



日本語
JAPANESE



JPO1000W
WRITING PORTFOLIO GUIDE
NCEA LEVEL 1

JAPANESE PORTFOLIO WRITING

NCEA LEVEL 1

Expected time to complete work

This work will take you about 15 hours to complete.

You will work towards the following standard:

Achievement Standard 90897 (version 2) Japanese 1.5

Write a variety of text types in Japanese on areas of most immediate relevance

Level 1, Internal assessment

5 credits

Cover photo: Young woman writing, iStockphoto 4122344

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1 INTRODUCTION

The Achievement Standard 90897 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 on areas of most immediate relevance.

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

You will select **two of your written texts** for your final submission. The two texts will add up to a combined total of about **600 kana**. At all times quality is more important than length.

The following instructions provide you with a way to structure your work so you can 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 JPO1003 first, and then do the writing assessment JPO1003Y1.
- 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 JP1000 course materials, vocabulary lists, language functions materials 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 language 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 final writing submissions to the **JP1000W Writing dropbox**.

3

WRITING PORTFOLIO TASKS

OVERVIEW

The following writing portfolio tasks will help you provide evidence for Achievement Standard 90897. They are organised in broad themes and contain a number of tasks each.

You will need to choose a minimum of two tasks from the following and submit writing texts that have a combined length of approximately **600 kana**.

JPO1003Y1	A diary entry about your weekend
JPO1004Y1	Online introduction about your school for visiting Japanese students
JPO1005Y1	A social media post about your holiday
JPO1007Y1	A memo/reminder for various family members

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.

JPO1003Y1 A diary entry about your weekend

You keep an online diary. Write about your weekend. You could include things such as:

- where you went
- what you did
- why you did these activities
- when/what time you did things
- who you did things with
- what your opinion was of what you did
- anything else you think is relevant.

JPO1004Y1 Online introduction about your school for visiting Japanese students

A group of Japanese students is visiting your school. Create an online page introducing your school. You could include things such as:

- where your school is
- what kind of school it is
- how many students go there
- what the uniform is like
- when the school day starts and ends
- the kinds of subjects available
- which sports are popular
- some of the school rules
- what you do at lunch time
- anything else you think is relevant.

WRITING PORTFOLIO TASKS

JPO1005Y1 A social media post about your holiday

You are on holiday, and are writing a social media post about what you have done. You could include things such as:

- where you have gone
- who you have gone with
- how you went there
- how long it took to get there
- how many days/weeks you are there for
- where you are staying
- what you have done, and what the activities have been like
- what the food is like there
- anything else you think is relevant.

JPO1007Y1 A memo/reminder for various family members

You are writing a memo/reminder to your family. You could include things such as:

- saying what your plans are
- asking permission to do something
- saying what you will be doing on a particular day
- reminding someone to do something
- telling someone they mustn't do something
- asking if you can borrow something
- making a suggestion
- describing something
- giving a reason for something you are doing
- anything else you think is relevant.

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 **600 kana**. Remember quality is more important than length
- communicate basic personal information, ideas and opinions
- 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 and any other details carefully.
- Go back through the modules of the JP1000 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 the JP1000 course. Remember to refer to your online modules, JPO1000A NCEA Level 1 vocabulary list, JPO1000B How Japanese works and JPO1000C Kanji cards.
- Brainstorm your ideas or make a mind map, then write a draft. Edit it carefully as many times as you like, and then write your final version in PDF or Word format.
- 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 and develop your information/ideas/opinions as fully as you can. Some parts of a task – such as the recipe ingredients – will not require full sentences.
- Show that you know how to use language in a variety of ways and use language that is fit for the purpose and audience, e.g. use formal language if addressing the principal.
- Proofread your work very carefully to make sure that understanding is not hindered by inconsistencies.

POSSIBLE STRUCTURES

Module	Structures	
From NCEA Level 1	から (because...)	て form to link ideas
	すぎる (too ...)	ながら (while ...)
	... たり ... たり する (do such things as ... and ...)	

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.

TIPS FOR SUCCESSFUL WRITING

SCRIPT WRITING TIPS

- 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 romaji or English, for all non-Japanese words.

5 THE STANDARD AND EXPLANATORY NOTES

Achievement Standard 90897 (version 2) Japanese 1.5

Write a variety of text types in Japanese on areas of most immediate relevance

Level 1, Internal assessment

5 credits

ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Write a variety of text types in Japanese on areas of most immediate relevance.	Write a variety of text types in convincing Japanese on areas of most immediate relevance.	Write a variety of text types in effective Japanese on areas of most immediate relevance.

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 write a variety of texts on areas of most immediate relevance.
3. Definitions

Write refers to composing and organising text in a linguistically and culturally appropriate format and style, and may include:

- drafting
- reworking over a period of time.

Write on areas of most immediate relevance refers to using language, related to basic personal information and past, present, and/or future experiences, in order to express personal information, ideas and opinions in culturally appropriate written Japanese.

Communication is achieved overall, despite inconsistencies, such as:

- format
- spelling
- lexical choice
- level of formality
- language conventions
- language features.

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

THE STANDARD AND EXPLANATORY NOTES

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

Variety refers to texts selected from a range of different text types, which have been created for different purposes. At all times the quality of the texts in the selection, considered as a whole, is more important than length.

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 writes a variety of text types in Japanese on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 600 kana.</p>	<p>The student writes a variety of text types in convincing Japanese on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 600 kana.</p>	<p>The student writes a variety of text types in effective Japanese on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 600 kana.</p>
<p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p>	<p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show development of the information, ideas and opinions that is generally credible and connected.</p> <p>The student selects and uses a range of language and language features that are fit for the purpose and audience of the tasks.</p>	<p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show development of the information, ideas and opinions that is controlled and integrated.</p> <p>The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience of the tasks.</p>
<p>The student achieves communication overall, despite inconsistencies in aspects such as format, spelling, lexical choice, level of formality, language conventions, or language features.</p>	<p>Inconsistencies do not significantly hinder communication.</p>	<p>Inconsistencies do not hinder communication.</p>

ASSESSMENT SCHEDULE

Achievement example	Merit example	Excellence example
<p>きのう、やすみ から かえりました。ともだちと スキーを したりしました。</p>	<p>きのうの よるに やすみ から かえりました。 みっかかん ともだちと スキーを したり、 スノボードを したりしました。</p>	<p>きのうの よる おそくに、 いっしゅうかんの やすみ から かえりました。 みっかかん ともだちと スキーを したり、 スノーボーディングを したりしました。てんきは よかった ですが、 さむすぎました から、 あたらしい スキーウェア を かうつもり です。</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 PORTFOLIO

Before you send your portfolio to your teacher, check you have done the following:

- 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 writing topic, your name and student ID number
- uploaded them to the **JP1000W 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.

You should aim to complete the writing tasks (including any reworking after receiving feedback from your Te Kura teacher) by the **end of August**.

JPO1000W 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:
 - JPO1003Y1**: A diary entry about your weekend
 - JPO1004Y1**: A brochure about your school for visiting Japanese students
 - JPO1005Y1**: A postcard from a place you have visited on holiday recently
 - JPO1007Y1**: A memo/reminder for various family members

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