

Internal Assessment Resource

Languages Level 1

This resource supports assessment against Achievement Standard 90895 version 2

Standard title: Interact using spoken Japanese to communicate personal information, ideas and opinions in different situations

**Credits:** 5

Resource title: Win a Trip

**Resource reference:** Languages 1.3A v4 Japanese

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| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | January 2016 Version 4  To support internal assessment from 2016 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2016-90895-03-4691 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to present selected recordings of a range of their spoken interactions in a variety of situations. The type of interaction will depend on the scenario or activity chosen. Guide students about the types of interactions they might have, and/or create/adapt interactions to suit the topic being studied at the time.

Students are told that the local cultural association is offering a trip to Japan. The organisation is looking for students who have made a real effort to talk in Japanese as much as possible. For their entry for the competition, the students have to make a collection of their best Japanese interactions.

Provide or ensure students select for themselves situations that allow them to show their control of language rules and culture in language. For further details, see the Senior Secondary Teaching and Learning Guides for Languages: <http://seniorsecondary.tki.org.nz/>

Include a range of interactions that involve free, meaning-focused language production, as well as more controlled and form-focused production. It is not appropriate for students to learn, rehearse, and then present scripted role plays.

Conditions

Students will need to begin recording interactions from the beginning of the assessment process (which may be as early as term 1) and manage the storage of their recordings.

Methods for recording interactions could include videoing role play, recording with a cell phone a conversation in the classroom, or digitally recording a conversation in a computer lab. You or the students will need to store each recording in a safe and accessible location.

Students will select for assessment a minimum of two recorded interactions from different situations. Their total individual spoken contribution over their selected interactions needs to be about three minutes.

Make sure you give feedback to students throughout the year to help them submit recordings that represent their best work. You might ask a student to change their selection if you think it does not reflect their full ability.

Students are rewarded for contributing to and maintaining the interaction. Their range of language in the interactions is shown mainly through their ability to use a range of appropriate conversational strategies to maintain and sustain the interaction, rather than through their ability to use grammatical structures.

Assess the students holistically across the range of evidence provided. Students need to show they can use the language consciously and reasonably consistently, rather than accidentally and occasionally.

Resource requirements

The students will need access to audio and/or video recording equipment.

Additional information

This resource material should be read in conjunction with:

* the Senior Secondary Teaching and Learning Guides for Languages:   
  <http://seniorsecondary.tki.org.nz/>
* NCEA Level 1 Languages Conditions of Assessment: <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

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Student instructions

Introduction

This task requires you to interact in Japanese in a range of different situations. You will interact with a classmate, your teacher, and/or in groups.

You will complete this work over time, throughout the year.

You will be assessed on how well you are able to use spoken Japanese to communicate personal information, ideas and opinions in different situations.

Task

During the year, you will make audio or video recordings of yourself using Japanese in a range of spoken interactions.

As you work, record each interaction and store it in a suitable manner. Your teacher will provide specific details.

Teacher note: Provide specific instructions to suit your context, for example, on the school server or on a class page set up on a digital site.

At the end of the assessment period, select a minimum of two of your recorded interactions for assessment.

Make sure that in your selected interactions, your total spoken contribution is about three minutes and all the work is your own. Quality is more important than quantity.

You may not use the language from the language samples unless it has been significantly reworked.

Cue cards may not be used. You may use authentic context material suitable to the task, for example, a shopping list or map, but you may not read from it.

Scenario

A local organisation is offering a huge prize – a trip to Japan! They are looking for students who have made a real effort to talk in Japanese as much as possible. For your entry for the competition, you have to make a collection of your best Japanese interactions.

The organisation wants you to choose your own interactions for submission to the competition.

Make sure you choose different situations for each interaction and check each choice with your teacher before you begin work on it.

Base each interaction on the topic you are studying at the time.

The organisation has provided the following examples to guide you.

* A discussion planning an everyday event, such as a party or what to do on the weekend.
* A phone call to your friend after a day away from school to find out what you have missed and what you need to prepare for the next day.
* A conversation between you and a partner in which you discuss what you hope to see and do if you win the prize.
* A conversation in which you help a Japanese-speaking tourist in your town.
* A television commercial for a Japanese product, in which you give some information about the product (real or imaginary) and discuss what you like about it.

Teacher note: Adapt these examples to suit your students and context.

Assessment schedule: Languages 90895 Japanese – Win a Trip

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student interacts using spoken Japanese to communicate personal information, ideas and opinions in different situations.  The student provides a collection of recordings of at least two different spoken interactions.  The total student contribution to the interactions is about three minutes.  The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist.  The interactions show the student sharing personal information, ideas and opinions that are relevant to the task.  Over the interactions there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.  The student achieves communication overall, although inconsistencies may hinder understanding in some places.  For example:  A: ト**ム**さん、ひまな時に何をしますか。  B: ひまな時ですか。  A: そうです。  B: 月**よ**う日から金**よ**う日まで 学校に行きます。 学校のあとでしゅくだいをいつもします。 でも 土**よ**う日にともだちとえいがを みに 行ったり、ラグビーをしたりします。あなたは？  A: 私？土**よ**う日**は**おそくおきます。  *The examples above are indicative samples only.* | The student interacts using convincing spoken Japanese to communicate personal information, ideas and opinions in different situations.  The student provides a collection of recordings of at least two different spoken interactions.  The total student contribution to the interactions is about three minutes.  The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist.  The interactions show the student sharing personal information, ideas and opinions that are relevant to the task.  Over the interactions there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.  The student uses a range of language that is fit for the context.  The student is generally successful in selecting from a repertoire of language features and strategies to support the interaction.  The student achieves communication, and inconsistencies do not significantly hinder understanding.  For example:  A: **トム**さん、しゅうまつに何をしますか。  B: 9時におきて、学校に行って、ラグヒーを します。しあいのあとでとも**だ**ちとマクドナルドに 行**って**、ハンバーガーをたべたりします。  とき**ど**きえいがをみに行きます。あなたは?  A: 私はおそくおきます。  *The examples above are indicative samples only.* | The student interacts using effective spoken Japanese to communicate personal information, ideas and opinions in different situations.  The student provides a collection of recordings of at least two different spoken interactions.  The total student contribution to the interactions is about three minutes.  The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist.  The interactions show the student sharing personal information, ideas and opinions that are relevant to the task.  Over the interactions there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.  The student successfully uses a range of language that is consistently fit for the context.  The student skilfully selects from a repertoire of language features and strategies to support the interaction.  The student achieves communication, and inconsistencies do not hinder understanding.  For example:  A: **トム**さん、しゅうまつに何をしますか。  B: 土よう**日**には学校でラグヒーをします。 しあいのあとで、とも**だ**ちとマクドナルドに 行**って**、ハンバーガーをたべたりします。  とき**ど**きえいがをみに行きます。私は アイスクリームがだいすきだから、よく えいがをみな**が**らアイスクリームを たべます。あなたは?  A: 私はおそくおきます。  *The examples above are indicative samples only.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.