



NCEA Information Pack Level 3 JAPANESE

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

Table of Contents

Information from Centre for Languages	3
Moderator Newsletters	4
Context Elaborations	5
Conditions of Assessment - Internal Standards	8
Achievement Standard - Spoken presentation	14
Internal Assessment Resource - Spoken presentation	16
Achievement Standard - Interact	24
Internal Assessment Resource - Interact	27
Achievement Standard - Writing portfolio	37
Internal Assessment Resource - Writing portfolio	39
Assessment Specifications - External Standards	48
Achievement Standard - Listening	50
Achievement Standard - Reading	52
Examination timetable 2020	54

[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 L8: Context elaborations

Students are expected to engage with and respond clearly and critically to a variety of extended texts, including authentic texts (those not created or modified specifically for language learners). They are expected to use the language more variably (flexibly) and with greater effectiveness (fitness for purpose and appropriateness), at times in sustained interactions and extended texts. They are expected to explore the views of others, develop and share personal perspectives, and justify, support, or challenge ideas and opinions in different situations and on matters that are beyond their immediate experience. In all their output, it is expected that students will use their developing knowledge of linguistic and cultural forms to help them create meaning.

The following 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 holidays

たけし — 休みは どこかに行ったの？

ベン — うん。クィーンズタウン。た

けし — それ、どこ？

ベン — 南島のかんこう地だよ。

たけし — ふーん。どのぐらい 行っていたの？

ベン — 十日間。かぞくと行ったんだ。

たけし — えー、かぞくで十日間の旅行？ それは長いね。

ベン — うーん、そう？ どうして たけしくんは、十日間が長いと思うの？ たけし

— 日本で お父さんが そんなに長い休みをとるのは むりだと思うよ。

ベン — ええ、ほんとう？ それは ちょっとざんねんだね。どうしてむりだと思うの？

たけし — さあ、多分、会社につとめている人は 仕事(しごと)を休むと ほかの人に めいわくをかけるからだと思う。たとえば、ぼくのお父さんは ぼくが小さい時に そんなに長い休みを とらなかったよ。でも、ぼくが大人になったらちゃんと休みをとるつもり。

ベン — それはいいかんがえだね。あの...えっと、キーウィライフスタイル？それをけいけんしたから？

たけし — うん、そうだよ。ニュージーランドの生活(せいかつ)は いいと思うよ。

ベン — ニュージーランドで 生活をしてから、たけしくんは そう思うようになったんだね。ぼくもその方が いいと思うよ。仕事ばかりはよくないよ。たけしくんの休みはどうだった？

たけし — ぼくはホストファミリーの家で のんびりした。どこにも行かなかったけど。でも えいがを見たり、プールに行ったり、プレーステーションをしたりしたんだ。

ベン — そう。よかったね。

[TOP](#)

Context and text type

Ben, a learner of Japanese, and Takeshi, a native speaker, have just returned from their holidays and are discussing what they have been up to. Ben has been to Queenstown and is talking to his friend Takeshi about the length of holidays.

Text type

Conversation, informal. Interactive.

[TOP](#)

Examples showing how the student is:

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

Ben hypothesises as to why Takeshi's viewpoint has changed:

- ニュージーランドで生活(せいかつ)をしてからたけしくんはそう思うようになったんだね。

Both the thinking and the language are complex.

It is important to remember that this is 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.

Exploring the views of others

Ben asks Takeshi why he thought 10 days was a long break:

- どうして、たけしくんは、十日間が長いと思うの。

This unscripted question leads to Ben and Takeshi discussing the reply in detail and exploring each others' views.

Developing and sharing personal perspectives

During the interaction, Takeshi asks Ben to clarify what he said. This question invites the sharing of personal perspectives and helps sustain the conversation:

- かぞくで十日間の旅行？

Justifying own ideas and opinions

Ben says he thinks it is a pity that Japanese tend not to take very long breaks:

- それは ちょっとざんねんだね。

He reiterates this view throughout the interaction:

- それはいいかんがえだね、ぼくもその方がいいと思うよ。

He justifies his perspective:

- 仕事(しごと)ばかりはよくないね。

Supporting or challenging the ideas and opinions of others

Ben comments, using emotive words such as *ざんねん*, and then challenges Takeshi to explain why he said it was impossible to take long breaks:

- ええ、ほんとう？ それは ちょっとざんねんだね。どうしてむりだと思うの？

Takeshi's viewpoint changes as a result of being exposed to other cultural perspectives:

- でも、ぼくが大人になったら ちゃんと休みをとるつもり。

Engaging in sustained interactions and producing extended texts

The text illustrates the use of conversation features such as *ね* and *そう* to help sustain the conversation:

- それは ちょっとざんねんだね。、うーん、そう？

Takeshi explains that Japanese people usually take only short breaks:

