



NCEA Information Pack Level 2 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>

Japanese L7: Context elaborations

Students are expected to begin to engage in sustained interactions and produce increasingly extended texts, in which they explore the views of others, develop and share personal perspectives and justify, support or challenge ideas and opinions in different situations. Students are expected to begin responding critically to more extended and varied text types on familiar matters.

Context elaborations are examples for teacher guidance only. They should not be used as assessment tools.

- [Context and text type](#)
- [Examples showing how the student](#)
- [Intercultural communicative competence](#)
- [What are context elaborations?](#)

Example 1: Conversation about visit to Japan

あけみ — 日本の旅行(りょこう)は どうだったの？

サラ — いいけいけんだったと思うよ。いろいろならうことができたから。

あけみ — 何が一番(いちばん) おもしろかった？

サラ — 朝はやく つきじの魚の市場(いちば)に行って、魚のオークションを見たことだな。

たくさんの しんせん魚が 毎日この市場(いちば)から スーパーや魚屋に行くそうね。

あけみ — ええ。そうよ。しんせん魚を 買いたいと思っている主婦(しゅふ)が多いから、毎日買い物に行く人も いるのよ。

サラ — ああ、それで、日本の スーパーの トローリーは ニューージーランドのより 小さい んだ。でも、毎日行くのは めんどくさくない？

あけみ — そうかもしれない。でも かぞくのために しんせん物を 買いたいとかんがえている主婦(しゅふ)が多い と思うよ。それに 毎日の買い物は 近くの店に行く人が多いから、自転車(じてんしゃ)で 行くことができるでしょ？

サラ — そうなんだあ。そういえば、自転車(じてんしゃ)にのって 買い物に行く女の人をよく見た。だから、日本の 自転車に かごが かならず ついているのね。

[TOP](#)

Context and text type

Two students have just returned from their holidays and are discussing what they have been up to. Sarah has been to Japan and is talking to her Japanese friend, Akemi, about her experiences.

Text type

Conversation, informal. Interactive.

[TOP](#)

Examples showing how the student is:

Communicating information, ideas and opinions through increasingly extended and varied texts

Sarah uses the plain form as she is informally talking with a friend. Even in casual conversation, the girls have to use ending particles sometimes, for example, 見たことだな。 and 行くそうね。 This is to avoid being thought careless in their use of language or to avoid using language that only male speakers would normally use.

Sarah uses a relative clause naturally in the conversation to express an opinion or idea, rather than breaking it down into two sentences:

- 自転車(じてんしゃ)にのって 買い物に行く女の人を よく見た。

By asking questions, 何が一番(いちばん)おもしろかった? Akemi prompts Sarah to think about how shopping in Japan is different from shopping in New Zealand.

It is important to remember that this is a spoken interaction. Therefore, spoken features such as pronunciation, intonation, rhythm patterns, delivery speed, audibility, and stress patterns have a bearing on the overall effectiveness of the communication and must also be taken into consideration.

Beginning to explore the views of others

By exploring Akemi's view instead of simply making a judgment on what she has seen, Sarah develops a better understanding of Japanese culture:

- ああ、それで、日本の スーパーの トローリーは ニュージーランドのより 小さいんだ。

Beginning to develop and share personal perspectives

By asking questions, 何が一番おもしろかった? Akemi prompts Sarah to think about how shopping in Japan is different from shopping in New Zealand. Sarah notes the fresh fish on sale at the markets – fish that will be sent to fish shops and supermarkets:

- たくさんの しんせん魚が 毎日この市場(いちば)から スーパーや魚屋に行くそうね。

Akemi offers her particular perspective on cultural practices:

- しんせん魚を 買いたいと思っている主婦(しゅふ)が 多いから、毎日買い物に行く人もいるのよ。

Her comment about the importance of food being fresh in Japan leads to a discussion about how New Zealanders and Japanese shop differently. By exploring Akemi's view instead of simply making a judgment on what she has seen, Sarah develops a better understanding of Japanese culture:

- ああ、それで、日本の スーパーの トローリーは ニュージーランドのより 小さいんだ。

Beginning to justify own ideas and opinions

Sarah notes the reason for baskets on the front of bikes in Japan:

- だから、日本の 自転車(じてんしゃ)に かごが かならず ついているのね。

The use of *だから* and *のね* shows Sarah beginning to justify her ideas and opinions.

Beginning to support or challenge the ideas and opinions of others

Sarah risks stereotyping when she makes an implied comparison with New Zealand:

- だから、日本の 自転車(じてんしゃ)に かごが かならず ついているのね。

This view would challenge Akemi, as not all bikes in Japan have baskets.

Sarah responds with *そうなんだあ*, which is roughly equivalent to 'I see'; in this context it is used to support the other's view.

Beginning to engage in sustained interactions and produce extended texts

By using the expression *そういえば*, Sarah indicates that she is reflecting on what is being said.

