



日本語

**JAPANESE**



**JPO2000C**  
**INTERACTION PORTFOLIO GUIDE**  
**NCEA LEVEL 2**

# **JAPANESE INTERACTION PORTFOLIO**

## **NCEA LEVEL 2**

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

This work will take you about 15 hours to complete.

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

Achievement Standard 91134 (version 2) Japanese 2.3

**Interact using spoken Japanese to share information and justify ideas and opinions in different situations**

Level 2, Internal assessment

5 credits

Cover photo: Two females students walking to lesson, iStock 936932568

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# 1 INTRODUCTION

This assessment activity for Achievement Standard 91555 requires you to submit at **least two spoken interactions** in an interaction portfolio.

Your ability to interact using Japanese to explore and justify varied ideas and perspectives in different situations will be assessed from these interactions.

Your overall contribution to the total interactions is about **four minutes**. At all times quality is more important than 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

- The interaction portfolio includes this guide and four separate tasks for you to choose from.
- You should complete the related module first before you attempt the interaction task. For example, do JPO2005 first, and then do the interaction assessment JPO2005Y3.
- Record your interactions. **All interactions need to be recorded as videos.** Record your interactions digitally using the My Te Kura facility, cell phone or other mp4 format.
- If you are having the conversation with your Te Kura teacher, you do not have to record it. They will do that.
- **When you record your conversation, you MUST NOT read anything on paper or on the screen. Try to be spontaneous and natural.**
- Your teacher will give you **general feedback** about each interaction to support your learning.
- You should aim to complete the interaction tasks by the **end of September**.

### FOR YOUR CONVERSATION PARTNER

Please print and give a copy of the following to your conversation partner.

Thank you for helping with this interaction.

The best way to support this student is by:

- allowing them to take the lead in the conversation from time to time
- encouraging a range of views to be explored
- taking part in natural communication. That means the communication must not be pre-planned and must not be like an interview. Natural communication includes such things as:
  - referring back to things that have already been said
  - clarifying
  - negotiating meaning
  - using colloquial and formulaic expressions appropriate for the contexts.

## 2 CONDITIONS

### IMPORTANT

- All the work that you include in your interaction portfolio **must be entirely your own work**. **Interaction is vital** in a conversation. You cannot script in advance.
- **When you record your conversation, you MUST NOT read anything on paper or on the screen. Try to be spontaneous and natural. If you read any notes, then your conversation is invalid. You cannot attempt the same task again.**
- The context for each assessment must be different so that you have the opportunity to use a variety of language and language features in Japanese.
- You can use relevant resources such as the course materials, vocabulary lists, grammar summaries and a range of commonly used real-life resources, including the internet, which may be used to support your information and justify ideas and opinions. However, we strongly advise you to **only** use the language you have learnt during this course, or language you know to be correct.
- Language from the language samples in the assessment schedule may not be used unless it is significantly reworked.
- There are **no reassessment opportunities** offered for this standard so make sure you consult with your Te Kura Japanese teacher so that your choices for your portfolio provide the best evidence of your interaction skills.
- **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 script any interaction for you.

### SUPERVISOR REQUIREMENTS

- Supervision is not required for this assessment.
- Upload your interaction submissions or a link to your video to the **JP2000C Interaction dropbox**.

**OVERVIEW**

The following four interaction tasks will help you provide evidence for the interaction portfolio submission for Achievement Standard 91134.

- JPO2005Y3**    **A trip to Japan**
- JPO2006Y3**    **Work life**
- JPO2007Y3**    **Family life and leisure time**
- JPO2008Y3**    **Comparing restaurants**

**JPO2005Y3 A trip to Japan**

Imagine you are going to Japan on a school trip. Using the itinerary resource provided in JPO2005 as a guide, talk about where you will be going and what you want to do while you are there.

In your conversation you could include:

- when and for how long you are going
- the places and activities you want to do
- what the weather might be like
- where you will stay
- whether your teacher has been to the same places
- anything else you think is relevant.

**JPO2006Y3 Work life**

Talk about the jobs you and members of your family do. Do you work part-time? What is the job like? What are the advantages and disadvantages of it? If you don't have a part time job, you could talk about what your ideal job would be or why you don't work part-time.

In your conversation you could include:

- when and where you or a member of your family work
- your/their opinion of the job
- what you/they like or don't like about it
- why you/they work
- what your ideal job would be/what you plan to do in the future
- anything else you think is relevant.

**JPO2007Y3 Family life and leisure time**

Talk about the daily routines of your family, and what you do in your spare time. You could also talk about how Japanese teenagers spend their leisure time, and what is important to them.