- 日本で お父さんが そんなに長い休みをとるのは むりだと思うよ。

He then explains why so that Ben can understand the traditional Japanese view that it is impossible to take a long break (four or more days). For a Westerner, the word *impossible* seems really strong in this instance, so Ben's questioning provokes a deep and thoughtful response from Takeshi:

- 多分、会社につとめている人は 仕事(しごと)を休むと ほかの人にめいわくをかけるからだと思う。

Note how Ben uses English to get his meaning across and keep the conversation going:

- キーウィライフスタイル

Both Ben and Takeshi's intercultural understanding develops when exposed to other perspectives:

- ニュージーランドで生活(せいかつ)をしてからたけしくんはそう思うようになっただね。

Exploring how linguistic meaning is conveyed across languages

The kanji 休 is used to convey rest. It can be seen in words such as 休日 (holiday, day off) and 休火山 (dormant volcano).

Kiwifruit can be written キウイ、キウイ、キーウイ、キーウィー, but most commonly is written キウイ. The bird is usually written キーウイ, the same word is used to refer to New Zealanders. Ben uses the English expression 'Kiwi lifestyle' with Japanese pronunciation, as is evidenced by the use of katakana:

- キーウィライフスタイル

He assumes that Takeshi will know what he means when he does this, as both speakers are located in New Zealand.

The written text uses katakana for words borrowed from other languages. Katakana script represents the sounds of a word when pronounced Japanese-style. For example, 'Playstation' becomes プレーステーション.

Analysing how the language expresses cultural meanings

The term キーウィライフスタイル (Kiwi lifestyle) carries cultural meaning, so both participants in the conversation may interpret it differently. Ben uses the term to authenticate his perspective on holidays as a New Zealand perspective.

The term ホストファミリー (host family) has cultural associations that appear to be shared by both participants in the interaction. It has been borrowed directly by the Japanese language to express a concept that was not historically part of Japanese culture.

[TOP](#)

Opportunities for developing intercultural communicative competence

In Japan, the older generation very rarely changes jobs. This dedication to the company and allegiance to one's employer has led to the expression karoshi, which means 'death from overwork'. Members of the older generation tend not to take more than a couple of days off for a holiday as to do so creates extra work for their colleagues. The custom of おみやげ (bringing back souvenirs) developed at least partly as a means of apologising to colleagues for the inconvenience caused.

Investigate the younger generation in Japan and their attitudes towards work. Do the younger generation have that same strong connection to their company or employer? What is their attitude towards holidays?



NCEA Level 3 Languages

Conditions of Assessment

General Information

Subject Reference	Japanese
Domain	Japanese
Level	3

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	3.2
Title	Give a clear spoken presentation in JAPANESE that communicates a critical response to stimulus material
Number of Credits	3
Version	1

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

Sufficiency of Evidence

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

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

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

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 and in its entirety.

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

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

Sufficiency of Evidence

A range of interactions involves at least two interactions.

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

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

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

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

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

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

Collection of Evidence

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

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	3.5
Title	Write a variety of text types in clear JAPANESE to explore and justify varied ideas and perspectives
Number of Credits	5
Version	1

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

Evidence

A range of commonly used resources may be used to support drafting and reworking. These include search engines, word lists, spell and grammar checkers, pamphlets, dictionaries, text books, grammar notes, people – friends, family, native speakers. Students need to write texts to fulfil communicative intents that are as realistic as possible.

Sufficiency of Evidence

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

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

500 words, 1000 kana or 500 Japanese 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. 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 3.2		
Title	Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material		
Level	3	Credits	3
		Assessment	Internal
Subfield	Languages		
Domain	Japanese		
Status	Registered	Status date	4 December 2012
Planned review date	31 December 2020	Date version published	4 December 2013

This achievement standard involves giving a clear spoken presentation in Japanese that communicates a critical response to stimulus material.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> • Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material. 	<ul style="list-style-type: none"> • Give a clear, convincing spoken presentation in Japanese that communicates a critical response to stimulus material. 	<ul style="list-style-type: none"> • Give a clear, effective spoken presentation in Japanese that communicates a critical response to stimulus material.

Explanatory Notes

- 1 This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 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, 2012 at <http://seniorsecondary.tki.org.nz>.
- 2 *Give a clear spoken presentation* involves explaining and justifying a viewpoint in culturally appropriate spoken Japanese. Communication is achieved overall despite inconsistencies in, for instance:
 - language features
 - pronunciation
 - intonation
 - gesture
 - rhythm patterns
 - delivery speed or audibility
 - stress patterns

- tones.

Give a clear, convincing spoken presentation involves explaining and justifying a viewpoint, in Japanese that is generally credible and connected. 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 a clear, effective spoken presentation involves explaining and justifying a viewpoint, in Japanese that is controlled and integrated. A range of language and language features are capably selected and successfully used that are fit for purpose and audience. Communication is not hindered by inconsistencies.