By asking the relatively spontaneous question *でも、毎日行くのはめんどくさくない？* in response to something Akemi has said, Sarah is beginning to engage in sustained interaction.

Sarah responds with *小さいんだ* because she now understands why supermarket trolleys in Japan are smaller than supermarket trolleys in New Zealand.

Interpreting ways in which the target language is organised in different texts and for different purposes

The text contains conversational features such as:

- そうね、どうだったの、めんどくさくない？ できるでしょ？

Sarah interprets these features when Akemi uses them, and uses some in her responses:

- そうなんだあ。そういえば、よく自転車にのって 買い物に行く女の人を見た。

Note that Sarah uses *ならう* in the sentence: *いろいろならうことができたから*. *ならう* is often used to indicate the skills needed for a performance (for example, dance or piano). In this context, either *見る* or *けいけんする* would be more suitable.

Sarah adjusts her language by using nominalisation to reply to a question:

- 魚のオークションを見たことだな。

Note the crucial difference between the katakana for trolley bus (トロリー) and supermarket trolley (トrolley).

[TOP](#)

Opportunities for developing intercultural communicative competence

Explore shopping practices in Japan. How are habits changing? For example, to what extent do people in Japan engage in Internet shopping? What does the produce section in a Japanese supermarket look like compared with in New Zealand? (Pieces of fruit such as apples are often wrapped individually, for example.) Compare and contrast different aspects of shopping in Japan and New Zealand.

A bike with a shopping basket is referred to as a ままちゃり or 'mother's bike'. Consider this colloquialism, and other similar expressions, and explore what they reveal about particular cultural roles and practices in Japanese society. How are these roles changing over time? How are they reflected in contemporary written and visual texts?



NCEA Level 2 Languages

Conditions of Assessment

General Information

Subject Reference	Japanese
Domain	Japanese
Level	2

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](#) 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	2.2
Title	Give a spoken presentation in JAPANESE that communicates information, ideas and opinions.
Number of Credits	4
Version	2

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

Sufficiency of Evidence

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

Two minutes is a suggested guideline for appropriate length.

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

Collection of Evidence

Digital, audio or video evidence are suitable forms of collection of 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	2.3
Title	Interact using spoken JAPANESE to share information and justify ideas and opinions in different situations.
Number of Credits	5
Version	2

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

Sufficiency of Evidence

A range of interactions involves at least two interactions.

Tasks should provide opportunities for students to demonstrate language use across a range of contexts and for a range of purposes, and enable achievement at all levels. Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

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

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

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

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

- referring back to things that have already been said
- clarifying

- negotiating meaning
- using colloquial and formulaic expressions appropriate for the contexts.

Collection of Evidence

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

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	2.5
Title	Write a variety of text types in JAPANESE to convey information, ideas, and opinions in genuine contexts.
Number of Credits	5
Version	2

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

Evidence

A range of commonly used 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. Students will write texts to fulfil communicative intents that are as realistic as possible. Students therefore need access to a range of commonly used real life resources to support drafting and reworking.

Sufficiency of Evidence

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

Tasks should provide opportunities for students to demonstrate language use in different contexts and for a range of purposes, and enable achievement at all levels. Provided the evidence meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

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

Collection of Evidence

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

Feedback and Feed Forward

Teacher and/or peer feedback and feed forward may be provided where drafting and reworking is a feature of the writing task.

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.

Achievement Standard

Subject Reference	Japanese 2.2		
Title	Give a spoken presentation in Japanese that communicates information, ideas and opinions		
Level	2	Credits	4
		Assessment	Internal
Subfield	Languages		
Domain	Japanese		
Status	Registered	Status date	17 November 2011
Planned review date	31 December 2020	Date version published	20 November 2014

This achievement standard involves giving a spoken presentation in Japanese that communicates information, ideas, and opinions.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> • Give a spoken presentation in Japanese that communicates information, ideas, and opinions. 	<ul style="list-style-type: none"> • Give a convincing spoken presentation in Japanese that communicates information, ideas, and opinions. 	<ul style="list-style-type: none"> • Give an effective spoken presentation in Japanese that communicates information, ideas, and opinions.

Explanatory Notes

- 1 This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

- 2 *Give a spoken presentation* involves communicating information, and expressing and justifying ideas and opinions in culturally appropriate spoken Japanese. Communication is achieved overall, despite inconsistencies in relation to:
 - language features
 - pronunciation
 - intonation
 - gesture
 - rhythm patterns
 - delivery speed or audibility
 - stress

- tones.

Give a convincing spoken presentation involves developing and connecting information, ideas, and opinions in Japanese that is generally credible. A range of language and language features are selected and used that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

Give an effective spoken presentation involves developing and integrating information, ideas, and opinions in Japanese that is controlled. A range of language and language features that are fit for purpose and audience are capably selected and successfully used. Communication is not hindered by inconsistencies.

