



日本語

JAPANESE



JPO3000C
INTERACTION PORTFOLIO GUIDE
NCEA LEVEL 3

JAPANESE INTERACTION PORTFOLIO

NCEA LEVEL 3

Expected time to complete work

This work will take you about 15 hours to complete.

You will work towards the following standard:

Achievement Standard 91555 (version 1) Japanese 3.3

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

Level 3, Internal assessment

6 credits

1 INTRODUCTION

This assessment activity for Achievement Standard 91555 requires you to submit at **least two spoken interactions** in an interaction portfolio.

Your ability to interact using Japanese to explore and justify varied ideas and perspectives in different situations will be assessed from these interactions.

Your overall contribution to the total interactions is about **four to five minutes**. At all times quality is more important than length.

The following instructions provide you with a way to structure your work to demonstrate what you have learned to allow you to achieve success in this standard.

INSTRUCTIONS

- The interaction portfolio includes this guide and four separate tasks for you to choose from.
- You should complete the related module first before you attempt the interaction task. For example, do JPO3003 first, and then do the interaction assessment JPO3003Y3.
- Record your interactions. **All interactions need to be recorded as videos**. Record your interactions digitally using the My Te Kura facility, cell phone or other mp4 format.
- If you are having the conversation with your Te Kura teacher, you do not have to record it. They will do that. To give you the best opportunity to achieve this standard, only one interaction should be with your teacher. See the box below for instructions for other conversation partners.
- Your teacher will give you **general feedback** about each interaction to support your learning.
- You should aim to complete the interaction tasks by the **end of September**.

FOR YOUR CONVERSATION PARTNER

Please print and give a copy of the following to your conversation partner.

Thank you for helping with this interaction.

The best way to support this student is by:

- allowing them to take the lead in the conversation from time to time
- encouraging a range of views to be explored
- taking part in natural communication. That means the communication must not be pre-planned and must not be like an interview. Natural communication includes such things as:
 - referring back to things that have already been said
 - clarifying
 - negotiating meaning
 - using colloquial and formulaic expressions appropriate for the contexts.

2 CONDITIONS

- All the work that you include in your interaction portfolio **must be entirely your own work. Interaction is vital in a conversation.** You cannot script in advance.
- The context for each assessment must be different so that you have the opportunity to use a variety of language and language features in Japanese.
- You can use relevant resources such as the course materials, vocabulary lists, grammar summaries and a range of commonly used real-life resources, including the internet, which may be used to support your information and justify ideas and opinions. However, we strongly advise you to **only** use the language you have learnt during this course, or language you know to be correct.
- Language from the language samples in the assessment schedule may not be used unless it is significantly reworked.
- There are **no reassessment opportunities** offered for this standard so make sure you consult with your Te Kura Japanese teacher so that your choices for your portfolio provide the best evidence of your interaction skills.
- **The work you submit must be your own.** You may not copy or otherwise reuse language that has been created by someone else. You may not ask someone else to script any interaction for you.

SUPERVISOR REQUIREMENTS

- Supervision is not required for this assessment.
- Upload your interaction submissions to the **JP3000C Interaction dropbox** or a link to your video.

OVERVIEW

The following four interaction tasks will help you provide evidence for the interaction portfolio submission for Achievement Standard 91555.

- JPO3003Y3 The future**
- JPO3005Y3 A trip to Japan**
- JPO3006Y3 What's on next week?**
- JPO3007Y3 Where is the best place to live?**

JPO3003Y3 The future

Talk with your conversation partner about your plans for the future. Your conversation might include some of the following:

- What you are studying and if this is your last year of school.
- What you plan to do after you leave school.
- Whether you've been overseas before and if you'd like to go again.
- Where you would like to travel to, and why.
- What kind of job you'd like to do.
- What sports and hobbies you have.

JPO3005Y3 A trip to Japan

You've won a travel scholarship to Japan. Talk about your plans. Your conversation might include some of the following:

- When and where you'd like to go
- Which airline you prefer
- How long you intend staying
- Accommodation
- What the weather and food might be like in Japan
- Activities you'd like to do while there

JPO3006Y3 What's on next week?

Your Japanese class is responsible for making a schedule of activities for a visiting group of Japanese students. Talk with someone about what you have planned. Your conversation might include some of the following:

- What activities might be suitable.
- Which places near your school you think would be good to visit.
- Where the students will stay.
- What is special about your town or region.

PORTFOLIO TASKS

JPO3007Y3 Where is the best place to live?

Discuss the advantages and disadvantages of living in New Zealand compared with somewhere else, and if your own hometown is a good place to choose to stay. Your conversation might include some of the following:

- What the schools are like.
- The climate and scenery.
- Sports and leisure activities.
- Job opportunities available.