- 3 *Clear* refers to language that gives no doubt as to intended meaning.
- 4 *Critical response* refers to a presentation which includes analysis, interpretation, or evaluation of stimulus material.
- 5 *Stimulus material* refers to any linguistically and culturally appropriate material used as a starting point for a spoken presentation, such as text, poster, music video, lyrics, literature, TV, film, personal experience and the observation of cultural practices. Contexts may be concrete or abstract. The stimulus material may either be chosen by the student or provided by the assessor.
- 6 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.

Replacement Information

This achievement standard replaced unit standard 12083 and AS90571.

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



Internal Assessment Resource

Languages Level 3

This resource supports assessment against:

Achievement Standard 91554

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

Resource title: Reviewing a cultural activity

3 credits

This resource:

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

Date version published
by Ministry of Education

March 2017 Version 2
To support internal assessment from 2017

Quality assurance status

These materials have been quality assured by NZQA.
NZQA Approved number: A-A-03-2017-91554-02-6393

Authenticity of evidence

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

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

Internal Assessment Resource

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

Resource reference: Languages 3.2A v2 Japanese

Resource title: Reviewing a cultural activity

Credits: 3

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 Achievement Standard Languages 91554. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the Standard and assessing students against it.

Context/setting

This activity requires the student to give a clear oral presentation in which they review a school or class trip relating to a cultural activity, or another type of cultural activity that they have participated in.

The school or class trip could be, for example, to the movies, a restaurant, a museum or art gallery exhibition, speciality shops, live performances, or a festival. The cultural activity could take place inside or outside the classroom and could include, for example, a cooking class, a guest speaker, craft making, or a festival celebration.

The cultural activity could also take place within another curriculum area but it must be related to the Japanese culture.

Ensure that the cultural activity chosen offers plenty of scope for students to engage with ideas in ways that are expected at level 8 of the curriculum.

This resource material should be read in conjunction with:

- the Senior Secondary Teaching and Learning Guides for languages
<http://seniorsecondary.tki.org.nz/>
- NCEA Level 3 Languages Conditions of Assessment
<http://ncea.tki.org.nz/Resources-for-aligned-standards>

Conditions

This Standard assesses the student's ability to speak to an audience and has effective communication as its focus.

You will need to specify the amount of class time that the student has to prepare their presentation. The students may work in pairs or in groups for their initial preparation and brainstorming but they will give their presentations and be assessed individually. The presentations will be recorded for assessment purposes.

Provided a student's presentation meets the communicative purpose of the task, the length may vary. A length of about two to three minutes is suggested. However, at all times quality is more important than length.

Resource requirements

Audio and video recording equipment.

Additional information

None.

Internal Assessment Resource

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

Resource reference: Languages 3.2A v2 Japanese

Resource title: Reviewing a cultural activity

Credits: 3

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

Student instructions

Introduction

This assessment activity requires you to give a clear oral presentation in Japanese that reviews a Japanese cultural activity that you have taken part in.

Teacher note. You will need to add information about the cultural activity the students will take part in. You will also need to let them know how their presentations will be recorded and stored.

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

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

Your presentation must be your own work. If you include extracts from external sources, you must acknowledge those sources. Any extracts will not contribute towards your final grade.

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

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

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

You will be assessed on how effectively you communicate your response to the cultural activity.

Task

Prepare and give a clear spoken presentation in Japanese in which you review a Japanese cultural activity that you have participated in. Your review must be more than a description of what you saw or what happened: “a critical response” will include analysis, interpretation, or evaluation.

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

In your presentation you could include, for example:

- a description of the cultural activity (who, when, where, what)
- your impressions and reactions (how you felt and what you thought before, during, after the activity)
- what you learnt from the experience (about protocols, values, traditions, the way of life)
- what you have learnt on a personal level from the experience (for example, has it led to a change of opinion?)
- a comparison between cultural elements in the activity and relevant aspects of your own culture
- a balanced evaluation of the benefits of such an experience
- whether you recommend taking part in a similar cultural activity.

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

In your presentation, aim to:

- structure your points, in a coherent sequence
- use a range of language and language features that are fit for the purpose of the presentation and the audience
- minimise inconsistencies (for example, in vocabulary, expressions, sentence structures, pronunciation, intonation, rhythm patterns, delivery speed, audibility, stress, and tones) that could hinder communication
- use gestures and body language as appropriate in Japanese.

