



日本語

**JAPANESE**



**JPO3004Y1**

**SPOKEN PRESENTATION GUIDE**

**NCEA LEVEL 3**

# **JAPANESE SPOKEN PRESENTATION GUIDE**

## **NCEA LEVEL 3**

### **Expected time to complete work**

This work will take you about 10 hours to complete.

### **You will work towards the following standard:**

Achievement Standard 91554 (version 2) Japanese 3.2

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

Level 3, Internal assessment

3 credits

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# 1 INTRODUCTION

This achievement standard involves using Japanese to give a spoken presentation that communicates a personal response.

There is **one task** for you to complete in this guide. Prepare a spoken presentation of about **two to three minutes** in 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

- You may do the assessment at any time, but it is best to complete modules JPO3001 – JPO3004 first (with any accompanying vocabulary and grammar/structures support documents) and have a chat with your Te Kura teacher about whether you are ready or not.
- You should aim to complete the spoken presentation by the **end of August**.

### You must:

- **make a video recording** of your spoken presentation. Audio only recordings will not be accepted
- **have your supervisor with you when you record your video**. Your supervisor must introduce you on the video.

You will be awarded a **Not Achieved** if you do not have a supervisor.

## YOU WILL NEED:

- A quiet venue to make your recording.
- A good quality video recorder.
- A means to submit your final video file to the My Te Kura assessment dropbox. You can store your file in a Google Drive or another 'cloud' file storage system and upload the link to My Te Kura **JPO3004Y1 Spoken presentation assessment dropbox**. Submit your final submissions as video files in one of the following formats: .mp4, .wmv, .avi, .mov.

## 2 CONDITIONS

- All the work that you include in your spoken presentation **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.
- Your supervisor does not have to be present while you prepare and practise, however **your supervisor must be present during the actual video recording**. If you are attending a school this must be a supervisor from your school.
- **Your spoken presentation needs to be recorded on video** for assessment and moderation purposes. Record your spoken presentation digitally using the My Te Kura facility, cell phone or other mp4 format. You should be in full view of the camera at all times. You should position the camera to capture your full body to allow facial and body language to be observed. Filming must be continuous.
- You may have the text of the spoken presentation with you, or use notes such as cue cards to help you. However, **you must not read your spoken presentation** straight from your notes as it will then be ‘reading aloud’ rather than a presentation.
- When you record your presentation don’t forget to check that your recording is clear and audible.
- Your video recording, or link to your video, (and any notes used during the recording) must be uploaded to the **JPO3004Y1 Spoken presentation assessment dropbox**
- Plagiarism detection software may be used to check this is your own work.
- 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.

### SUPERVISOR REQUIREMENTS

- A supervisor must be present at specified times for this assessment. You must provide the full name of the supervisor and their relationship to you (e.g. parent, teacher, teacher aide etc.) when you upload your assessment to the **JPO3004Y1 Spoken presentation assessment dropbox** or a link to your video.

#### Information for the Supervisor

- Your student will come to you to arrange a time when he/she is ready to record their spoken presentation. Your student should video their presentation.
- Your student is allowed cue cards, notes, or the text of their spoken presentation to refer to when they make their recording. But, **he/she must not read** entirely from their notes. It is a spoken presentation, not a reading aloud assessment.
- To assist with authenticity you need to introduce yourself at the beginning of the student’s recording. **Please say the following when the student starts his/her recording:** ‘This is (your name – first name and surname) supervisor of (student’s name – first name and surname)’.
- Thank you for your help.

# 3 SPOKEN PRESENTATION TASK

## OVERVIEW

The following spoken presentation task will help you provide evidence for Achievement Standard 91554.

Prepare a spoken presentation of about **two to three minutes** in length.

### JPO3004Y1 – Celebrations in Japan and New Zealand.

You are to record a presentation in Japanese, comparing celebrations in Japan and New Zealand.

Your presentation could include some of the following points:

- celebrations may include days such as Christmas, New Year, birthdays, public holidays, coming of age, Christening ceremonies, graduation, engagements, weddings, Waitangi Day, Valentine’s Day, Childrens’ Day, Respect the Aged Day
- which days are celebrated in each country and what happens on these days
- why these days are special
- what people enjoy/don’t enjoy about these celebrations
- the advantages/disadvantages of these celebrations
- recent trends in how these days are celebrated
- how what is celebrated reflects what is valued within a culture.

