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NZQA Approved

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

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| This resource:* Clarifies the requirements of the Standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
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| Date version published by Ministry of Education | March 2017 Version 3To 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. |

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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.

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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:

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

* the differences between the way technology is used in Japan and in New Zealand
* the positive and negative impacts of technology use in education
* whether technology is creating better educated students
* what technologies you use in your own education
* how language teaching and learning benefit from technology
* 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:

* daily life in the different eras
* different approaches to education and schooling
* socialising and interests (for example, sports and other leisure activities)
* the arts (for example, literature, music, architecture)
* 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:

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

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

Assessment schedule: Languages 91555 Japanese – Teenage life

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| **Evidence/Judgements for Achievement**  | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| 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.Across the recordings, the student has interacted clearly using spoken Japanese.The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives. The student accounts for and sustains their own views.The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.The student’s participation is characterised by:* 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.

The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example: 1. テクノロジーは、教にいいと思う？
2. よく分からないけど、テクノロジーがえたら、だよね。
3. 学ので、をっているけど、すごく。でも、をあまりわないから、がくなりそう。

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.* | 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.Across the recordings, the student has interacted clearly using convincing spoken Japanese.The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives. The student accounts for and sustains their own views.The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.The student’s participation is characterised by:* 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
* 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: 1. テクノロジーを教に、もっとったら、が楽しくなっていいんじゃないかな。
2. よく分からないけど、テクノロジーがえたら、だよね。でも、いいことといことがあると思う。
3. うん、私もそう思う。学ので、をっているけど、はやくができて、すごく。でも、をあまりわないから、分でえられなくなってきたと思う。

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.* | 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.Across the recordings, the student has interacted clearly using effective spoken Japanese.The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives. The student accounts for and sustains their own views.The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.The student’s participation is characterised by:* 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
* 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: 1. 近のテクノロジーは、本にすごいね。教にも、もっとったら、がきっと楽しくなるし、いいんじゃないかな。
2. テクノロジーがえたら、だし、授業も楽しくなるかもしれない。でも、いいことと悪いことがあると思う？そのことを、よくえないと、なことになりそう。
3. うん、私もそう思う。数(すう)学の授業(じゅぎょう)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(にが)手な数(すう)学が少し楽しくなったと思う。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)分で考(かんが)えられなくなってきたと思う。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.