In your conversation you could include:

- what you and your family do in your free time
- how much free time you and your family have
- how much time you spend doing things together

## PORTFOLIO TASKS

- how often you play sport or do various activities
- what you like/don't like about your leisure activities
- whether Japanese people might have similar interests
- the similarities and differences between people's leisure time in New Zealand and Japan
- anything else you think is relevant.

### JPO2008Y3 Comparing restaurants

Talk about which restaurant you would like to take some visiting Japanese students to. Look at the menus provided and discuss which one would be better. Talk about who is coming, what you like eating and the kind of food on the menus, compare the cost, the opening hours and so on.

In your conversation you could include:

- how many people will be coming
- the kind of food that is popular
- whether you've been there before
- which restaurant you think would be better and why
- anything else you think is relevant.

#### Sakura Japanese Restaurant

Open Tuesday – Saturday , 5pm – 11pm

Shio Ramen Set	\$15
Curry Udon Set	\$15
Yakisoba Set	\$15
Sushi Set	\$22
Sashimi Set	\$25
Tempura Set	\$21
Teriyaki Chicken Set	\$21
Teriyaki Beef Set	\$21
Teriyaki Fish Set	\$21

\*all Sets include miso soup, rice and salad

\*\* Saturday night Karaoke, eat and sing!

#### *Fujiyama Restaurant*

*Open daily, 11am – 9pm*

<i>Miso Soup</i>	<i>\$5</i>
<i>Salad</i>	<i>\$6</i>
<i>Rice</i>	<i>\$4</i>
<i>Miso Ramen</i>	<i>\$12</i>
<i>Tempura Udon</i>	<i>\$12</i>
<i>Pork Katsu</i>	<i>\$14</i>
<i>Katsu Curry</i>	<i>\$15</i>
<i>Beef Curry Rice</i>	<i>\$15</i>
<i>Tempura Set</i>	<i>\$17</i>
<i>Seafood Tempura</i>	<i>\$22</i>
<i>Teriyaki Chicken</i>	<i>\$18</i>
<i>Teriyaki Beef</i>	<i>\$19</i>
<i>Green Tea Icecream</i>	<i>\$9</i>

*\*Student discount: 10% with school ID*

You may also submit other authentic interaction in Japanese that you have done. This might be some interaction that you have done in addition to the interaction portfolio tasks e.g. talking to a friend about your current lifestyle. However, you **must** discuss this with your Te Kura Japanese teacher first, to ensure you are providing the best evidence possible.

### **KEY THINGS TO REMEMBER**

This is an interaction assessment, so you need to contribute towards the conversation by exploring and justifying varied ideas and perspectives. It is not just answering questions someone asks you.

You can do your interaction in one of these ways:

- **With another student you know or another person who speaks Japanese.** If you do this, you must video your interaction, and tell your teacher which person you are in the video. Show the other person these interaction guidelines (JPO2000C) so they know what is required. You need to have a conversation with each other, rather than you only answering questions.
- **With your Te Kura teacher over the phone.** You need to contact your Te Kura teacher to arrange a time. They will record the conversation. To give you the best opportunity to achieve this standard, only one interaction should be with your teacher.

If you have videoed an interaction you have done with another person, identify yourself at the beginning of the conversation by saying your name. Once you finished the conversation upload it to the **JP2000C Interaction dropbox** in mp4 format.

Name your completed task, for example, **JPO2005Y3\_your name\_your Te Kura ID number**. Add a note to tell your Te Kura teacher which person you are in the video (for example – the person on the left, the person wearing a blue top).

## 4 TIPS FOR SUCCESSFUL INTERACTIONS

Key things you need to do to gain this standard:

- Submit two pieces of interaction. The total length of your interaction is about **four minutes**. Remember quality is more important than length.
- Share information and justify 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, assessment schedule and any other details.
- Go back through the modules of the JP2000 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 JP2000 course.
- Share information and justify ideas and opinions.
- Brainstorm possible ideas you can talk during the interactions. Think about the structures and language you might need to communicate these ideas.
- Use interactive strategies.
- Use appropriate cultural conventions (i.e. courtesies and gestures).
- Show that you know how to use language in a variety of ways.

### SURVIVAL SKILLS FOR INTERACTING IN JAPANESE

Consider using some of the following questions and phrases to help keep your interaction going and to help it sound as natural as possible. They will show that you know how to listen actively, and can also provide you with some thinking time before you answer a question.