3 *Communicating information, ideas and opinions* may include but is not limited to:

- explaining and/or responding to images and/or cultural practices
- telling a story and/or stories
- reflecting on family and/or personal and/or everyday events
- exploring hopes and dreams
- describing reactions to experiences.

4 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

Replacement Information

This achievement standard replaced AS90485 and unit standard 12076.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233



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

Languages Level 2

This resource supports assessment against:

Achievement Standard 91135 version 2

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

Resource title: Love is in the air

4 credits

This resource:

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

Date version published by Ministry of Education	March 2017 Version 5 To support internal assessment from 2017
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number: A-A-03-2017-91135-05-5815
Authenticity of evidence	Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

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

Resource reference: Languages 2.2A v5 Japanese

Resource title: Love is in the air

Credits: 4

Teacher guidelines

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

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

Context/setting

The context for this activity is that students will be attending a friend's wedding in Japan, where they have been asked to give a 2 minute presentation in Japanese.

Conditions

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

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

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

Resource requirements

Recording equipment (audio/video).

Additional information

None.

Internal Assessment Resource

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

Resource reference: Languages 2.2A v5 Japanese

Resource title: Love is in the air

Credits: 4

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

Student instructions

Introduction

You are attending a friend's wedding in Japan and have been asked to give a spoken presentation at the event. This assessment task requires you to prepare and deliver your presentation. In it, you need to communicate information, and express and justify ideas and opinions in culturally appropriate spoken Japanese.

Teacher note: The context for this activity can be easily adapted. For example: a speech at an 18th birthday party, a graduation ceremony, or farewelling a friend.

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

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

All work must be your own.

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

You may not use the language samples from the assessment schedule in your own work without substantial modification.

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.

Task

Prepare a spoken presentation for the wedding context described above.

In your presentation, you could include, for example:

- ▮ a description of your friend and his/her qualities
- ▮ at least one story related to your friendship
- your hopes for your friend's future
- ▮ your opinion of the couple's relationship
- ▮ differences you have noticed between weddings in Japan and New Zealand.

For more guidance, see Resource A.

Resource A: Characteristics of quality communication and presentation

Quality communication:

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

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

A quality presentation will:

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

Assessment schedule: Languages 91135 Japanese - Love is in the air

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>Japanese is used in a spoken presentation to express and justify information, ideas and opinions, in order to inform and entertain guests at a wedding.</p> <p>Communication is achieved overall, although there may be inconsistencies in choice and use of language features.</p> <p>Cultural conventions are used if appropriate.</p> <p>The length of the presentation is about two minutes.</p> <p>Example</p> <p>アロハさんは、私のたいせつなともだちです。 アロハはマオリ語のことばで、愛(あい)といういみです。ですから、アロハさんとアロハさんの ごしゅじんは、いつもしあわせになると思います。</p>	<p>Japanese is used in a convincing spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a credible and connected way.</p> <p>A range of language and language features are selected and used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not significantly hindered by inconsistencies in choice and use of language and language features.</p> <p>The length of the presentation is about two minutes.</p> <p>Example</p> <p>アロハさんは、私が小学生の時から の たいせつな 友だちです。アロハはマオリ語の名前です。そのいみは、 愛 (あい) ですから、私は これからの お二人のせいかつは、しあわせになると思います。</p>	<p>Japanese is used in an effective spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a controlled and integrated way.</p> <p>A range of language and language features are capably selected and successfully used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not hindered by inconsistencies in choice and use of language and language features.</p> <p>The length of the presentation is about two minutes.</p> <p>Example</p> <p>私とアロハさんは小学校であって、すぐ なかよくなりました。アロハと言う名前は、ニュージーランドの マオリ語のことばで、愛 (あい) といういみが ありますから、私は アロハさんと アロハさんの ごしゅじんの けっこん生活は、しあわせになると思います。</p>

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

Clarifications for Level 2 Languages

Presentation

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

Give a spoken presentation that communicates information, ideas and opinions

Updated December 2016. The section on feedback and feed forward has been updated.

Feedback and feed forward on drafts

Teacher feedback and feed forward on students' drafts should be holistic to ensure that the final product remains a true representation of the student's ability. More than one opportunity for feedback will compromise authenticity. Complex language, with few or no errors, may indicate that too much feedback has been given.

Language should be the student's own work. Resources should be used appropriately, and large chunks of lifted language should be either avoided completely or referenced and not included in the assessed work.

Content

These standards involve communicating information and expressing and justifying ideas and opinions. There should be evidence of each of these within the presentation.

The best presentations are to the point and close to the allocated times. Development does not equal length. Suggested time for a level 2 presentation is two minutes.

The purpose of this presentation is delivery to an audience. This could be either a face to face or an online audience. Tasks should ensure that students will have a context which requires a presentation as opposed to a piece of writing, e.g. a video/podcast application for a place on an exchange.

