



日本語

JAPANESE



JPO3000W
WRITING PORTFOLIO GUIDE
NCEA LEVEL 3

JAPANESE WRITING 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 91557 (Version 1) Japanese 3.5

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

Level 3, Internal assessment

5 credits

In this guide you will focus on:

Developing a writing portfolio in which you will gather evidence of your ability to write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives.

1 INTRODUCTION

The assessment for Achievement Standard 91557 requires you to **submit at least two pieces of writing** in a writing portfolio, showing your ability to write a variety of texts in Japanese to explore and justify varied ideas and perspectives.

There are four separate tasks for you to choose from in this guide.

You can submit up to four pieces of writing, from which you will then choose at least two for your final submission.

The pieces of writing for your **final submission** will add up to a combined total of about **1000 kana**. At all times quality is more important than quantity.

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

- You should complete the corresponding module first before you attempt the writing task. For example, do JPO3001 first, and then do the writing assessment JPO3001Y1.
- You have one opportunity to get general feedback from your teacher and improve on your writing on each task you submit.
- You should aim to complete the writing tasks (including any reworking after receiving feedback from you teacher) by the **end of August**.

2 CONDITIONS

- All the work that you include in your writing portfolio **must be entirely your own work**. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final achievement judgement.
- 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 drafting and reworking.
- As you are expected to be able to work consistently at the level of language you display in your portfolio writing, we strongly advise you to only use the Japanese you have learnt during this course, or Japanese you know to be correct, and to use any additional resources with caution. The course material provides sufficient language for you to gain Excellence in this standard.
- Japanese from the Japanese language samples in the assessment schedule may not be used unless it is significantly reworked.
- There are **no reassessment opportunities** for this standard, so make sure you choose your best two pieces and let your teacher know before the end of August. If you are in doubt, you may discuss your choice with your Te Kura Japanese teacher.
- **The work you submit must be your own**. You may not copy or otherwise reuse Japanese that has been created by someone else. You may not ask someone else to do any writing for you.
- Plagiarism detection software may be used to check this is your own work.

SUPERVISOR REQUIREMENTS

- Supervision is not required for this assessment.
- Upload your draft and writing submissions to the **JP3000W Writing dropbox**.

3 PORTFOLIO TASKS

OVERVIEW

The following four writing tasks will help you provide evidence for the writing portfolio submission for Achievement Standard 91557.

Each task has separate instructions. You will find these below.

JPO3001Y1	Promoting your school – write text for a brochure
JPO3002Y1	Your vision for your future – write a blog entry
JPO3003Y1	Life in New Zealand – write an email
JPO3005Y1	Giving your opinion – write an article

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

JPO3001Y1: PROMOTING YOUR SCHOOL

TASK 1: WRITE A REAL-LIFE ACCOUNT FOR A BROCHURE PROMOTING YOUR SCHOOL TO INTERNATIONAL STUDENTS.

Choose **one** topic from the following scenarios to write about.

- being a secondary student at your particular school
- balancing study with a part-time job or other commitments
- being a member of a sports team or a particular group
- what subjects/sports are available at your school.

JPO3002Y1: YOUR VISION FOR YOUR FUTURE

TASK 2: WRITE A BLOG ENTRY ABOUT YOUR VISION FOR WHAT THE FUTURE HOLDS FOR YOU.

Choose **one** topic from the following scenarios to write about.

- what you're planning to do next year and why
- discussing the advantages/disadvantages of student exchanges
- what you think the next 10 years may hold for you
- the career options you are considering.

JPO3003Y1: LIFE IN NEW ZEALAND

TASK 3: WRITE AN EMAIL GIVING ADVICE TO A JAPANESE EXCHANGE STUDENT COMING TO YOUR SCHOOL SOON

Choose **one** topic from the following scenarios to write about.

- where the best place in New Zealand is for a holiday
- what family life is like in New Zealand
- what experiences they should try to have while in New Zealand
- the different social groups at your school and what New Zealand students do at the weekend.

JPO3005Y1: GIVING YOUR OPINION

TASK 4: SHARE YOUR OPINION IN AN ARTICLE FOR YOUR SCHOOL MAGAZINE

Choose **one** topic from the following scenarios to write about.

- comparing two experiences you recently had, such as events, sports, holidays
- learning Japanese compared to other languages
- comparing and contrasting the advantages of certain activities or lifestyle choices.

