



日本語

JAPANESE



JPO2004Y1
SPEAKING PRESENTATION GUIDE
NCEA LEVEL 2

JAPANESE SPOKEN PRESENTATION GUIDE

NCEA LEVEL 2

Expected time to complete work

This work will take you about 10 hours to complete.

You will work towards the following standard:

Achievement Standard 91135 (version 2) Japanese 2.2

Give a spoken presentation in Japanese that communicates information, ideas and opinions

Level 2, Internal assessment

4 credits

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1 INTRODUCTION

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

There are **three tasks** for you to complete in this guide. Prepare a spoken presentation of about **two minutes** in length on **one** of these tasks.

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 JPO2001–JPO2004 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 **JPO2004Y1 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 a link to your video, (and any notes used during the recording) must be uploaded to the **JPO2004Y1 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 **JPO2004Y1 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.

OVERVIEW

The following spoken presentation task will help you provide evidence for Achievement Standard 91135.

You will need to choose **one task** and prepare a spoken presentation of about **two minutes** in length.

JPO2004Y1**1. The geography and climates of Japan and New Zealand**

Imagine you are an exchange student in Japan. You have been asked to make a presentation in Japanese at your school assembly about the similarities and differences between the geography and climates of Japan and New Zealand.

Your presentation could include some of the following points:

- how the seasons are opposite
- the similarities of both being island nations
- the difference in population levels
- the geographical features such as lakes and mountains
- weather patterns such as the rainy season
- how the climate and geography influences lifestyles in each country
- what you think are good and bad aspects of the two countries
- any other information relevant to the topic.

2. New Zealand and Japan: Two different cultures

Have you ever been to Japan? You have decided to enter a regional high school Japanese speech contest talking about your experiences in Japan.

Your presentation could include some of the following points:

- a suitable introduction to your topic (after a visit to Japan)
- what you knew before and/or were expecting to find in Japan
- what you experienced living with a host family
- school (attitudes to study/school culture/school day)
- differences in school/ club activities/ study/the school day
- differences in lifestyle
- leisure activities compared to NZ
- one fun thing you did while in Japan and what you thought of it
- what you think you would change about living in Japan or New Zealand if you could
- any other information relevant to the topic.

SPOKEN PRESENTATION TASK

3. Life in New Zealand

You have been asked by a sister school class in Japan to send them a video about living in New Zealand. You may illustrate your presentation with images.

You could include:

- a suitable greeting and introduction to the topic
- some physical / geographical details about New Zealand
- favourite leisure and sporting activities of New Zealanders
- school life
- sporting culture
- challenges faced by Japanese visitors to New Zealand
- why you like/don't like living in New Zealand
- recommendations of things to try for visitors
- any other information relevant to the topic.

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.

4 TIPS FOR SUCCESSFUL SPEAKING

Key things you need to do to gain this standard:

- Submit one spoken presentation about two minutes 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 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.

5 THE STANDARD AND EXPLANATORY NOTES

ACHIEVEMENT STANDARD 91135 (VERSION 2) JAPANESE 2.2

Give a spoken presentation in Japanese that communicates information, ideas and opinions

Level 2, Internal assessment

4 credits

ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Give a spoken presentation in Japanese that communicates information, ideas, and opinions.	Give a convincing spoken presentation in Japanese that communicates information, ideas, and opinions.	Give an effective spoken presentation in Japanese that communicates information, ideas, and opinions.

EXPLANATORY NOTES

1. This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area 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. *Give a spoken presentation* involves communicating information, and expressing and justifying ideas and opinions in culturally appropriate spoken Japanese.

Communication is achieved overall, despite inconsistencies in relation to:

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

Give a convincing spoken presentation involves developing and connecting information, ideas, and opinions in Japanese that is generally credible. 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 an effective spoken presentation involves developing and integrating information, ideas, and opinions in Japanese that is controlled. A range of language and language features that are fit for purpose and audience are capably selected and successfully used. Communication is not hindered by inconsistencies.

3. *Communicating information, ideas and opinions* may include but is not limited to:
 - explaining and/or responding to images and/or cultural practices
 - telling a story and/or stories
 - reflecting on family and/or personal and/or everyday events
 - exploring hopes and dreams
 - describing reactions to experiences.

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

5. Presentation Clarifications
www.nzqa.govt.nz/ncea/subjects/languages/clarifications/2/presentation/

6 ASSESSMENT SCHEDULE

Judgement leading to Achievement	Judgement leading to Achievement with Merit	Judgement leading to Achievement with Excellence
<p>Japanese is used in a spoken presentation to express and justify information, ideas and opinions about Japan and New Zealand’s geography and climates.</p> <p>Communication is achieved overall, although there may be inconsistencies in choice and use of language features.</p> <p>Cultural conventions are used if appropriate.</p> <p>The length of the presentation is about two minutes.</p> <p>Example</p> <p>おひるごはんを たべたあとで、あるきながら、しんじゅくを 見物しました。</p>	<p>Japanese is used in a convincing spoken presentation to express and justify information, ideas and opinions about Japan and New Zealand’s geography and climates.</p> <p>There is development of the information, ideas, and opinions, which is generally expressed in a credible and connected way.</p> <p>A range of language and language features are selected and used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not significantly hindered by inconsistencies in choice and use of language and language features.</p> <p>The length of the presentation is about two minutes.</p> <p>Example</p> <p>おひるごはんを たべたあとで、あるきながら、しんじゅくを 見物しました。夏ですから、てんきがよくて、あつかったです。空があおくて、きれいでした。</p>	<p>Japanese is used in an effective spoken presentation to express and justify information, ideas and opinions about Japan and New Zealand’s geography and climates.</p> <p>There is development of the information, ideas, and opinions, which is generally expressed in a controlled and integrated way.</p> <p>A range of language and language features are capably selected and successfully used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not hindered by inconsistencies in choice and use of language and language features.</p> <p>The length of the presentation is about two minutes.</p> <p>Example</p> <p>おひるごはんを たべたあとで、あるきながら、しんじゅくを 見物しました。夏ですから、てんきが よくて、あつかったです。空があおくて、きれいでした。よこはまに かえるまえに 大きいデパートで、ははの たんじょうびの ために、みどりいろのおさを 買いました。その日は とても たのしかったです。もういちど ‘Pierre’s’に 行って、めずらしい フランスりょうりを たべてみたいです。</p>

You are not allowed to use these example sentences in your assessment unless they have been significantly modified. Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

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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 – **JPO2004Y1_(your first name)_(your surname)_your ID**
- Upload your video file, or a link to the video file, to the **JPO2004Y1 Spoken presentation assessment dropbox**.

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

