

Internal Assessment Resource

Languages Level 2

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| This resource supports assessment against:  Achievement Standard 91135 version 2  Give a spoken presentation in Japanese that communicates information, ideas and opinions |
| Resource title: Love is in the air |
| 4 credits |
| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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

**Internal Assessment Resource**

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

Resource reference: Languages 2.2A v5 Japanese

Resource title: Love is in the air

Credits: 4

Teacher guidelines

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

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

Context/setting

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

Conditions

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

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

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

Resource requirements

Recording equipment (audio/video).

Additional information

None.

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

Student instructions

Introduction

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

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

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

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

All work must be your own.

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

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

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

You have [*specify number*] periods in class to prepare your presentation.

Teacher note: Confirm how much class time your students will have to prepare their presentations.

Task

Prepare a spoken presentation for the wedding context described above.

In your presentation, you could include, for example:

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

For more guidance, see Resource A.

Resource A: Characteristics of quality communication and presentation

Quality communication:

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

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

A quality presentation will:

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

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

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

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