Assessment schedule: Languages 91554 Japanese – Reviewing a cultural activity

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student gives a clear spoken presentation in Japanese in which they review a cultural activity that they have participated in.</p> <p>The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material.</p> <p>The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.</p> <p>The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example:</p> <p style="text-align: center;">はな きょうみ</p> <p>9年生の時から花見に興味がありました。日本語の先生から聞いたからです。どうして日本人は花見が好きなんですか。花見について、調べてみることにしました。</p> <p style="text-align: center;">はな しら</p> <p>Communication is achieved overall despite inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p> <p><i>The example above relates to only part of what is required, and is just indicative.</i></p>	<p>The student gives a clear, convincing spoken presentation in Japanese in which they review a cultural activity that they have participated in.</p> <p>The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material</p> <p>The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.</p> <p>The language is generally credible and connected.</p> <p>The student selects and uses a range of language and language features that are fit for the purpose and the audience.</p> <p>The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example:</p> <p style="text-align: center;">はな</p> <p>9年生の時に、日本語の先生が花見について話して下さってから、花見に興味がありました。どうして日本人は花見が好きなんですか。お酒をたくさん飲むからでしょう。花見について調べてみることにしました。Communication is not significantly hindered by inconsistencies (in, for example, language features, pronunciation, intonation, gesture,</p>	<p>The student gives a clear, effective spoken presentation in Japanese in which they review a cultural activity that they have participated in.</p> <p>The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material</p> <p>The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.</p> <p>The language is controlled and integrated.</p> <p>The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience</p> <p>The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example:</p> <p style="text-align: center;">でんとうき まつ はな</p> <p>日本の伝統的な祭りの花見について、みなさんは何を知っていますか。どうして日本人には、花見がそんなに大切なんですか。そこで、私は花見について調べてみることにしました。</p> <p style="text-align: center;">はな きょうみ</p> <p>私が花見に興味をもちはじめたのは、9年生の時、日本語の先生が花見について話して下さったからです。</p>

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

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 3 Languages

Presentation

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

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

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 explaining and justifying a viewpoint and communicating a critical response. This includes analysis, interpretation, or evaluation of the stimulus material.

Students need to ensure that there is a clear link between their presentation and the stimulus material.

The best presentations are to the point and close to the allocated times. Development does not equal length. Suggested time for a level 3 presentation is two to three 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. rhetorical questions, imperatives, use of pauses for emphasis etc.

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 3.3				
Title	Interact clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations				
Level	3	Credits	6	Assessment	Internal
Subfield	Languages				
Domain	Japanese				
Status	Registered	Status date	4 December 2012		
Planned review date	31 December 2020	Date version published	4 December 2013		

This achievement standard involves interacting clearly using spoken Japanese to explore and justify varied ideas and perspectives in different situations.

Achievement Criteria

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

Explanatory Notes

- This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 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, 2012 at <http://seniorsecondary.tki.org.nz>.
- Interact clearly using spoken Japanese* involves taking an active part in discussion with a degree of fluency and spontaneity. Taking an active part in discussion may be demonstrated by accounting for and sustaining own views. Spontaneity refers to the ability to maintain and sustain an interaction without previous rehearsal. Interaction may be hindered in some places by inconsistencies in, for instance:
 - language features
 - pronunciation
 - intonation
 - rhythm patterns
 - delivery speed or audibility

- stress patterns
- tones.

Interact clearly 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.

Interaction is not significantly hindered by inconsistencies.

Interact clearly using effective spoken Japanese involves interaction showing:

- successful 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.

Interaction is not hindered by inconsistencies.

- 3 *Clearly* refers to language that gives no doubt as to intended meaning.
- 4 *Explore and justify varied ideas and perspectives* involves finding out about, evaluating, and giving explanations or evidence to support or challenge the ideas and perspectives of others.
- 5 *Different situations* refers to a range of culturally appropriate contexts in spoken Japanese eg informal and formal, social, conversational, cultural, familiar and impromptu or unrehearsed contexts. Interactions may be face-to-face or technologically facilitated.
- 6 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.
- 7 The quality of the selection of interactions, considered as a whole, is more important than the length.
- 8 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.

Replacement Information

This achievement standard replaced unit standard 12082 and AS90572.

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



Internal Assessment Resource

Languages Level 3

This resource supports assessment against:

Achievement Standard 91555

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

Credits: 6

Resource title: Teenage life

Resource reference: Languages 3.3A v3 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 3 To support internal assessment from 2017
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number: A-A-03-2017-91555-03-6395
Authenticity of evidence	Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement standard: 91555

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

Credits: 6

Resource title: Teenage life

Resource reference: Languages 3.3A v3 Japanese

Teacher guidelines

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

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

Context/setting

This assessment requires students to present recordings of a minimum of two interactions in Japanese in which they discuss topics related to teenage life.

The scenarios used should reflect the interests of your students. For example, if it is more relevant, include a debate about cellphone use in schools here and in Japan instead of the impact of technology on education.

This assessment activity could be used in conjunction with Achievement Standard 91557 *Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives*. In other words, students could be assessed for their interactive speaking and their writing using the same learning context. If this is done, ensure that the students are not achieving double credit for simply reusing the same ideas and language.

This resource material should be read in conjunction with:

- ▢ the Senior Secondary Teaching and Learning Guides for languages
<http://seniorsecondary.tki.org.nz/>
- ▢ NCEA Level 3 Languages Conditions of Assessment
<http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

Conditions

The context for each assessment piece must be different (and involve different participants) so that students have the opportunity to use a variety of language and language features in Japanese. Consult with students when making decisions about participants or media (for example, whether the interaction is face-to-face or using communication technology).