Communication and Language

As this is a spoken presentation, inconsistencies do not relate solely to errors in vocabulary or grammar. Inconsistencies in communication may relate to the following: language features, pronunciation, intonation, rhythm patterns, delivery speed, audibility, stress patterns, or tones. Incorrect language/inconsistencies will affect the grade to the extent that they hinder communication.

Language features should be taken into account when allocating a grade. A speaker who speaks very quickly without pausing appropriately for new sentences may have a presentation which would receive Excellence as a piece of writing, but which will receive a Merit for this standard. Inconsistencies in delivery speed and stress patterns may mean that the communication of the message is hindered. Delivery may ultimately affect the grade.

The nature of the language features used will also be determined by the fact that this is a spoken presentation, e.g. at level 2 this could be the use of rhetorical questions.

Delivery of presentation

Cue cards/text should only be used for support, and students may not read their presentation in its entirety. If they do so, they cannot be awarded the standard.

Achievement Standard

Subject Reference	Japanese 2.3				
Title	Interact using spoken Japanese to share information and justify ideas and opinions in different situations				
Level	2	Credits	5	Assessment	Internal
Subfield	Languages				
Domain	Japanese				
Status	Registered	Status date	17 November 2011		
Planned review date	31 December 2020	Date version published	20 November 2014		

This achievement standard involves interacting using spoken Japanese to share information and justify ideas and opinions in different situations.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Interact using spoken Japanese to share information and justify ideas and opinions in different situations. 	<ul style="list-style-type: none"> Interact using convincing spoken Japanese to share information and justify ideas and opinions in different situations. 	<ul style="list-style-type: none"> Interact using effective spoken Japanese to share information and justify ideas and opinions in different situations.

Explanatory Notes

- This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Interact using spoken Japanese* involves communicating information, giving explanations or providing evidence to support own views and/or the views of others. Communication is achieved overall, despite inconsistencies in relation to:
 - language features
 - pronunciation
 - intonation
 - gesture
 - rhythm patterns
 - delivery speed or audibility
 - stress

- tones.

Interact using convincing spoken Japanese involves interaction showing:

- use of a range of language that is fit for purpose and audience
- generally successful selection from a repertoire of language features and strategies to maintain the interaction.

Communication is not significantly hindered by inconsistencies.

Interact using effective spoken Japanese involves interaction showing:

- use of a range of language that is consistently fit for purpose and audience
- skilful selection from a repertoire of language features and strategies to maintain the interaction.

Communication is not hindered by inconsistencies.

- 3 *Interact in different situations* involves a range of culturally appropriate spoken exchanges in Japanese eg informal and formal, social, conversational, cultural, routine, and impromptu or unrehearsed contexts. Interactions could be face to face or technologically facilitated.

- 4 Interactions are characterised by:

- a genuine purpose
- negotiating meaning
- initiating and maintaining
- participating and contributing
- contextually appropriate language
- use of cultural conventions eg courtesies, gestures
- use of interactive strategies such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.

Not all characteristics may be evident in one interaction.

At all times the quality of the selection of interactions, considered as a whole, is more important than the length.

- 5 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

Replacement Information

This achievement standard replaced AS90486 and unit standard 12075.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233



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

Internal Assessment Resource

Languages Level 2

This resource supports assessment against:
Achievement Standard 91134 version 2

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

Credits: 5

Resource title: Part-time work

Resource reference: Languages 2.3A v6 Japanese

This resource:

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

Date version published
by Ministry of Education

March 2017 Version 6
To support internal assessment from 2017

Quality assurance status

These materials have been quality assured by NZQA.
NZQA Approved number: A-A-03-2017-91134-06-5817

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: 91134

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

Credits: 5

Resource title: Part-time work

Resource reference: Languages 2.3A v6 Japanese

Teacher guidelines

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

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

Context/setting

This activity requires students to present a portfolio of a minimum of two interactions where they share information and justify ideas and opinions in Japanese. For example interactions could be between students or with you (the teacher). Their personal contribution to all interactions should total about 4 minutes, but quality is more important than quantity.

Where you have access to a native speaker one of these interactions could take place between the student and the native speaker.

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

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

Conditions

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

Methods for recording interactions could include videoing, digitally recording in a computer lab, or using a digital voice recorder, cell phone, or MP3 player. The recording of the interactions must be of good enough quality to ensure that all participants can be heard clearly. It must be stored in a safe and accessible location.

Students will be rewarded for contributing to and maintaining the interaction. Their range of language in the interactions is not shown through grammatical structures but rather through their ability to use a range of appropriate language and conversational

strategies to share and justify information, ideas and opinions in different situations and maintain and sustain the interaction.

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. Feedback on the quality of interaction (not grades), given to students during the year is crucial in making sure students submit pieces that give them the greatest opportunity for success. The success criteria for the portfolio must be made clear to students.