4 TIPS FOR SUCCESSFUL WRITING

Key things you need to do to gain this standard:

- Submit two pieces of writing. The total length of your writing is about **1000 kana**.
- Remember quality is more important than quantity.
- Explore and justify varied ideas and perspectives.
- Communicate overall, despite any inconsistencies in Japanese.

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, the 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. Remember to refer to:
 - your online modules
 - JPO3000A – NCEA Level 3 Vocabulary List
 - JPO3000B – NCEA Level 3 How Japanese Works
 - JPO3000K – NCEA Level 3 Kanji Cards.
- Brainstorm your ideas or make a mind map, then write/type a draft. Edit it carefully as many times as you like, and, once you have received global feedback on your draft, incorporate suggestions for improvement into your final version. Handwrite your final version on the paper provided or type it.
- Make sure that your writing is structured in a way that fits the task (e.g. by using paragraphs, or by starting and finishing a letter appropriately) and that your information/ideas and/or opinions flow logically. Where appropriate, start a new paragraph for each new idea or example.
- Write using full sentences if appropriate, and explore and justify your ideas and perspectives as fully as you can. Show that you know how to use Japanese in a variety of ways.
- Proofread your work very carefully to make sure that understanding is not hindered by inconsistencies.

USEFUL STRUCTURES

Module	Structures	
JPO3001 Leisure	Potential verbs	Using か within a sentence
	Plain verb + かどうか + negative verb (whether or not ...)	Plain verb + はずです (expected to ...)
JPO3002 Family	て form + giving and receiving - doing favours	Informal requests using ちょうだい and くれる
	Making formal requests using て form + negative form of くださる and くれる	
JPO3003 Land and People	... し ... し (as well as ..., what's more ...)	Using の to ask a question in conversation
	ので (because ...)	Using the verb stem to connect sentences
	んです/のです - give an explanation, soften a statement	
JPO3005 Travel and Tourism	Plain verb + ことになる (to be decided ...)	ない form + つもり (do not intend to ...)
	Plain verb + ことにする (decide to ...)	ない form + つもり (do not intend to ...)
	なければなりません (must ...)	なくてもいい (do not have to ...)
	た form + ほうがいい (had better to ...)	Question word + たら form + いい ですか。 (would it be good to ...?)
	ない form + ほうがいい (had better not to ...)	もう + negative verb (no longer .../ not any more)
JPO3006 Communications and the media	Noun + なら (If it's ...)	よう/おう (= plain form of ましょう) (= plain volitional)
	... に よると (according to ...)	Phone etiquette
	... に よって (depending on ...)	けいご (Keigo) - Respect language
	... に ついて (about ...)	Letter writing
	Verb + たら (if/ when ...)	
	(いくら) + Verb in て form + も (even if .../ no matter how much ...)	
	(いくら) + い Adjective in て form + も (even if .../ no matter how much ...)	
	(いくら) + Noun/な adjective + でも (even if .../ no matter how much ...)	

JPO3007 Japan at work	て form + ほしい (want ... to ...)	Transitive and intransitive verbs
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WRITING IN JAPANESE

You can handwrite or type in Japanese. **You should only use kanji that you are familiar with.** If you type, you must make sensible choices about which kanji you choose.

SCRIPT WRITING TIPS

- If you handwrite, your Japanese script needs to be legible.
- Kanji you have learned in the course should be used in the appropriate words.
- Check your spelling is accurate, particularly when writing combined sounds, long vowels and double consonants.
- Follow the rules of punctuation, such as giving full stops their own square.
- Use katakana, rather than roomaji, for all non-Japanese words.

5 THE STANDARD AND EXPLANATORY NOTES

ACHIEVEMENT STANDARD 91557 (VERSION 1) JAPANESE 3.5

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

Level 3, Internal assessment

5 credits

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
Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives.	Write a variety of text types in clear convincing Japanese to explore and justify varied ideas and perspectives.	Write a variety of text types in clear effective Japanese to explore and justify varied ideas and perspectives.

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

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.

Merit

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.

