

Internal Assessment Resource

Languages Level 2

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| This resource supports assessment against:  Achievement Standard 91135 version 2  Give a spoken presentation in Japanese that communicates information, ideas and opinions |
| Resource title: Out on the town |
| 4 credits |
| 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 | March 2017 Version 5  To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-03-2017-91135-05-5816 |
| 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. |

**Internal Assessment Resource**

Achievement Standard Languages 91135: Give a spoken presentation in Japanese that communicates information, ideas and opinions

Resource reference: Languages 2.2B v5 Japanese

Resource title: Out on the town

Credits: 4

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource. The resource may be adapted to suit the teaching and learning context where it is to be used.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Languages 91135. 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

Students imagine they have been asked to give a 2 minute spoken presentation in Japanese about their town to a group of exchange students from Japan who are visiting their town for the first time.

Conditions

Presentations will be recorded for assessment purposes. They should be about 2 minutes in length, but quality is more important than quantity.

Students may work alone, in pairs, or in a group. Where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

When delivering their presentations, students may have prepared notes, cue cards, props, other supporting material, or a copy of the text with them, but they may not read directly from their notes. To do so will mean they have not met the standard.

Resource requirements

Recording equipment (audio/video).

Additional information

None.

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| 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. |

Student instructions

Introduction

A group of exchange students from Japan is visiting your school. This assessment activity requires you to give a spoken presentation in which you introduce them to your town. In it, you need to communicate information, and express and justify ideas and opinions in culturally appropriate spoken Japanese.

Teacher note: The context for this activity can be easily adapted. For example, the students could be required to explain aspects of school life to exchange students, show and explain their work to visiting government officials, teach visiting groups of students from Japan how to play a sport, or demonstrate and explain to how to make a New Zealand food dish.

You need to record your presentation for assessment and moderation purposes. It should be about 2 minutes in length, but quality is more important than quantity.

It will be assessed on how convincing and effective it is.

All work must be your own.

Teacher note: Students could be given the choice of working alone, in pairs, or in a group. If so, modify the above sentence and make it clear that where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

You may not use the language samples from the assessment schedule in your own work without substantial modification.

When delivering your presentation you may have prepared notes, cue cards, props, other supporting material, or a copy of the text with you, but you may not read directly from your notes. To do so will mean you have not met the standard.

You have [*specify number*] periods in class to prepare your presentation.

Teacher note: Confirm how much class time your students will have to prepare their presentations.

Task

Decide where you might take the visiting students and what you could show them.

Features of interest could include: public buildings, museums or galleries, river or beaches, local vantage points, open spaces, parks, sports facilities, sculptures, art works, water features, statues, or monuments.

Prepare your spoken presentation. In it, you could, for example:

* explain key features of your town
* express your ideas and opinions about the features
* justify your selection of a feature or features as not to be missed
* give a brief history/description of your town
* explain local customs and practices
* show knowledge of cultural aspects of Japan in order to make comparisons and show insight, where appropriate.

For more guidance, see Resource A.

Resource A: Characteristics of quality communication and presentation

Quality communication:

* effectively communicates and justifies opinion(s) and/or information and/or ideas that are relevant to the tasks
* uses language and cultural knowledge appropriate for the task and the intended audience
* uses language appropriate to the text type
* uses appropriate formats and styles
* develops and connects the opinions, information, and ideas to produce an integrated whole
* gives examples and makes comparisons to illustrate points
* gives convincing reasons and explanations
* has a clear sequence in the content of the writing
* uses connecting words.

Remember to use gestures and body language as appropriate in Japanese culture.

A quality presentation will:

* give information that is interesting and appropriate to the audience
* have a clear sequence
* express your information, ideas, and opinions clearly
* develop and link your information, ideas, and opinions
* give examples, comparisons, and points of view to illustrate what you are saying
* use Japanese to communicate successfully, avoiding inconsistencies which could hinder communication (for example, inconsistencies in choice and use of vocabulary, expressions, sentence structure, pronunciation, intonation, rhythm patterns, speed, audibility, inflection, tone, stress, and pausing).

Assessment schedule: Languages 91135 Japanese - Out on the town

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Japanese is used in a spoken presentation to express and justify information, ideas and opinions in order to welcome/introduce visitors to their town.  Communication is achieved overall, although there may be inconsistencies in choice and use of language features.  Cultural conventions are used if appropriate.  The length of the presentation is about two minutes.  Example  このちずを 見てください。まちの ちゅうしんに　こうえんが　あります。  みなさん、見えますか。バスていは、こうえんのすぐそばにあります。そこで　おります。 こうえんには、 はなが　たくさん　さいて　　いますから、きれいな　ところだと思います。 | Japanese is used in a convincing spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a credible and connected way  A range of language and language features are selected and used in a way that fits the specific purpose, using cultural conventions if appropriate.  Communication is not significantly hindered by inconsistencies in choice and use of language and language features.  The length of the presentation is about two minutes.  Example  ホワイトボードの前の ちずが　見えますか。 見てください。これは　まちの　ちゅうしんにある　大きいこうえんで、バスで  行くことができます。　おりるところは　 こうえんの　すぐそばにあって、行くのは　かんたんでしょう。 こうえんには、今　たくさんの　はなが　さいていますから、 そこで　さんぽを　楽しむことが　できます。 | Japanese is used in an effective spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a controlled and integrated way.  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.  Communication is not hindered by inconsistencies in choice and use of language and language features.  The length of the presentation is about two minutes.  Example  ホワイトボードの前にある ちずが見えますか。はい、だいじょうぶですね。　さいしょに バスで行くところは、まちの　ちゅうしんにある　大きいこうえんです。バスを　おりるところは、こうえんの　すぐそばに　ありますから、　　　こうえんに行くのは、かんたんでしょう。　　　こうえんには、ひろくて　きれいな　にわが　あって、今　たくさんの　はなが　さいていますから、そこで　さんぽを　したり、はなを　見たりすることを　楽しむことができます。　　それから　となりには、ゆうめいな　はくぶつかんも　ありますから、　そこにも　行きたいと思っています。 |

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