You may also submit other speaking in Japanese that you have done. This must be in video format. Make sure you discuss this with your Te Kura Japanese teacher **before you start preparing your presentation** so you can make an informed choice as to whether this item provides the best evidence of your speaking skills.



IS: 15146848



IS: 0755060



BS: 296986

SPOKEN PRESENTATION TASK



KIRSTEN PORTEOUS



BS: 1338673



IS: 8640647



BS: 26008922



IS: 18219767



KIRSTEN PORTEOUS



IS: 256063



IS: 2254291

## 4 TIPS FOR SUCCESSFUL SPEAKING

Key things you need to do to gain this standard:

- Submit one spoken presentation about two to three minutes in length. **Remember quality is more important than length.**
- Explain and justify a viewpoint in response to stimulus material relevant using a range of language that is fit for purpose and audience.

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

*Planning and preparing:*

- Read the instructions, the topic, assessment schedule and any other details.
- Brainstorm your ideas.
- Think about how to capture the attention of the listener.
- Pay special attention to any formal or respectful language you should use.
- Present your information and ideas in a logical sequence.
- Communicate key information and ideas clearly.
- Develop your ideas by giving examples and explanations.
- Use a range of language and vocabulary.
- Give and support point(s) of view.
- Analyse, interpret and evaluate issues.

*Practising:*

- Use cue cards or notes while you are trying to remember your sequence of ideas.
- Speak clearly and audibly – practise saying your presentation several times right through in a clear voice.
- Use accurate pronunciation and intonation.
- Avoid long pauses.
- Check before doing a final recording that what you say can be heard easily.

*Recording:*

- When you are confident, video record your prepared spoken presentation with your supervisor present.
- Avoid over-using notes or cue cards when recording as they may detract from the presentation. You will not achieve the standard if you read completely from your notes or cue cards.
- Position the camera to capture your full body to allow facial and body language to be observed. Filming must be continuous.
- Record your presentation digitally using the My Te Kura facility, cell phone or other mp4 format.

**POSSIBLE LANGUAGE FEATURES TO USE IN YOUR PRESENTATION**

Using the language features you've learnt in the JP3000 course will help you meet the Standard. Here are some of the structures you've covered:

- express advantages or disadvantage using ... **ので**
- give reasons using ... **んです** or ... **のです**
- describe actions or events that are conditional upon other actions or events using ... **たら** (when, if) and ... **ても/でも**
- give advice using ... **なければならない** or...**なくてもいい**
- or ... **たほうがいい**
- connect your ideas using verb stems

Some language features from other levels may also be useful, such as:

- **ないてください**
- **ないで**
- **ことがある**
- **まだ** + affirmative
- **てみる**
- **そう** (appearance)
- verb stem + **やすい/にくい**
- verb stem + **かた**
- **のよう**
- **ために**
- noun modifiers
- **ことが できる** (able to do...)
- **ながら** (while)
- ...**たり ...たり する** (to say you do a variety of things)
- **より** (compared to)
- **から** (to give a reason)
- **て** form (to link adjectives or verbs)
- **つもり** (what you intend or plan on doing)

# 5 THE STANDARD AND EXPLANATORY NOTES

## ACHIEVEMENT STANDARD 91554 (VERSION 2) JAPANESE 3.2

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

Level 3, Internal assessment

3 credits

### ACHIEVEMENT CRITERIA

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.

### 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 at <http://seniorsecondary.tki.org.nz>.
2. *Give a clear spoken presentation* involves explaining and justifying a viewpoint in culturally appropriate spoken Japanese.

Communication is achieved overall despite inconsistencies in, for instance:

- language features
- pronunciation
- intonation
- gesture
- rhythm patterns
- delivery speed or audibility
- stress patterns
- tones.

*Give a clear, convincing spoken presentation* involves explaining and justifying a viewpoint, in Japanese that 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.

*Give a clear, effective spoken presentation* involves explaining and justifying a viewpoint, in Japanese that is controlled and integrated. A range of language and language features are capably selected and successfully used that are fit for purpose and audience. Communication is not hindered by inconsistencies.

