



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

## **Exemplar for Internal Achievement Standard Japanese Level 1**

This exemplar supports assessment against:

**Achievement Standard 91956**

**Interact in spoken Japanese to share and respond to information,  
ideas, and opinions**

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student needs to interact in spoken Japanese to share and respond to information, ideas, and opinions.

This involves using relevant language in unrehearsed and unscripted conversation, and referring to events or experiences in the present as well as the past or future. Communication will be achieved overall despite inconsistencies.

The assessed student is on the left in both videos.

The student speaks clearly and uses relevant language in interactions about their leisure time activities and favourite places. They refer to present events and experiences, and also the future by discussing when they would like to revisit their favourite places, e.g. “わたしはあしたかえりたいです”. Communication is achieved overall.

For Merit, there would be additional evidence of interactive strategies to support the conversation and build on the information that was exchanged. For example, in the second interaction, the student could have asked for further information when his partner said his favourite place was Germany. Towards the end of the second interaction, the student attempted to help his partner when he struggled to understand questions asked, however the interaction ended without clarity.

Grade: Excellence

For Excellence, the student needs to interact skilfully in spoken Japanese to share and respond to information, ideas, and opinions.

This involves successfully using interactive strategies that enhance the conversation and a range of language. Communication will not be hindered by inconsistencies.

The assessed student is on the left in both videos.

The student has confidently and skilfully engaged with their partner using a range of interactive strategies to enhance the conversation. For example, he asks a range of relevant questions and builds on the information exchanged. When the partner says something wrong, the student repeats the words to seek clarification, reacts adequately to the partner to show understanding, and offers words for the partner to self-correct.

They have used a range of language successfully that is appropriate for the level, e.g. “～たり～たり、” reason “から、～すぎます” and more complex language such as “～とおもいます” and “することが好きです”. The student refers to present events and experiences, and also the future by discussing with their partner when they would like to revisit their favourite places, e.g. “そこへかえりたいですか”.

Both recordings demonstrate a consistent language level, and there are no inconsistencies that hinder communication across the two interactions.