You may also submit other authentic interaction in Japanese that you have done. This might be some interaction that you have done in addition to the interaction portfolio tasks e.g. talking to a friend about your current lifestyle. However, you **must** discuss this with your Te Kura Japanese teacher first, to ensure you are providing the best evidence possible.

KEY THINGS TO REMEMBER

This is an interaction assessment, so you need to contribute towards the conversation by exploring and justifying varied ideas and perspectives. It is not just answering questions someone asks you.

You can do your interaction in one of these ways:

- **With another student you know or another person who speaks Japanese.** If you do this, you must video your interaction, and tell your teacher which person you are in the video. Show the other person these interaction guidelines (JPO3000C) so they know what is required. You need to have a conversation with each other, rather than you only answering questions.
- **With your Te Kura teacher over the phone.** You need to contact your Te Kura teacher to arrange a time. They will record the conversation. To give you the best opportunity to achieve this standard, only one interaction should be with your teacher.

If you have videoed an interaction you have done with another person, identify yourself at the beginning of the conversation by saying your name. Once you finished the conversation upload it to the **JP3000C Interaction dropbox** in mp4 format.

Name your completed task, for example, **JPO3003Y3_your name_your Te Kura ID number**. Add a note to tell your Te Kura teacher which person you are in the video (for example – the person on the left, the person wearing a blue top).

4 TIPS FOR SUCCESSFUL INTERACTIONS

Key things you need to do to gain this standard:

- submit two pieces of interaction. The total length of your interaction is about **four to five minutes**. Remember quality is more important than length.
- communicate information, and explore and justify varied ideas and perspectives
- communicate overall, despite any inconsistencies in language.

If you are aiming for merit or excellence, take careful note of what you need to do by looking at the standard and explanatory notes in the next section of this guide.

Other useful tips:

- Read the instructions, the topic, assessment schedule and any other details.
- Go back through the modules of the JP3000 course and take note of any relevant information e.g. useful vocabulary or structures, advice on how to develop and/or sequence your information/ideas/opinions.
- Use a range of the vocabulary and structures that you have learnt and are familiar with especially those from JP3000 course.
- Explore information and justify ideas and opinions.
- Brainstorm possible ideas you can talk during the interactions. Think about the structures and language you might need to communicate these ideas.
- Use interactive strategies.
- Use appropriate cultural conventions (ie. courtesies and gestures).
- Show that you know how to use language in a variety of ways.

SURVIVAL SKILLS FOR INTERACTING IN JAPANESE

Consider using some of the following questions and phrases to help keep your interaction going and to help it sound as natural as possible. They will show that you know how to listen actively, and can also provide you with some thinking before you answer a question.

Starting a conversation

- Good morning おはよう ございます。
- Hello こんにちは。
- How are you? おげんきですか。
- I'm fine. (Thank you for asking.) (おかげさまで) げんきです。
- How are you? ... 先生は。(if you are talking to your teacher) or ... さんは。
- Great weather いいおてんきですね。
- Yes, it is ... はい、そうですね。

TIPS FOR SUCCESSFUL INTERACTIONS

Keeping a conversation going	
<ul style="list-style-type: none"> • That's incredible すごいですね。 • ほんとう? (What?) • I (totally) understand. (よく) わかります。 • I totally agree. もちろんです。 • I don't know わかりません。 or しりません。 • Perhaps ... たぶん ... • But ... でも ... • Yes はい ... or ええ 	<ul style="list-style-type: none"> • No ... いいえ ... • I agree/that's right そうですね。 • Is that ok? いいですか。 • Do you understand? わかりますか。 • I'm thinking about it かんがえています。 • Mmm (I'm thinking...) あのう ... • Um ええと ... • I don't understand. わかりません。 • I think... ...とおもいます。
Questions you can ask	
<ul style="list-style-type: none"> • Really? ほんとうですか。 • Is that so? そうですね。 	<ul style="list-style-type: none"> • How is it? どうですか。 • Is it the same for you? おなじですか。
When you don't understand	
<ul style="list-style-type: none"> • すみません、わかりません (Sorry, I didn't understand that.) • もういちど いってください。 (Could you please repeat that?) • もうすこし せつめいしてください。 (Could explain that a bit more?) 	<ul style="list-style-type: none"> • ちょっとまってください。 (Could you wait a bit please?) • もっと ゆっくり いってください。 (Could you speak more slowly please?)
When you don't know a key word	
<ul style="list-style-type: none"> • ... は えいごで なんですか。 (what is ... in English?) 	<ul style="list-style-type: none"> • Try to use a similar or opposite word • Try to use an explanation/example
How to get more time to think of your response	
<ul style="list-style-type: none"> • Repeat the question you've just been asked • Reformulate what the other person has said (also to be sure that you have understood him/her correctly) 	<ul style="list-style-type: none"> • Use filler words/phrases like: • ええと ... and • あのう ... • かんがえています。(I'm thinking.)