A series of learnt interviews or role plays is not appropriate.

Internal Assessment Resource

Achievement standard: 91134

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

Credits: 5

Resource title: Part-time work

Resource reference: Languages 2.3A v6 Japanese

Student instructions

Introduction

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

Your interactions must be recorded. Methods include videoing, digitally recording in a computer lab, or using a digital voice recorder, cell phone, or MP3 player. The recording of this interaction must be of good enough quality to ensure that all participants can be heard clearly. It must be stored in a safe and accessible location.

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

In good quality interactions you will:

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

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

All work must be your own.

You may not use the language from the language samples in the assessment schedule unless it has been significantly reworked.

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

Task

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

Discussion with friend/s about subject choices and possible careers

It is subject choice time for next year. Discuss with your friend/s what subjects you are going to take next year and why. You might discuss the job you would like to have when you leave school and what your possible study/training options are towards this, the pros and cons of the job you want, the rate of pay, the hours, and the possible advantages of knowing another language for particular jobs. You'll need to make sure that you justify any ideas and opinions you share.

Conversation about leisure time

Imagine you are having a conversation with a Japanese friend or a native speaker of the language. Find out about how young Japanese teenagers spend their spare time and what is important to them. Share information and opinions about young New Zealanders and what you and your friends find important and/or worrying and/or exciting.

You could carry out this task face to face as a role-play, with a native speaker or through the use of social networking tools such instant messaging, Skype, or Facebook applications.

Debate about part-time work

Your teacher is worried that perhaps his/her students are doing too much part-time work. Talk to a class mate about what part-time work you do, whether you like it or not, and the advantages and disadvantages of your job. Discuss whether or not you think part time work effects your studies. If you don't have part-time work you could talk about what would be your ideal part-time work or justify why you don't work and give your reasons.

Submit the recordings of your interactions for assessment.

Assessment schedule: Languages 91134 Japanese - Part-time work

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>Interactions use spoken Japanese to share information and justify ideas and opinions. The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes. The student's overall contribution to the total interactions is about 4 minutes. Interactions are characterised by the appropriate use of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate. Communication is achieved overall, although interactions may be hindered in some places by inconsistencies.</p> <p>Example もう 来年のかもくをえらひましたか。 わたしは まだ えらんでいません。むすか しすぎます。大学に 入りたいと 思っていますが、 大学でベンキョウする かもくを まだ きめていません。はなこさんは? そう ですか。もう きめましたか。私は しょうらいの しごと も わかりません。すきな かもくは 日本語と びしゅ つ ず が、すうがくのほう が いいかもしれせん。</p>	<p>Interactions use convincing spoken Japanese to share information and justify ideas and opinions. The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes. The student's overall contribution to the total interactions is about 4 minutes. A range of language is used that fits the specific purpose and audience of each interaction. The interactions are maintained by the student through generally successful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate. Interactions are not significantly hindered by inconsistencies.</p> <p>Example はなこさんは、もう来年のかもくを えらびましたか。来年のかもくを きめることは むずかしいですね。来年のかもくを えらぶために しょうらい 大学でベンキョウしたい かもくを、かんがえています。はなこさんは どうですか。 そう ですか。もう きめましたか。いいですね。私は、しょうらいの しごとをきめることも できません。日本語とび</p>	<p>Interactions use effective spoken Japanese to share information and justify ideas and opinions. The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes. The student's overall contribution to the total interactions is about 4 minutes. A range of language is used that consistently fits the specific purpose and audience of each interaction. The interactions are maintained by the student through skilful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate. Interactions are not hindered by inconsistencies.</p> <p>Example はなこさんは 来年 ベンキョウするかもくを もう えらびましたか。私は 来年のかもくを きめる ことは むずかしいと思っています。しょうらい 大学に 入るかどうか まだ きめていませんから、 来年の かもくを えらふことが できません。 はなこさんは 来年 どうするつもりですか。 そう ですか。もう きめましたか。いいですね。 ざんねん ですが、私は、しょうらい どんなしごとを したいかも わかり</p>

<p><i>The examples above are indicative samples only.</i></p>	<p>しゅつは 楽しくて おもしろいと思いますが、すうがくのほうが しょうらいのために いいかもしれません。</p> <p><i>The examples above are indicative samples only.</i></p>	<p>ません。父と母は しょうらいのために すうがくのほうがいと 言っていますが、私は 日本語とびじゅつの ほうがすきで、べんきょうしたいと思っています。</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.

Interact

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

Interact to share information and justify 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 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 four minutes interaction in total for level 2.

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 the successful use of a range of language.

At level 2 students need to move beyond simply supplying information and into justifying expressed ideas and opinions. This can be done by giving evidence or explanations which support these views and/or the views of others. Over the collected evidence there will be evidence of both sharing and justifying.