<b>Conversation starters</b>	<ul style="list-style-type: none"><li>• こんにちは。(hello)</li><li>• おげんきですか。(How are you?)</li><li>• おかげさまでげんきです。(I'm fine , thanks for asking.)</li><li>• .. 先生は?/ .. さんは? (How are you? )</li><li>• いいおてんきですね。(Great weather today, isn't it?)</li></ul>
<b>Expressing astonishment</b>	<ul style="list-style-type: none"><li>• ほんとう? (What?)</li></ul>
<b>Showing you are impressed</b>	<ul style="list-style-type: none"><li>• いいですね! ( That's great!)</li><li>• すごいですね。(That's incredible!)</li></ul>



<p><b>Expressing agreement</b></p>	<ul style="list-style-type: none"> <li>• もちろんです。(Of course, I totally agree. )</li> <li>• そうですね。(I think so too)</li> <li>• はい... or ええ (Yes)</li> <li>• (よく) わかります。(I (totally) understand.)</li> </ul>
<p><b>Giving your opinion</b></p>	<ul style="list-style-type: none"> <li>• しりません。(I don't know.)</li> <li>• ...と おもいます。(In my opinion ...)</li> </ul>
<p><b>Interruptions/cutting in</b></p>	<ul style="list-style-type: none"> <li>• でも... (But ...)</li> <li>• ええ? (What?)</li> <li>• そうですか。(Really?)</li> </ul>
<p><b>Incomplete sentences</b></p>	<ul style="list-style-type: none"> <li>• えっと... (Um)</li> <li>• あのう... (Mmm ... I'm thinking ...)</li> </ul>
<p><b>Expressing difficulty understanding the person</b></p>	<ul style="list-style-type: none"> <li>• すみません、わかりません (Sorry, I didn't understand that.)</li> <li>• もういちど 教えてください。(Could you please repeat that?)</li> <li>• もうすこし せつめいしてください。(Could explain that a bit more?)</li> <li>• ちょっとまってください。(Could you wait a bit please?)</li> <li>• もっと ゆっくり</li> <li>• 教えてください。(Could you speak more slowly please?)</li> </ul>
<p><b>Things to do if you want to gain more time to think</b></p>	<ul style="list-style-type: none"> <li>• Repeat the question you've just been asked</li> <li>• Reformulate what the other person has said (also to be sure that you have understood him/her correctly)</li> <li>• Use filler words/phrases like: <ul style="list-style-type: none"> <li>• ええと... and</li> <li>• あのう...</li> <li>• かんがえています。(I'm thinking.)</li> </ul> </li> </ul>
<p><b>Things to say if you have problems with your answer, especially not knowing a key word</b></p>	<ul style="list-style-type: none"> <li>• ...は えいごで なん ですか。(what is ... in English?)</li> <li>• Try to use a similar or opposite word</li> <li>• Try to use an explanation/example</li> </ul>
<p><b>Ending a conversation</b></p>	<ul style="list-style-type: none"> <li>• ありがとうございます。(Thank you.)</li> <li>• じゃ、しつれいします。(Well, I have to go.)</li> </ul>

## LEVEL 7 LANGUAGE FEATURES YOU MIGHT INCLUDE

Plain forms of verbs and adjectives

Verb motion + と

Plain verb + ことができる

Plain verb + の / こと

nominaliser

ないでください

ないで

の ほう が

ほど + Negative

と おなじ

まだ + affirmative

て みる

... た こと が ある

Noun modifier

そうです

と言う ときく

Verb stem + やすい / にくい

ために

Verb stem + かた

後で

前に

verb present + ことがある

てしまう

ておく

Plain verb + つもり

Noun + のように

Adjective/noun + 時

ている間

Plain verb + 時 / と

Verb stem + はじめる / つづける / おわる

Plain form + と 書く

You will cover these language features as you work through the course.

# 5 THE STANDARD AND EXPLANATORY NOTES

## ACHIEVEMENT STANDARD 91134 (VERSION 2) JAPANESE 2.3

Interact using spoken Japanese to share information and justify ideas and opinions in different situations

Level 2, Internal assessment

5 credits

### ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Interact using spoken Japanese to share information and justify ideas and opinions in different situations.	Interact using convincing spoken Japanese to share information and justify ideas and opinions in different situations.	Interact using effective spoken Japanese to share information and justify ideas and opinions in different situations.

### 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. *Interact using spoken Japanese* involves communicating information, giving explanations or providing evidence to support own views and/or the views of others.

Communication is achieved overall, despite inconsistencies in relation to:

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

*Interact using convincing spoken Japanese* involves interaction showing:

- use of a range of language that is fit for purpose and audience
- generally successful selection from a repertoire of language features and strategies to maintain the interaction.

Communication is not significantly hindered by inconsistencies.

## THE STANDARD AND EXPLANATORY NOTES

*Interact using effective spoken Japanese* involves interaction showing:

- use of a range of language that is consistently fit for purpose and audience
- skilful selection from a repertoire of language features and strategies to maintain the interaction.

Communication is not hindered by inconsistencies.