The interactions should be digitally recorded for marking and moderation purposes. Methods include videoing, digitally recording in a computer lab, or using a digital

voice recorder, cellphone, or MP3 player. Recordings must be safely stored and of good enough quality for all participants to be heard and distinguished clearly.

Your overall judgement will be made on the basis of the total evidence contained in the recordings, and should embody confidence that the student is working at that level reasonably consistently rather than accidentally and occasionally.

Note that the technology context used here is very similar to that used in assessment resource 3.5B. If students are being assessed using both resources, change one of these contexts.

Resource requirements

Recording equipment.

Additional information

Students will need to store their recordings in a safe place, for example, in a folder on a classroom computer or the teacher's laptop or on a class blog or wiki.

Internal Assessment Resource

Achievement standard: 91555

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

Credits: 6

Resource title: Teenage life

Resource reference: Languages 3.3A v3 Japanese

Student instructions

Introduction

This assessment activity requires you to take part in and digitally record a minimum of two interactions in Japanese about teenage life.

In your interactions, you should:

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

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

Conditions

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

You will be assessed individually.

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

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

All work must be your own. You may not use any language from the language samples in the assessment schedule unless it has been significantly reworked. Because this Standard assesses interaction, the language you use should fit naturally into the discussion.

Task

The following scenarios provide contexts for three interactions. The bullet points for each scenario are only suggestions about what you might discuss.

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

Is the grass really greener?

An exchange student from Japan has joined your class. He/she is really interested in the differences and similarities between teenage life here and back in their country. Have a discussion about the pros and cons of being a teenager here in New Zealand as opposed to being a teenager growing up in Japan. You could consider the following:

- Γ the possible advantages and disadvantages of growing up in New Zealand
- Γ what you wished New Zealand had here but is something that is easily accessible in Japan (such as access to a variety of shows)
- Γ comparisons and contrasts between life in Japan and in New Zealand
- Γ future employment prospects.

You could do this as part of a group discussion in class, with your teacher and another student, with a native speaker and another student, or through the use of a social networking tool such as Skype.

Technophile or technophobe?

The exchange student has commented on the way technology is used in the classroom is different to back in their country. This has prompted the class to debate the moot that “Technology has had a positive impact on education”. You and your two other teammates are brainstorming ideas. You could consider the following:

- Γ the differences between the way technology is used in Japan and in New Zealand
- Γ the positive and negative impacts of technology use in education
- Γ whether technology is creating better educated students
- Γ what technologies you use in your own education
- Γ how language teaching and learning benefit from technology
- Γ what side of the moot you hope your team gets.

Remember the days of the old school yard

Your teacher either grew up or has spent time in Japan as an exchange student. It has been a few years since they have lived there and, like anywhere, life has changed. Your teacher and the exchange student had a passionate discussion about why their respective era is the better era to have grown up in. They have asked you to take sides and explore the opposing person’s view.

You could consider the following in your discussion:

- Γ daily life in the different eras
- Γ different approaches to education and schooling
- Γ socialising and interests (for example, sports and other leisure activities)
- Γ the arts (for example, literature, music, architecture)
- Γ food and drink.

You could do this as part of a group discussion in class, one-on-one with your teacher, or one-on-one with an international student.

If you choose to do the discussion with your teacher you will need to be prepared to lead the discussion in order to show that you can maintain and sustain the conversation using language features and strategies.

In your interactions, aim to:

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

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

Assessment schedule: Languages 91555 Japanese – Teenage life

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

The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:

- A. テクノロジーは、教育いくにいいと思う？
 よく分からないけど、テクノロジーが便利べんりだよね。
 C. 授業すうで、計算機けいさんきを使つかっているけど、すごく便利べんりでも、頭あたまをあまり使つかわないから、頭あたまが悪あたまわるくなりそう。

Communication is achieved overall, although interactions may be hindered in some places by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).

The examples above are indicative samples only.

- appropriate use of cultural conventions such as courtesies and gestures.

The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:

- A. テクノロジーを教育いくもつかと使じゆぎょうったら、授業つかが楽しくなつかっていいんじゃないかな。
 よく分からないけど、テクノロジーが便利べんりだよね。でも、いいことつかと悪いことわるがあると思つかう。
 うん、私もそう思う。授業すうで、計算機けいさんきを使つかっているけど、はやく問題もんだいができて、すごく便利べんり。でも、頭あたまをあまり使つかわないから、自じ考かんがえれなくなつかってきたと思つかう。

Interactions are not significantly hindered by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).

The examples above are indicative samples only.

- appropriate use of cultural conventions such as courtesies and gestures.