Achievement Standard

Subject Reference	Japanese 2.5		
Title	Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts		
Level	2	Credits	5
		Assessment	Internal
Subfield	Languages		
Domain	Japanese		
Status	Registered	Status date	17 November 2011
Planned review date	31 December 2020	Date version published	20 November 2014

This achievement standard involves writing a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts. 	<ul style="list-style-type: none"> Write a variety of text types in convincing Japanese to convey information, ideas, and opinions in genuine contexts. 	<ul style="list-style-type: none"> Write a variety of text types in effective Japanese to convey information, ideas, and opinions in genuine contexts.

Explanatory Notes

- This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Write* refers to organising text in a linguistically and culturally appropriate format and style, and may include:
 - drafting
 - reworking over a period of time.

Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts involves writing texts that fulfil communicative intents that are as realistic as possible, and that communicate information, and express and justify ideas and opinions.

Communication is achieved overall, despite inconsistencies, such as:

- format
- spelling
- lexical choice
- level of formality
- language conventions
- language features.

Write a variety of text types in convincing Japanese to convey information, ideas, and opinions in genuine contexts involves developing and connecting information, ideas, and opinions in Japanese that is generally credible. A range of language and language features are selected and used that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

Write a variety of text types in effective Japanese to convey information, ideas, and opinions in genuine contexts involves developing and integrating information, ideas, and opinions in Japanese that is controlled. A range of language and language features that are fit for purpose and audience are capably selected and successfully used. Communication is not hindered by inconsistencies.

- 3 *Variety* refers to a selection made from a range of different texts created for different audiences and purposes. At all times the quality of the texts in the selection, considered as a whole, is more important than length.
- 4 *Genuine contexts* refers to real-life rather than contrived or artificial situations. Where situations involve simulation, the simulation should be as realistic as possible: ie plausible, rather than contrived.
- 5 A range of commonly used real-life resources may be used to support drafting and reworking.
- 6 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

Replacement Information

This achievement standard replaced AS90488, AS90489 and unit standard 12078.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233



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

Internal Assessment Resource

Languages Level 2

This resource supports assessment against Achievement Standard 91137 version 2

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

Credits: 5

Resource title: Visitors to New Zealand!

Resource reference: Languages 2.5A v5 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

January 2016 Version 5
To support internal assessment from 2016

Quality assurance status

These materials have been quality assured by NZQA.
NZQA Approved number: A-A-01-2016-91137-05-5764

Authenticity of evidence

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

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

Internal Assessment Resource

Achievement standard: 91137

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

Credits: 5

Resource title: Visitors to New Zealand!

Resource reference: Languages 2.5A v5 Japanese

Teacher guidelines

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

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

Context/setting

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

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

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

Conditions

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

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

Texts may be presented in electronic form or hand written.

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

After negotiation with you, students select a minimum of two texts from their collection of written texts and submit these for assessment. This selection must demonstrate language use across a range of contexts and for a range of purposes.

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

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

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

At all times quality is more important than quantity.

Resource requirements

A range of resources to support drafting and reworking could include search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, textbooks, grammar notes, or people (friends, family, or native speakers).

Additional information

For further information, see “Authenticity” <http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>.

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

Internal Assessment Resource

Achievement standard: 91137

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

Credits: 5

Resource title: Visitors to New Zealand!

Resource reference: Languages 2.5A v5 Japanese

Student instructions

Introduction

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

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

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

The work you submit must be your own. You may not copy or otherwise reuse language that has been created by someone else, nor may you ask someone else to do any writing for you.

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

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

Teacher note: Insert date for final submission here.

Task

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

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

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

See Resource B for information on quality writing.

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

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

Resource A: Possible text scenarios

LIST A

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

LIST B

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

LIST C

After the exchange group has left:

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

Resource B: Quality writing

Quality writing:

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

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

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

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

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

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

Writing

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

Write a variety of text types to convey information, ideas and opinions in genuine contexts

Updated December 2016. The section on feedback and feed forward has been updated.

Feedback and feed forward on drafts

Teacher feedback and feed forward on students' drafts should be holistic to ensure that the final product remains a true representation of the student's ability. More than one opportunity for feedback will compromise authenticity. Complex language, with few or no errors, may indicate that too much feedback has been given.

Use of resources

Authentic texts, native speakers, exemplars and digital tools are resources. Students need to be aware that they cannot copy large chunks of text, and that they must adapt and rework the language. Students need to reference direct text in their work, and this will not count as evidence of language. It is inappropriate to have native speakers providing large chunks of language or correcting drafts.

Text type

The context and/or purpose and/or text type (a minimum of two) will be different for each piece, e.g. a personal email to a French host family, a blog posting on the class French site about an activity that has taken place and their opinion about it, an invitation to a future party including instructions on what to bring, etc.

Curriculum level

The standard requires students to use language to communicate information and express and justify ideas and opinions. Whilst students are free to use all language they have at their disposal, a level 2 task cannot expect students to use language beyond that required to achieve the standard. To achieve the standard, within the texts, there needs to be evidence of each of the above.