Excellence

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. Look this link for clear, simple explanations about how to do this standard.
www.nzqa.govt.nz/ncea/subjects/languages/clarifications/3/writing/

6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>In clear Japanese, at least two written texts of various types for the agreed scenarios have been produced. The total length of the texts is approximately 1000 kana.</p> <p>Across the texts, varied ideas and perspectives are explored and justified. This is done 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>In clear, convincing Japanese, at least two written texts of various types for the agreed scenarios have been produced. The total length of the texts is approximately 1000 kana.</p> <p>Across the texts, varied ideas and perspectives are explored and justified. This is done by using Japanese 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. 	<p>In clear, effective Japanese, at least two written texts of various types for the agreed scenarios have been produced. The total length of the texts is approximately 1000 kana.</p> <p>Across the texts, varied ideas and perspectives are explored and justified. This is done by using Japanese 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>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, Japanese and cultural knowledge, for example: <p>ニュージーランドの文化と日本の文化はちがいますから、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べんきょうした日本語を、つかってみたいです。</p>	<p>Writing:</p> <ul style="list-style-type: none"> demonstrates use of a range of Japanese and Japanese 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, Japanese 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ちがいますから、日本に行くことは、いいけいけんになると思います。日本人の友だちができて、日本の文化を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べんきょうした日本語を、たくさんつかってみたいです。</p>	<p>Writing:</p> <ul style="list-style-type: none"> demonstrates capable selection and successful use of a range of Japanese and Japanese 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, Japanese and cultural knowledge, for example: <p>ニュージーランドではときどき子どもがばんごはんをつくれます。もし、あなたが日本食をつくれるなら、ホストファミリーに作ってあげてください。やきそばやすしを作ったら、よろこぶはずですが、でも、日本食がきらいな人もいるかもしれません。さいきん、スーパーマーケットで米やのりなどの日本の物がかんたんに買えます。</p>
<p>Communication is achieved overall despite inconsistencies (such as format, spelling, lexical choice, level of formality, Japanese conventions, or Japanese features).</p>	<p>Communication is not significantly hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, Japanese conventions, or Japanese features).</p>	<p>Communication is not hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, Japanese conventions, or Japanese features).</p>
<p>The examples above are indicative samples only.</p>	<p>The examples above are indicative samples only.</p>	<p>The examples above are indicative samples only.</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.

7 SUBMITTING YOUR TASKS AND PORTFOLIO

SUBMIT EACH TASK

Once you have completed each writing assessment task (e.g. JPO3001Y1), upload it to the **JP3000W Writing dropbox**.

Your teacher will give you **general feedback** about your writing to support your learning. You may then rework and improve it. Make sure you name your file with the task code e.g.:

JPO3001Y1_(your first name)_(your surname)_your ID
JPO3002Y1_(your first name)_(your surname)_your ID.

After it is returned to you, keep your writing in a safe place (e.g. a folder or file on your computer) as you may choose to submit this piece as part of your final writing portfolio for AS91557.

CHECKLIST

Have you:

- written on the topic
- organised your writing in an appropriate format and style
- communicated information, and explored and justified varied ideas and perspectives
- communicated overall despite inconsistencies
- spelt Japanese words correctly, paying particular attention to combined sounds, long vowels and double consonants
- written Japanese script accurately (if you have hand written your passage) or chosen kanji that you are familiar with (if you have typed your passage)?

Any questions about this, ask your Te Kura teacher.

SUBMIT YOUR PORTFOLIO

Before you finalise your portfolio with your teacher, check you have:

- completed at least two tasks
- acted on the general feedback and guidance given by your Te Kura teacher to improve your writing. Your Te Kura teacher will also be happy to give you advice and guidance about your final choice of two texts, but the choice you make is ultimately your responsibility
- named the digital files appropriately with the task code, your name and student ID number
- uploaded them to the **JP3000W writing dropbox**
- notified your teacher of the two tasks you want to include in your portfolio. Do this **well before** the final submissions are due so that you have time to consider and choose the best examples of your writing skills.

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

JPO3000W HANDWRITTEN TASK

Name _____ Student ID _____

School _____

- Use these pages if you are handwriting any of your tasks.
- Print a **separate set of pages for each task** you will be handwriting.
- Use a **blue or black pen** (or very dark pencil) as you will need to scan your work before uploading to the My Te Kura dropbox.
- **Tick which task** you are writing about:
 - JPO3001Y1 Task 1:** Promoting your school (brochure text)
 - JPO3002Y1 Task 2:** Your vision for your future (blog entry)
 - JPO3003Y1 Task 3:** Life in New Zealand (email)
 - JPO3005Y1 Task 4:** Giving your opinion (magazine article)

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