## THE STANDARD AND EXPLANATORY NOTES

3. *Clear* refers to language that gives no doubt as to intended meaning.
4. *Critical response* refers to a presentation which includes analysis, interpretation, or evaluation of stimulus material.
5. *Stimulus material* refers to any linguistically and culturally appropriate material used as a starting point for a spoken presentation, such as text, poster, music video, lyrics, literature, TV, film, personal experience and the observation of cultural practices. Contexts may be concrete or abstract. The stimulus material may either be chosen by the student or provided by the assessor.
6. Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).
7. Presentation Clarifications  
[www.nzqa.govt.nz/ncea/subjects/languages/clarifications/3/presentation/](http://www.nzqa.govt.nz/ncea/subjects/languages/clarifications/3/presentation/)

## 6 ASSESSMENT SCHEDULE

<b>Judgement leading to Achievement</b>	<b>Judgement leading to Achievement with Merit</b>	<b>Judgement leading to Achievement with Excellence</b>
A clear spoken presentation is given in Japanese under the set conditions.	A clear, convincing spoken presentation is given in Japanese under the set conditions.	A clear, effective spoken presentation is given in Japanese under the set conditions.
The student communicates a critical response to stimulus material, e.g. the presentation includes analysis, interpretation, or evaluation of stimulus material.	The student communicates a critical response to stimulus material, e.g. the presentation includes analysis, interpretation, or evaluation of stimulus material.	The student communicates a critical response to stimulus material, e.g. the presentation includes analysis, interpretation, or evaluation of stimulus material.
The presentation explains and justifies a viewpoint, e.g. the student shares personal perspectives and explores the views of others.	The presentation explains and justifies a viewpoint, e.g. the student shares personal perspectives and explores the views of others.	The presentation explains and justifies a viewpoint, e.g. the student shares personal perspectives and explores the views of others.
The student includes language features and cultural knowledge that are appropriate for the purpose and the intended audience.	The student selects and uses a range of language features that are generally credible and connected and appropriate for the task and the intended audience.	The student capably selects and uses a range of language and language features that are controlled and integrated and appropriate for the task and the intended audience.
Communication is achieved overall, despite inconsistencies.	Communication is not significantly hindered by inconsistencies.	Communication is not hindered by inconsistencies.

ASSESSMENT SCHEDULE

Judgement leading to Achievement	Judgement leading to Achievement with Merit	Judgement leading to Achievement with Excellence
<p>十一月に日本に行きました。日本にいる間、本当にたのしみました。私は沢山の事をまなびました。たとえば、ホストマザーは、日本料理の作りかたを教えてください、みなさんは、私の日本語の文法のまちがいをなおしてくださいました。日本の新年をけいけんしました。ねんがじょうをたくさんもらいました。</p>	<p>十一月に日本に行きました。日本にいる間、本当にたのしみました。私は沢山の事をまなびました。たとえば、ホストマザーは、日本料理の作りかたを教えてください、みなさんは、私の日本語の文法のまちがいをなおしてくださいました。先生と友達はとてもいい人なので、私は、毎日学校に行くのを楽しみにしていました。日本の新年をけいけんしました。ねんがじょうをたくさんもらいました。日本とニュージーランドのお正月はとてもちがいます。</p>	<p>十一月に日本に行きました。すばらしい三ヶ月でした。日本にいる間、本当にたのしみました。私は沢山の事をまなびました。たとえば、ホストマザーは、日本料理の作りかたを教えてください、みなさんは、私の日本語の文法のまちがいをなおしてくださいました。先生と友達はとてもいい人なので、私は、毎日学校に行くのを楽しみにしていました。日本の新年をけいけんしました。ねんがじょうをたくさんもらいました。うれしかったです!もし、ニュージーランドにいたら、ねんがじょうをもらえません。でも、クリスマスカードをもらえます。日本とニュージーランドのお正月はとてもちがいます。</p>

## 7 SUBMITTING YOUR PORTFOLIO

Before you upload your spoken presentation to your teacher, check you have done the following:

- Check that your video recording is clear and audible.
- Name your file – **JPO3004Y1\_(your first name)\_(your surname)\_your ID**
- Upload your video file, or a link to the video file, to the **JPO3004Y1 Spoken presentation assessment dropbox**.

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