Assessing the collection of evidence

The grade will be awarded for the pieces of writing assessed as a whole, i.e. each piece will not be assessed individually; rather, 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. Incorrect language/inconsistencies will only affect a grade if they hinder communication. 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 capable selection and successful use of language.

Word limits

The sample tasks suggest the following approximate word/character/kana count for level 2: 400 characters for Chinese, 800 kana for Japanese, or 400 words for all other languages. These are a realistic expectation of the amount that may be needed to provide sufficient evidence from which to make a judgement. At all times quality is more important than quantity.

Assessment Specifications

Level 2 Japanese 2020

General information

Domain	Japanese
Mode of assessment	Written examination
Standards	91133 91136

Information relating to both achievement standards

Instructions and questions will be in English.

Words in the texts that are not in the [NCEA Level 2 Japanese Appendix for external assessment](#) will be glossed only if they are *essential* to understand the texts and answer the questions.

Only kanji readings and combinations that appear in the Appendix will be used. Japanese place names will be written in kanji with furigana, so that candidates can easily identify them as places, not as vocabulary that they may not recognise.

Texts will relate to information, ideas, and opinions on topics of personal and/or community interest.

The assessment will be available to candidates in paper or digital format. Further information about digital external assessments can be found on the [Digital Assessments: NCEA Online](#) page.

Specific information for individual achievement standards

Standard	91133
Title	Demonstrate understanding of a variety of spoken Japanese texts on familiar matters
Version	3
Number of credits	5

Format of the assessment

Candidates will listen and respond to recordings of up to 3 spoken texts, which they will hear as a whole and twice in sections, with a pause after each section.

As candidates listen, they may make notes in the listening notes boxes provided. Before each spoken text begins, they will have 30 seconds per question to preview the questions. At the end of each text, they will have time to review their notes and answers.

The total duration of the recordings will be up to 45 minutes.

In the digital format, candidates will listen to recordings through the device they are working on, using headphones. They will have control over when they start listening to the full passage and each repeated section, but will not be able to pause once a passage or section has started.

Standard	91136
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Title Demonstrate understanding of a variety of written and/or visual Japanese texts on familiar matters

Version 3

Number of credits 5

Format of the assessment

Candidates will read and respond to up to 3 written texts representative of different text types in a resource booklet.

The texts will contain a total of approximately 1400 kana.

Achievement Standard

Subject Reference	Japanese 2.1		
Title	Demonstrate understanding of a variety of spoken Japanese texts on familiar matters		
Level	2	Credits	5
		Assessment	External
Subfield	Languages		
Domain	Japanese		
Status	Registered	Status date	17 November 2011
Planned review date	31 December 2020	Date version published	20 November 2014

This achievement standard involves demonstrating understanding of a variety of spoken Japanese texts on familiar matters.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of a variety of spoken Japanese texts on familiar matters. 	<ul style="list-style-type: none"> Demonstrate clear understanding of a variety of spoken Japanese texts on familiar matters. 	<ul style="list-style-type: none"> Demonstrate thorough understanding of a variety of spoken Japanese texts on familiar matters.

Explanatory Notes

- This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Demonstrate understanding* involves making meaning of spoken Japanese by responding in their choice of English, Te Reo Māori and/or Japanese to the information, ideas, and opinions about the events, people, places, and experiences of the Japanese that is heard.

Demonstrate clear understanding involves selecting relevant information, ideas, and opinions from the texts and communicating them unambiguously.

Demonstrate thorough understanding involves expanding on relevant information, ideas, and opinions from the texts with supporting detail; and showing understanding of the implied meanings or conclusions within the text.

- 3 *Spoken Japanese texts* refers to a variety of aural Japanese passages eg media extracts on topics of personal and/or community interest, conversations, short stories, reports. The texts will reflect the relationship between language and culture and be adapted as appropriate.
 - 4 *On familiar matters* refers to regularly encountered information, ideas and opinions that will be expressed in clear standard aural Japanese texts.
 - 5 Evidence may include but is not limited to:
 - clarifying information, ideas, and opinions
 - summarising information, ideas and opinions
 - producing, annotating, amending, and completing visual representations of ideas eg maps, sketches, diagrams
 - rephrasing Japanese statements for a different or specific purpose eg making a recommendation or giving advice.
 - 6 Assessment Specifications for this achievement standard can be accessed through the Languages Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.
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Replacement Information

This achievement standard replaced AS90484 and unit standard 12074.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

Achievement Standard

Subject Reference	Japanese 2.4				
Title	Demonstrate understanding of a variety of written and/or visual Japanese text(s) on familiar matters				
Level	2	Credits	5	Assessment	External
Subfield	Languages				
Domain	Japanese				
Status	Registered	Status date	17 November 2011		
Planned review date	31 December 2020	Date version published	20 November 2014		

This achievement standard involves demonstrating understanding of a variety of written and/or visual Japanese text(s) on familiar matters.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of a variety of written and/or visual Japanese text(s) on familiar matters. 	<ul style="list-style-type: none"> Demonstrate clear understanding of a variety of written and/or visual Japanese text(s) on familiar matters. 	<ul style="list-style-type: none"> Demonstrate thorough understanding of a variety of written and/or visual Japanese text(s) on familiar matters.