The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:

- うん、私もそう思う。授業すうで、計算機けいさんきを使つかっているけど、はやく問題もんだいができてすごく便利べんりだし、苦つかにつか手つかな数すう学じゆぎょうが少し楽つかしくなつかったと思つかう。でも、頭あたまをあまり使つかわないから、簡単かんたんな問題もんだいも自じ分かんがで考かんがえられなくなつかってきたと思つかう。ちょっと、こわいな。

Interactions are not hindered by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).

The examples above are indicative samples only.

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 clearly to explore and justify varied ideas and perspectives 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.

The standard at level 3 requires evidence of spontaneity, i.e. the ability to maintain and sustain an interaction without previous rehearsal

Features and strategies such as pausing, negotiating meaning, prompting, seeking clarification etc. can only be 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 four to five minutes interaction in total for level 3.

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 3, students need to move beyond simply providing information and into exploring and justifying a variety of ideas and perspectives. This will involve evaluating, explaining and providing supporting evidence. Students could also support or challenge the ideas and perspectives of others.

Achievement Standard

Subject Reference	Japanese 3.5		
Title	Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives		
Level	3	Credits	5
		Assessment	Internal
Subfield	Languages		
Domain	Japanese		
Status	Registered	Status date	4 December 2012
Planned review date	31 December 2020	Date version published	4 December 2013

This achievement standard involves writing a variety of text types in clear Japanese to explore and justify varied ideas and perspectives.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives. 	<ul style="list-style-type: none"> Write a variety of text types in clear convincing Japanese to explore and justify varied ideas and perspectives. 	<ul style="list-style-type: none"> Write a variety of text types in clear effective Japanese to explore and justify varied ideas and perspectives.

Explanatory Notes

- This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 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, 2012 at <http://seniorsecondary.tki.org.nz>.
- Write a variety of text types in clear Japanese* involves organising text in a linguistically and culturally appropriate format and style, and organising informed content which is fit for purpose and audience. 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 clear convincing Japanese involves developing ideas and perspectives in Japanese which is generally credible and connected. 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 clear effective Japanese involves developing ideas and perspectives in Japanese which is controlled and integrated. Language and language features are capably selected and successfully used that are fit for purpose and audience. Communication is not hindered by inconsistencies.

- 3 *Variety of text types* refers to a range of different text types which have been created for different audiences and purposes.
 - 4 *Clear* refers to language that gives no doubt as to intended meaning.
 - 5 *Explore and justify varied ideas and perspectives* involves evaluating and giving explanations or evidence to support own ideas and perspectives as well as supporting or challenging those of others.
 - 6 The quality of the texts, considered as a whole, is more important than length.
 - 7 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
-

Replacement Information

This achievement standard replaced unit standard 12085, unit standard 12086, unit standard 12094, AS90574, and AS90575.

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



Internal Assessment Resource

Languages Level 3

This resource supports assessment against:

Achievement Standard 91557

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

Credits: 5

Resource title: On exchange

Resource reference: Languages 3.5A v3 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 3 To support internal assessment from 2017
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number: A-A-03-2017-91557-03-6397
Authenticity of evidence	Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement standard: 91557

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

Credits: 5

Resource title: On exchange

Resource reference: Languages 3.5A v3 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 imagine they are going on exchange to Japan. In this context, they produce a minimum of two pieces of writing, either a formal letter, a personal blog entry, or a magazine article.

Adapt or replace any of the suggested scenarios that are not appropriate or sufficiently real for your students. For example, the personal blog entry could be about cellphone use in schools instead of the impact of technology on education.

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

This resource material should be read in conjunction with:

- ▮ the Senior Secondary Teaching and Learning Guides for languages
<http://seniorsecondary.tki.org.nz/>
- ▮ NCEA Level 3 Languages Conditions of Assessment
<http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

Conditions

Your overall judgement will be made on the basis of the total evidence contained in the pieces of writing. The evidence should be sufficient to demonstrate that the student is working at the level reasonably consistently rather than accidentally and occasionally.

Resource requirements

You could support students with accessing and using a range of resources to help them draft and revise their writing, for example, search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, textbooks, and grammar notes.

Additional information

None.

Internal Assessment Resource

Achievement standard: 91557

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

Credits: 5

Resource title: On exchange

Resource reference: Languages 3.5A v3 Japanese

Student instructions

Introduction

Imagine you are an exchange student to Japan. In this context, you are required to produce a minimum of two written texts in Japanese within the following scenarios:

- ▮ a formal letter of application
- ▮ a personal blog entry
- ▮ an article in a school magazine.

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

All work must be your own. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final judgement. Language from the language samples may not be used unless it is significantly reworked.

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

You may draft and revise your writing. You may use resources such as search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, text books, and grammar notes to help you when you are drafting and revising. Only your final versions will be assessed.

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

Task

Imagine that you are an exchange student to Japan. Within this context write a minimum of two texts, in Japanese, within the following scenarios: a formal application letter, a personal blog entry, or a school magazine article.