Ending a conversation	
<ul style="list-style-type: none">• I have to go. しつれいします。• See you later じゃまた。	<ul style="list-style-type: none">• Thank you ありがとうございました。• Goodbye さようなら。

5 THE STANDARD AND EXPLANATORY NOTES

ACHIEVEMENT STANDARD 91555 (VERSION 1) JAPANESE 3.3

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

Level 3, Internal assessment

6 credits

ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Interact using spoken Japanese to explore and justify varied ideas and perspectives in different situations.	Interact using convincing spoken Japanese to explore and justify varied ideas and perspectives in different situations.	Interact using effective spoken Japanese to explore and justify varied ideas and perspectives in different situations.

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.

2. Achieved

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.

Merit

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.

Excellence

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 e.g. 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 e.g. courtesies, gestures
 - use of interactive strategies, such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.
7. Not all characteristics may be evident in one interaction.
8. The quality of the selection of interactions, considered as a whole, is more important than the length.
9. Look at the conditions for this achievement standard at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Learning-languages/Japanese/Level-3-Japanese>
10. This link has clear, simple explanations about how to do this standard: www.nzqa.govt.nz/ncea/subjects/languages/clarifications/3/interact/

6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	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

<p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p>A: テクノロジーは、きょういくにいいと思う?</p> <p>B: よく分からないけど、テクノロジーがつかえたら、べんりだよね。</p> <p>A: すうがくのじゅぎょうで、けいさんきをつかっているけど、すごくべんり。でも、あたまをあまりつかわないから、あたまがわるくなりそう。</p> <p>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).</p>	<ul style="list-style-type: none"> appropriate use of cultural conventions such as courtesies and gestures. <p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p>A: テクノロジーをきょういくに、もっとつかったら、じゅぎょうが楽しくなっているんじゃないかな。</p> <p>B: よく分からないけど、テクノロジーがつかえたら、べんりだよね。でも、いいこととわるいことがあると思う。</p> <p>A: うん、私もそう思う。すうがくのじゅぎょうで、けいさんきをつかっているけど、はやくもんだいできて、すごくべんり。でも、あたまをあまりつかわないから、じぶんでかんがえられなくなってきたと思う。</p> <p>Interactions are not significantly hindered by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>	<ul style="list-style-type: none"> appropriate use of cultural conventions such as courtesies and gestures. <p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p>A: さいきんのテクノロジーは、ほんとうにすごいね。きょういくにも、もっとつかったら、じゅぎょうがきっと楽しくなるし、いいんじゃないかな。</p> <p>B: テクノロジーがつかえたら、べんりだし、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、よくかんがえないと、たいへんなことになりそう。</p> <p>A: うん、私もそう思う。すうがくのじゅぎょうで、けいさんきをつかっているけど、はやくもんだいできてすごくべんりだし、にがてなすうがくが少し楽しくなったと思う。でも、あたまをあまりつかわないから、かんたんなもんだいもじぶんでかんがえられなくなってきたと思う。ちょっと、こわいな。</p> <p>Interactions are not hindered by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the achievement standard.

7 SUBMITTING YOUR TASKS AND PORTFOLIO

SUBMIT EACH TASK

Once you have completed each interaction assessment task (e.g. JPO3003Y3), upload it to the **JP3000C Interaction dropbox**.

Your teacher will give you **general feedback** about your interaction to support your learning and may suggest you complete more than two tasks. Make sure you name each file with the task code e.g.:

JPO3003Y3_(your first name_(your surname)_your ID

JPO3005Y3_(your first name_(your surname)_your ID

Keep your interaction video files in a safe place (e.g. a folder on your computer) as you may choose to submit this piece as part of your final interaction portfolio for AS91555.

CHECKLIST

Have you:

- interacted on the topic
- communicated information and justified ideas and opinions
- selected language features and strategies to maintain interaction
- communicated overall, despite inconsistencies?

Any questions about this, ask your Te Kura teacher.

SUBMIT YOUR PORTFOLIO

Before you finalise your portfolio with your teacher, check you have done the following:

- Completed at least two interaction tasks.
- Named the digital files appropriately with the task code, your name and student ID number
- Uploaded them to the **JP3000C Interaction dropbox**.
- Notified your teacher of the two interactions you want to include in your portfolio. Your Te Kura teacher will also be happy to give you advice and guidance about your final choice of two interactions, but the choice you make is ultimately your responsibility. Do this **well before** the final submissions are due so that you have time to consider and choose the best examples of your interaction skills.

The date for final submission of portfolios is the **end of September**.