Explanatory Notes

- This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Demonstrate understanding* involves making meaning of written and/or visual Japanese by responding in their choice of English, Te Reo Māori and/or Japanese to the information, ideas, and opinions about the events, people, places and experiences of the Japanese read and/or viewed.

Demonstrate clear understanding involves selecting relevant information, ideas, and opinions from the texts and communicating them unambiguously.

Demonstrate thorough understanding involves expanding on relevant information, ideas, and opinions from the texts with supporting detail; and showing understanding of the implied meanings or conclusions within the text.

- 3 *Written and/or visual Japanese text(s)* refers to a variety of written and/or visual texts eg media extracts on topics of personal and/or community interest, short stories, articles, blogs, images, emails, advertisements, diagrams, posters, programmes, and reports. The texts will reflect the relationship between language and culture and be adapted as appropriate.
 - 4 *On familiar matters* refers to regularly encountered information, ideas and opinions that will be expressed in clear standard written and/or visual Japanese texts.
 - 5 Evidence may include but is not limited to:
 - clarifying information, ideas, and opinions
 - summarising information, ideas and opinions
 - producing, annotating, amending, and completing visual representations of ideas eg maps, sketches, diagrams
 - rephrasing Japanese statements for a different or specific purpose eg making a recommendation or giving advice.
 - 6 Assessment Specifications for this achievement standard can be accessed through the Languages Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.
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Replacement Information

This achievement standard replaced AS90487 and unit standard 12077.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

2020 EXAMINATION TIMETABLE

Exams available digitally shown in blue

Date	Time	Level 1	Level 2	Level 3	Scholarship
Mon 16 Nov	9.30 am	Te Reo Rangatira	Physics	Business Studies	Calculus
	2.00 pm	Chinese	German	Dance	Agricultural & Horticultural Science
Tue 17 Nov	9.30 am	Media Studies	Earth & Space Science	Drama	Chemistry
	2.00 pm		Classical Studies		German
Wed 18 Nov	9.30 am	Agricultural & Horticultural Science	Art History	Statistics	
	2.00 pm	Geography	Spanish	Earth & Space Science	Drama
Thu 19 Nov	9.30 am		Mathematics & Statistics		Biology
	2.00 pm	Music	Accounting	History	French
Fri 20 Nov	9.30 am	Mathematics & Statistics			Classical Studies
	2.00 pm		Drama	Samoan	Statistics
WEEKEND					
Mon 23 Nov	9.30 am	French	Te Reo Māori	Calculus	
	2.00 pm	Economics		Accounting	
Tue 24 Nov	9.30 am		English		Religious Studies
	2.00 pm	History	Chinese	Biology	Economics
Wed 25 Nov	9.30 am	English			Te Reo Rangatira
	2.00 pm	Drama	History	Health	Physics
Thu 26 Nov	9.30 am	Business Studies	Chemistry	Agricultural & Horticultural Science German Chinese	English
	2.00 pm	Biology	Music	Media Studies	Accounting
Fri 27 Nov	9.30 am	Science		Making Music	History
	2.00 pm	Samoan Spanish	Geography	Chemistry	
WEEKEND					
Mon 30 Nov	9.30 am	Te Reo Māori Art History	Japanese	Te Reo Rangatira Social Studies Psychology	Samoan
	2.00 pm	Latin	Agricultural & Horticultural Science		Geography
Tue 1 Dec	9.30 am	Accounting		English	
	2.00 pm	Home Economics	Economics		Media Studies
Wed 2 Dec	9.30 am	German	Biology	Geography	
	2.00 pm	Dance		Physics	
Thu 3 Dec	9.30 am	Physics	Home Economics	Classical Studies	Japanese
	2.00 pm		Media Studies	Home Economics	Art History
Fri 4 Dec	9.30 am	Chemistry	Business Studies	French	Te Reo Māori
	2.00 pm	Classical Studies	Health	Economics	
WEEKEND					
Mon 7 Dec	9.30 am	Japanese	Te Reo Rangatira Latin	Japanese	
	2.00 pm		French	Spanish	Latin
Tue 8 Dec	9.30 am	Health	Samoan Education for Sustainability	Te Reo Māori Latin	Chinese
	2.00 pm		Social Studies	Music Studies	Spanish
Wed 9 Dec	9.30 am	Social Studies	Dance	Art History	Earth & Space Science

EXAMS END (Term 4 ends 16 Dec)