In your writing, you should:

- ▮ express, explore, and justify (with explanations or evidence) your own ideas and perspectives
- ▮ explore and support/challenge (with explanations or evidence) the ideas and perspectives of others

- Γ use language and language features that are fit for purpose and audience
- Γ include some ideas and information from sources other than your own direct experience (for example, articles, films, or discussions with nativespeakers).

Use the following scenarios as the basis for your written texts. The bullet points are suggestions only.

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

Formal application letter

After discussion with your classmates about the pros and cons of going on an exchange to Japan, you have decided that you would like to spend a year there as an exchange student.

Write a formal letter in Japanese to a student exchange organisation, applying to go on an exchange programme to Japan. In your letter, you could discuss:

- Γ your personal background, history of learning Japanese, and your motivation for visiting Japan
- Γ the linguistic, cultural, and social advantages of spending a year as an exchange student in Japan
- Γ the challenges that you expect to encounter and your strategies for overcoming them
- Γ your expectations, hopes, or plans for the year of being an exchange student
- Γ how you see yourself benefiting from the experience.

Personal blog entry

You are on exchange in Japan. Your class has had a debate on the moot that “Technology has a positive impact on education”. After the debate, you feel strongly about this issue and write an entry for your personal blog. In your blog entry, you could include some of the following:

- Γ your reflections on some of the perspectives voiced by participants in the debate
- Γ descriptions of technological tools (for example, computer, laptop, cellphone, digital camera, i-pod) used in teaching and learning, and how they are used
- Γ consideration of the effectiveness of technology used for teaching and learning (Does it make lessons more interesting? Does it help students learn better?)
- Γ some advantages and disadvantages of using technology in teaching and learning
- Γ comparisons between the impact of technology on education in Japan and in New Zealand.

School magazine article

You have spent a year in Japan as an exchange student. At the end of your stay, you have been invited to write an article for the school magazine that explores and challenges some cultural stereotypes.

In your article, you could discuss some of the following:

- Γ common perceptions or stereotypes of certain cultural practices in Japan
- Γ whether your first impression of Japan confirmed or challenged these stereotypes

- Γ how your understanding and perceptions of Japan and Japanese culture have changed throughout the year
 - Γ advice to future exchange students on how to deal with issues relating to cultural stereotypes.
-

Across the texts, aim to:

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

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

Assessment schedule: Languages 91557 Japanese – On exchange

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>In clear Japanese, the student has produced at least two written texts of various types for the agreed scenarios. The total length of the texts is approximately 900 kana.</p> <p>Across the texts, the student explores and justifies varied ideas and perspectives. They do this by:</p> <ul style="list-style-type: none"> evaluating and giving explanations or evidence to support their own ideas and perspectives supporting or challenging the ideas and perspective of others. <p>Their writing:</p> <ul style="list-style-type: none"> is organised in a linguistic and culturally appropriate format and style consists of content that is informed and fit for the purpose and audience makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example: <p>ニュージーランドの文化と日本の文化は違(ちが)いますから、日本に行きたいです。日本に行ったら、ニュージーランドで三年間勉強(べんきょう)した日本語を、使(つか)ってみたいです。</p> <p>Communication is achieved overall despite inconsistencies (such as format, spelling,</p>	<p>In clear, convincing Japanese, the student has produced at least two written texts of various types for the agreed scenarios. The total length of the texts is approximately 900 kana.</p> <p>Across the texts, the student explores and justifies varied ideas and perspectives. They do this by using language that is generally credible and connected to:</p> <ul style="list-style-type: none"> evaluate and give explanations or evidence to support their own ideas and perspectives support or challenge the ideas and perspectives of others. <p>Their writing:</p> <ul style="list-style-type: none"> demonstrates use of a range of language and language features that are fit for the purpose and audience is organised in a linguistic and culturally appropriate format and style makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example: <p>ニュージーランドの文化と日本の文化はとても違(ちが)いますから、日本に行くことは、いい経験(けいけん)になると思います。日本人の友達(だち)ができて、日本の文化を習(なら)うことができます。日本に行ったら、ニュージーランドで三年間勉強(べんきょう)した日本語を、たくさん使(つか)ってみたいです。</p>	<p>In clear, effective Japanese, the student has produced at least two written texts of various types for the agreed scenarios. The total length of the texts is approximately 900 kana.</p> <p>Across the texts, the student explores and justifies varied ideas and perspectives. They do this by using language that is controlled and integrated to:</p> <ul style="list-style-type: none"> evaluate and give explanations or evidence to support their own ideas and perspectives support or challenge the ideas and perspectives of others. <p>Their writing:</p> <ul style="list-style-type: none"> demonstrates capable selection and successful use of a range of language and language features that are fit for the purpose and audience is organised in a linguistic and culturally appropriate format and style makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example: <p>ニュージーランドと日本の文化の違(ちが)いに、とても興味(きょうみ)があります。日本に行ったら、その違(ちが)いを習(なら)うすばらしいチャンスになると思います。そのために日本で、日本人の友達(だち)をたくさん作ったり、色々な文化を経験(けいけん)したりしてみたいです。とくに、ニュージー</p>

