

NZQA Approved

This task requires either internet access or the use of a phone to record/deliver their presentation

Internal Assessment Resource

Languages Level 3

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| This resource supports assessment against:  AS Japanese 91554:  Give a clear spoken presentation in *Japanese* that communicates a critical response to stimulus material | |
| Resource title: Positively different | |
| 3 credits | |
| This resource:   * Clarifies the requirements of the Standard when delivered remotely * Supports good remote 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 | 2020 Version  To support remote internal assessment during COVID-19 pandemic | |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number: A-A-4-2020-91554-01-6433-1-1 | |
| 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 set a different context or topic. | |

Internal Assessment Resource 3.2

Achievement Standard Languages Japanese 91554:

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

Resource reference: Languages 3.2B-R

Resource title: Positively different 2.0

Credits: 3

Teacher guidelines

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

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Languages 91534. 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 select from stimulus material a cultural practice or trend of *the* *Japanese* that they would like their classmates to experience. They then give a clear spoken presentation, in which they communicate a critical response to the stimulus material.

The stimulus material could be, for example, a well-known event, a video clip, an article, or a text from a book.

The cultural practice or trend could be, for example, street soccer, having Wednesday afternoons off, the one-child policy, no uniforms, cram schools, adult children living at home with their parents, festivals, celebrations of national days, or the importance of church and religion.

Choose stimulus material and suggest cultural aspects that will engage your students’ interests and that offers plenty of scope for students to engage with ideas in ways that are expected at level 8 of the curriculum. Reflect on what appropriate stimulus material students might access if they do not have a reliable internet connection at home. For example, choose a topic for which friends and family members (either at home or reachable via phone) might form the stimulus material.

The student can research their chosen cultural practice/trend further, using other resources.

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 (which could be one other person or a virtual audience on line) and has effective communication as its focus. In a remote assessment context, where the student has reliable internet access, this could be in the form of a Zoom conference, FaceTime exchange, Skype session, uploaded YouTube video or similar. For students without access to reliable digital and/or online services, the presentation could be delivered to the teacher/assessor over the phone and in the presence of an adult friend or family member.

You will need to specify the amount of time that the student has to prepare their presentation.

The presentations will be recorded for assessment purposes where possible. If a recording is not possible, teachers should keep notes on the students’ performance, which include the date of the assessment and any comments on the quality of the presentation which could be used to make a judgement and award a grade.

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 where practically possible

Additional information

None.

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

Resource reference: Languages 3.2B-R

Resource title: Positively different

Credits: 3

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| 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 activity requires you to prepare and give a clear spoken presentation in which you explain a cultural practice or trend and explain, with reasons, why you believe it would be beneficial for your classmates to experience it.

Teacher note: You will need to add information about the stimulus material the students will be using. You will also need to let them know how their presentations will be viewed, noted and stored, where appropriate.

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.

If you are able to, give your presentation using an online application such as Zoom, Skype or YouTube so that your teacher can both hear and see you giving the speech. If this is not possible, you may give your presentation over the phone. However, in this case, the presentation must be witnessed by an adult member of your household who will confirm in writing that you have not simply read directly from your notes. This confirmation could be sent to your teacher via text message, email or the traditional postal system.

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, if this is possible.

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 a critical response to the cultural practice/trend.

Task

Prepare and give a spoken presentation in *Japanese* in which you explain a *Japanese* cultural practice/trend and explain, with reasons, why you believe it would be beneficial for your classmates to experience it.

The practice/trend will be selected from stimulus material.

Your presentation must be more than just a description of the practice/trend: “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 practice/trend (who, when, where, what)
* your first impressions and/or reactions upon learning about this practice/trend
* the reasons why this practice/trend appeals to you
* the benefits of this practice/trend for your classmates
* the origin and/or significance of the practice/trend in *Japanese country/community*
* how the practice/trend differs from what you are used to at home
* what impact (for example, change of point of view, a change of appreciation, belief, values) learning about this practice/trend has had on you
* a prediction as to how your classmates might react to the practice/trend: challenge preconceptions, prejudice, stereotyping
* how you would introduce the practice/trend to your classmates
* specifics from the stimulus material and other related texts or images, or anecdotal evidence.

The above suggestions 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:

* give a balanced view of the cultural aspect
* structure your argument logically and effectively to inform the audience and persuade them to accept your position
* 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*.

Achievement Standard Languages Japanese 91554:

– Positively different

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with  Merit | Evidence/Judgements for Achievement with Excellence |
| The student gives a clear spoken presentation in *Japanese* in which they explain a cultural practice or trend.  The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material.  The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.  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:  *Appropriate Japanese sample*  Communication is achieved overall despite inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  *The example above relates to only part of what is required, and is just indicative.* | The student gives a clear, convincing spoken presentation in *Japanese* in which they explain a cultural practice or trend.  The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material.  The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.  The language is generally credible and connected.  The student selects and uses a range of language and language features that are fit for the purpose and audience.  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:  *Appropriate Japanese sample*。  Communication is not significantly hindered by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  *The example above relates to only part of what is required, and is just indicative.* | The student gives a clear, effective spoken presentation in *Japanese* in which they explain a cultural practice or trend.  The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material.  The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.  The language is controlled and integrated.  The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience.  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:  *Appropriate Japanese sample*  Communication is not hindered by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  *The example above relates to only part of what is required, and is just indicative.* |

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