)

Opportunities for developing intercultural communicative competence

The sentence ながいね presents an opportunity for students to explore the concept of holidays, what holidays mean to them personally, and the meaning Japanese people attribute to them. How might students apply this understanding when communicating with speakers of Japanese?

Students could investigate how the pronoun 'you' is used in conversational Japanese. They could then make comparisons with how people address each other in conversations in English (and in other known languages). How might they apply this knowledge when producing their own texts in Japanese?



NCEA Level 1 Languages

Conditions of Assessment

General Information

Subject Reference	Japanese
Domain	Japanese
Level	1

This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic
- any other relevant advice specific to an achievement standard.

NB: It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](http://www.nzqa.govt.nz) website. This should be read in conjunction with these Conditions of Assessment.

This document should be read in conjunction with *The New Zealand Curriculum* (Ministry of Education, 2007).

For All Standards

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.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a

programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio). This approach can also ease the assessment workload for both students and teachers.

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.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

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

Specific Information for Individual Internal Achievement Standards

Achievement Standard Number	1.2
Title	Give a spoken presentation in JAPANESE that communicates a personal response
Number of Credits	4
Version	2

This achievement standard involves using JAPANESE to give a spoken presentation that communicates a personal response.

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.

One minute is a suggested guideline for appropriate length.

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

Collection of Evidence

Digital audio or video evidence are suitable ways 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.

Feedback and Feed Forward

Teachers may provide suitable feedback and feed forward during the preparation phase of the presentation. This may be on the written or oral aspects of the presentation.

Teacher feedback and feed forward on student's drafts should be holistic to ensure the final presentation remains a true representation of the student's ability. More than one opportunity for feedback could compromise authenticity.

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.

Achievement Standard Number	1.3
Title	Interact using spoken JAPANESE to communicate personal information, ideas and opinions in different situations
Number of Credits	5
Version	2

This achievement standard involves a range of spoken interactions in JAPANESE to share personal information and opinions in personal and transactional situations.

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 three 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

The interactions could involve pair, group or class based interactions, which may be 'free' and/or 'controlled' production (*Ellis, 2005*).

It may be appropriate for prompts such as photos, mind-maps or diagrams to be available to students during an interaction.

It is expected that at least one piece of evidence will be in digital format.

Records of evidence could be digital recordings in various formats e.g. video, cell phone, or other appropriate digital formats.

Feedback and Feed Forward

Teacher feedback and feed forward after listening to interactions may improve students understanding of the interaction criteria for future interactions.

Achievement Standard Number	1.5
Title	Write a variety of text types in JAPANESE on areas of most immediate relevance
Number of Credits	5
Version	2

This achievement standard involves writing a variety of texts to communicate in JAPANESE for genuine purposes with the support of resources.

Evidence

A range of commonly used real life resources which may be used to support drafting and reworking could include search engines, word lists, spell and grammar checkers, pamphlets, dictionaries, text books, grammar notes, people – friends, family, native speakers.

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.

300 words, 600 kana or 300 Chinese characters is a suggested guideline for this 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. Types of written evidence could be handwritten or electronic. The final selection is considered as a whole for grade allocation.

Stages of writing may include brainstorming, outlining, drafting, revising, proof-reading and final draft. The selection of evidence will showcase the individual's final work.

Feedback and Feed Forward

Teacher feedback and feed forward on student's drafts should be holistic to ensure the final product remains a true representation of the student's ability. More than one opportunity for feedback could compromise authenticity.

Interact

Show: [Languages Homepage](#) | [All Languages clarifications](#)

Interact to communicate personal information, ideas and opinions in different situations

Updated December 2016. This document has been updated to include language features.

Language Features

A repertoire of language features and strategies to maintain the interaction is required for this standard. For this reason, it does not produce evidence towards this standard if students write and learn scripted role plays by heart, or otherwise prepare the total interaction beforehand. Indicators of the ability to maintain an interaction will not be evident in such exchanges.

Features and strategies such as pausing, negotiating meaning, prompting, seeking clarification etc. can only be seen in evidence when the student is unaware of all questions that are asked, and has not prepared all answers. For this reason, the use of cue cards would also render evidence invalid.

Interactions where students can react in a genuine way, and where they are able to naturally control the direction of the interaction, give students the opportunity to meet the criteria.

Range

The standard calls for a minimum of two interactions, and these must be in different situations. This will mean that the context and/or purpose and/or type will be different for each interaction, e.g. negotiating the best way to spend a Saturday evening with friends will necessitate different language from a discussion of what students did in the holidays.

Assessing the collection of evidence

The grade will be awarded for the collection of interactions assessed as a whole, i.e. each interaction will not be assessed individually - the grade will be derived from the overall quality of the work. Students must show that they are working consciously and reasonably consistently at the level, rather than accidentally and occasionally.

The sample tasks suggest about three minutes interaction in total for level 1.

Language

Incorrect language/inconsistencies will only affect a grade if they hinder communication. It is important to note that accuracy is not a criterion of this standard. In a realistic conversation by learners of a second language errors are natural and should not be overly penalised.

Whilst inconsistencies that do not affect communication will not affect the grade, for Excellence, there needs to be sufficient language, outside the language with errors, that contributes to the criteria of successful use of a range language.

At level 1, students will show evidence of language to communicate personal information, ideas and opinions. Over the collected evidence there will be evidence of each of these.

In order to fulfil the NZC level requirements, the student must also show that, within the collected evidence, they are able to communicate beyond the immediate context, for example about past and/or future events (NZC levels 5 and 6 Learning Languages).