<p>lexical choice, level of formality, language conventions, or language features).</p> <p><i>The examples above are indicative samples only.</i></p>	<p>Communication is not significantly hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</p> <p><i>The examples above are indicative samples only.</i></p>	<p>ラウンドで三年間勉強(べんきょう)した日本語を使(つか)って会話をすることを楽しみにしています。</p> <p>Communication is not hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</p> <p><i>The examples above are indicative samples only.</i></p>
---	---	---

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 explore and justify varied ideas and perspectives

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 explore and justify varied ideas and perspectives. This involves evaluating and giving explanations or evidence to support their own ideas and perspectives as well as supporting or challenging those of others. 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

There is no word limit for this standard. The sample tasks suggest the following approximate word/character/kana count for level 3: 500 characters for Chinese, 1000 kana for Japanese, or 500 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.

Level 3 Japanese 2020

General information

Domain	Japanese
Mode of assessment	Written examination
Standards	91553 91556

Information relating to both achievement standards

Instructions and questions will be in English.

Words in the texts that are not in the [NCEA Level 3 Japanese Appendix for external assessment](#) will be glossed only if they are *essential* to understand the texts and answer the questions.

Candidates at Level 3 may be expected to make informed guesses about unfamiliar words using context and prior knowledge.

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 may develop a line of argument relating to concrete and abstract matters of social 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	91553
Title	Demonstrate understanding of a variety of extended spoken Japanese texts
Version	2
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	91556
-----------------	--------------

Title Demonstrate understanding of a variety of extended written and/or visual Japanese texts

Version 1

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 1800 kana.

Achievement Standard

Subject Reference	Japanese 3.1		
Title	Demonstrate understanding of a variety of extended spoken Japanese texts		
Level	3	Credits	5
		Assessment	External
Subfield	Languages		
Domain	Japanese		
Status	Registered	Status date	4 December 2012
Planned review date	31 December 2020	Date version published	12 December 2013

This achievement standard involves demonstrating understanding of a variety of extended spoken Japanese texts.

Achievement Criteria

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

Explanatory Notes

1 This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 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, 2012 at <http://seniorsecondary.tki.org.nz>.

2 *Demonstrate understanding* involves making meaning of spoken Japanese by responding in own choice of English, Te Reo Māori and/or Japanese to the information and varied perspectives in the Japanese heard.

Demonstrate clear understanding involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.

Demonstrate thorough understanding involves expanding on relevant information and varied perspectives from the texts with supporting detail. Evidence shows 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 social interest, conversations, interviews, short stories, reports. The texts will reflect the relationship between language and culture and be adapted as appropriate.
 - 4 *Extended* refers to developed texts on both concrete and abstract matters. This may include texts that develop a line of argument.
 - 5 Evidence may include:
 - 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, 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/subjects/>.
-

Replacement Information

This achievement standard replaced unit standard 12081 and AS90570.

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 3.4				
Title	Demonstrate understanding of a variety of extended written and/or visual Japanese texts				
Level	3	Credits	5	Assessment	External
Subfield	Languages				
Domain	Japanese				
Status	Registered	Status date	4 December 2012		
Planned review date	31 December 2020	Date version published	4 December 2013		

This achievement standard involves demonstrating understanding of a variety of extended written and/or visual Japanese texts.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of a variety of extended written and/or visual Japanese texts. 	<ul style="list-style-type: none"> Demonstrate clear understanding of a variety of extended written and/or visual Japanese texts. 	<ul style="list-style-type: none"> Demonstrate thorough understanding of a variety of extended written and/or visual Japanese texts.

Explanatory Notes

1 This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 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, 2012 at <http://seniorsecondary.tki.org.nz>.

2 *Demonstrate understanding* involves making meaning of written and/or visual Japanese by responding in own choice of English/Te Reo Māori and/or Japanese to the information and varied perspectives in the Japanese read and/or viewed.

Demonstrate clear understanding involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.

Demonstrate thorough understanding involves expanding on relevant information and varied perspectives from the texts with supporting detail. Evidence shows understanding of the implied meanings or conclusions, where relevant, within the texts.

- 3 *Written and/or visual Japanese texts* refers to a variety of Japanese texts eg media extracts on topics of social interest, short stories, articles, blogs, images, advertisements, diagrams, posters, programmes, and reports. The texts reflect the relationship between language and culture and are adapted as appropriate.
 - 4 *Extended texts* refer to developed texts on both concrete and abstract matters. This may include texts that develop a line of argument.
 - 5 Evidence may include:
 - clarifying information, ideas and opinions
 - summarising information, ideas and opinions
 - producing, annotating, amending, or 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/subjects/>.
-

Replacement Information

This achievement standard replaced unit standard 12084, unit standard 12088, and AS90573.

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)					