



日本語

## JAPANESE



**JPO1009Y1**  
**SPOKEN PRESENTATION GUIDE**  
**NCEA LEVEL 1**

# **JAPANESE SPOKEN PRESENTATION GUIDE**

## **NCEA LEVEL 1**

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

This work will take you about 10 hours to complete.

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

Achievement Standard 90894 (version 2) Japanese 1.2

**Give a spoken presentation in Japanese that communicates a personal response**

Level 1, Internal assessment

4 credits

Cover photo: Class presentation by confident student to her class, iStock 7831639

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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 **one minute** 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 JPO1001–JPO1004 first 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 **JPO1009Y1 Speaking 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 recording (and any notes used during the recording) must be uploaded to the **JPO1009Y1 Speaking 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 **JPO1009Y1 Speaking 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 TASKS

### OVERVIEW

The following spoken presentation task will help you provide evidence for Achievement Standard 90894.

You will need to prepare a spoken presentation of about **one minute** in length.

### JPO1009Y1 – A Recent Holiday or Event

- You are to record a presentation for a class in Japan, in Japanese, about a recent holiday
- or event you've been to.
- At the start, say what the holiday or event was. Then you could include information such as:
- where you went
- when it was
- how you got there
- who you went with
- what you did
- what you thought of it
- any other information or ideas you think are relevant to the task.

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 so you can make an informed choice as to whether this item provides the best evidence of your speaking skills.

## 4 TIPS FOR SUCCESSFUL SPEAKING

Key things you need to do to gain this standard:

- submit one spoken presentation about one minute in length. **Remember quality is more important than length.**
- share personal information, ideas and opinions that are relevant to the task using a range of 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

*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.

*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.
- 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.

# 5 THE STANDARD AND EXPLANATORY NOTES

## ACHIEVEMENT STANDARD 90894 (VERSION 2) JAPANESE 1.2

Give a spoken presentation in Japanese that communicates a personal response

Level 1, Internal assessment

4 credits

### ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Give a spoken presentation in Japanese that communicates a personal response.	Give a convincing spoken presentation in Japanese that communicates a personal response.	Give an effective spoken presentation in Japanese that communicates a personal response.

### EXPLANATORY NOTES

1. This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 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, 2010 at <http://seniorsecondary.tki.org.nz>.
2. Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to communicate a personal response.
3. Definitions

*A personal response* could include but is not limited to:

- describing and/or responding to images or cultural practices
- telling a story or stories
- reporting family, personal, or everyday events
- describing opinions, emotions, or feelings elicited by stimulus material
- self-introduction or welcome.

*Communicates a personal response* refers to expressing personal information, ideas and opinions in culturally appropriate spoken Japanese.

Communication is achieved overall, despite inconsistencies, such as:

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

## THE STANDARD AND EXPLANATORY NOTES

*Convincing* means that there is development of the information, ideas and opinions which is generally credible and connected. The presenter selects and uses a range of language and language features that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

*Effective* means that there is development of the information, ideas and opinions which is controlled and integrated. The presenter capably selects and successfully uses language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.

4. Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.



## 6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>The student provides a recording of a spoken presentation in Japanese related to the chosen task.</p> <p>The spoken presentation is approximately <b>one minute</b> long.</p> <p>In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.</p> <p>There is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>Communication is achieved overall, although understanding may be hindered in some places by inconsistencies.</p> <p>Communication is achieved overall, although understanding may be hindered in some places by inconsistencies.</p> <p>For example: テレビを みたい、本を よんだりしました。</p>	<p>The student provides a recording of a convincing spoken presentation in Japanese related to the chosen task.</p> <p>The spoken presentation is approximately <b>one minute</b> long.</p> <p>In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.</p> <p>There is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>There is <b>development</b> of the information, ideas, and opinions that is <b>generally credible and connected</b>.</p> <p>The student selects and uses a <b>range</b> of language and language features appropriate for the purpose and audience.</p> <p>Communication is achieved, and understanding is not significantly hindered by inconsistencies.</p> <p>For example: テレビを みたい、本を よんだりしました。 さむかったですから、うちを 出ませんでした。</p>	<p>The student provides a recording of an effective spoken presentation in Japanese related to the chosen task.</p> <p>The spoken presentation is approximately <b>one minute</b> long.</p> <p>In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.</p> <p>There is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>There is development of the information, ideas, and opinions that is <b>controlled and integrated</b>.</p> <p>The student <b>capably</b> selects and <b>successfully</b> uses a range of language and language features appropriate for the purpose and audience.</p> <p>Communication is achieved, and understanding is not hindered by inconsistencies.</p> <p>For example: テレビを みたい、本を よんだりしました。 らいしゅうの土よう日は ともだちのたんじょう日ですから、プレゼントを かい たかったです、きのうは さむかったですから、うちを 出ませんでした。</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 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 – **JPO1009Y1\_(your first name)\_(your surname)\_your ID**
- Upload your video file, or a link to the video file, to the **JPO1009Y1 Speaking assessment dropbox**.

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