3. *Interact in different situations* involves a range of culturally appropriate spoken exchanges in Japanese e.g. informal and formal, social, conversational, cultural, routine, and impromptu or unrehearsed contexts. Interactions could be face to face or technologically facilitated.

4. Interactions are characterised by:

- a genuine purpose
- negotiating meaning
- initiating and maintaining
- participating and contributing
- contextually appropriate language
- use of cultural conventions eg courtesies, gestures
- use of interactive strategies such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.

Not all characteristics may be evident in one interaction.

At all times the quality of the selection of interactions, considered as a whole, is more important than the length.

5. Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

6. Look at this link for clear, simple explanations about how to do this standard. [www.nzqa.govt.nz/ncea/subjects/languages/clarifications/2/interact/](http://www.nzqa.govt.nz/ncea/subjects/languages/clarifications/2/interact/)

## 6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>Interactions use spoken Japanese to share information and justify ideas and opinions.</p> <p>The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>Interactions are characterised by the appropriate use of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification.</p> <p>Cultural conventions are used where appropriate.</p> <p>Communication is achieved overall, although interactions may be hindered in some places by inconsistencies.</p>	<p>Interactions use convincing spoken Japanese to share information and justify ideas and opinions.</p> <p>The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>A range of language is used that fits the specific purpose and audience of each interaction.</p> <p>The interactions are maintained by the student through generally successful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification.</p> <p>Cultural conventions are used where appropriate.</p> <p>Interactions are not significantly hindered by inconsistencies.</p>	<p>Interactions use effective spoken Japanese to share information and justify ideas and opinions.</p> <p>The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>A range of language is used that consistently fits the specific purpose and audience of each interaction.</p> <p>The interactions are maintained by the student through skilful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification.</p> <p>Cultural conventions are used where appropriate.</p> <p>Interactions are not hindered by inconsistencies.</p>

ASSESSMENT SCHEDULE

Example	Example	Example
<p>もう来年のかもくをえらびましたか。わたしはまだえらんでいません。むずかしすぎます。大学に入りたいと思っていますが、大学でべんきょうするかもくをまだきめていません。はなこさんは？</p> <p>そうですか。もうきめましたか。私はしょうらいのしごともわかりません。すきなかもくは日本語とびじゅつですが、すうがくのほうがいいかもしれません。</p>	<p>はなこさんは、もう来年のかもくをえらびましたか。来年のかもくをきめることはむずかしいですね。来年のかもくをえらぶためにしょうらい大学でべんきょうしたいかもくを、かんがえています。はなこさんはどうですか。そうですか。もうきめましたか。いいですね。私は、しょうらいのしごとをきめることもできません。日本語とびじゅつは楽しくておもしろいと思いますが、すうがくのほうがしょうらいのためにいいかもしれません。</p>	<p>はなこさんは 来年 べんきょうするかもくを もう えらびましたか。私は 来年のかもくを きめることは むずかしいと思っています。しょうらい 大学に入るかどうか まだ きめていませんから、 来年の かもくを えらぶことができません。 はなこさんは 来年どうするつもりですか。そうですか。もうきめましたか。いいですね。 ざんねんですが、私は、しょうらい どんなしごとを したいかも わかりません。父と母は しょうらいのために すうがくのほうがいいと 言っていますが、私は 日本語とびじゅつの ほうがすきで、べんきょうしたいと思っています。</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 TASKS AND PORTFOLIO

## SUBMIT EACH TASK

Once you have completed each interaction assessment task (e.g. JPO2005Y3), upload it to the **JP2000C Interaction dropbox**.

Your teacher will give you **general feedback** about your interaction to support your learning and may suggest you complete more than two tasks. Make sure you name each file with the task code e.g.:

**JPO2005Y3\_(your first name\_(your surname)\_your ID**

**JPO2006Y3\_(your first name\_(your surname)\_your ID**

Keep your interaction video files in a safe place (e.g. a folder on your computer) as you may choose to submit this piece as part of your final interaction portfolio for AS91555.

## CHECKLIST

Have you:

- interacted on the topic
- communicated information and justified ideas and opinions
- selected language features and strategies to maintain interaction
- communicated overall, despite inconsistencies?

Any questions about this, ask your Te Kura teacher.

## SUBMIT YOUR PORTFOLIO

Before you finalise your portfolio with your teacher, check you have done the following:

- Completed at least two interaction tasks.
- Named the digital files appropriately with the task code, your name and student ID number
- Uploaded them to the **JP2000C Interaction dropbox**.
- Notified your teacher of the two interactions you want to include in your portfolio. Your Te Kura teacher will also be happy to give you advice and guidance about your final choice of two interactions, but the choice you make is ultimately your responsibility. Do this **well before** the final submissions are due so that you have time to consider and choose the best examples of your interaction skills.

The date for final submission of portfolios is the **end of September**.