



日本語

JAPANESE



JPO2000W
WRITING PORTFOLIO GUIDE
NCEA LEVEL 2

JAPANESE WRITING 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 91137 (Version 2) Japanese 2.5

Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts

Level 2, Internal assessment

5 credits

In this guide you will focus on:

Developing a writing portfolio in which you will gather evidence of your ability to write a variety of text types in clear Japanese to communicate information, ideas, and opinions in genuine contexts.

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1 INTRODUCTION

The assessment for Achievement Standard 91137 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 to communicate information, ideas, and opinions in genuine contexts.

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

You can submit up to four pieces of writing, from which you will then choose at least two for your final submission.

The pieces of writing for your **final submission** will add up to a combined total of about **800 kana**. At all times quality is more important than quantity.

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 should complete the corresponding module first before you attempt the writing task. For example, do JPO2002 first, and then do the writing assessment JPO2002Y1.
- 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 course materials, vocabulary lists, grammar summaries 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 Japanese 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 writing submissions to the **JP2000W Writing dropbox**.

3 PORTFOLIO TASKS

OVERVIEW

The following four writing tasks will help you provide evidence for the writing portfolio submission for Achievement Standard 91137.

Each task has separate instructions. You will find these below.

JPO2002Y1 An email about your home town, compared to Hiroshima

JPO2003Y1 A brochure about leisure activities

JPO2005Y1 A letter of thanks to your host family in Japan

JPO2006Y1 A list of job opportunities for Japanese students

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.

JPO2002Y1: AN EMAIL ABOUT YOUR HOME TOWN, COMPARED TO HIROSHIMA

A group of Japanese students from Hiroshima is coming to your school. One of them will be staying with you and your family. Reply to their email asking about your home town, by telling them about the place you live in compared to Hiroshima.

You could include things such as comparing and contrasting the following with what you know about Hiroshima:

- where your town is and how to get there
- the population
- what it is well known for
- what there is to do there
- what the climate is like
- how to get around
- anything else you think is relevant.

JPO2003Y1: A BROCHURE ABOUT LEISURE ACTIVITIES

You've been given the task of writing text for a brochure for Japanese students coming to your school, outlining the kinds of sports and leisure activities they'll be able to take part in while in New Zealand, either at school or on the weekends. Choose four or five activities to showcase.

You could include things such as comparing and contrasting the following with what you know about leisure activities in Japan:

- sports or leisure activities that are popular
- if a sport is played by women or men, or by both

PORTFOLIO TASKS

- when the practices and games are for certain sports
- what activities are unique to your region
- suggestions of things to try while in New Zealand
- anything else you think is relevant.

JPO2005Y1: A LETTER OF THANKS TO YOUR HOST FAMILY IN JAPAN

Write a letter of thanks to the family you had a homestay with while on your school trip to Japan. Tell them about what you enjoyed, where you went in Japan after staying with them and what you thought of it. Use the itinerary in day 6 of JPO2005.

You could include:

- the letter writing conventions used when writing letters in Japanese
- the places and activities you went to and what you thought of them
- what the best and worst things about the trip were
- thanking the family for something they did with you or gave to you
- a suggestion that they might like to visit you in New Zealand one day
- anything else you think is relevant.

JPO2006Y1: A LIST OF JOB OPPORTUNITIES FOR JAPANESE STUDENTS

A list of job opportunities for Japanese students.

Some of the Japanese students staying in your town are looking for part-time work. Write a list outlining three possible jobs that they might do. Use actual businesses/jobs in your area as a starting point for your ideas.

You could include things for each business such as:

- what the business is called
- where it is
- how to get there
- what the job involves
- what the pay is
- what the hours are
- which job you recommend and why
- 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 **800 kana**.
- Remember quality is more important than quantity.
- Communicate information, and express and justify ideas, and opinions.
- Communicate overall, despite any inconsistencies in Japanese.

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, the 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. Remember to refer to:
 - your online modules
 - JPO2000A – NCEA Level 2 Vocabulary List
 - JPO3000B – NCEA Level 2 How Japanese Works
 - JPO2000K – NCEA Level 2 Kanji Cards.
- Brainstorm your ideas or make a mind map, then write/type a draft. Edit it carefully as many times as you like, and, once you have received global feedback on your draft, incorporate suggestions for improvement into your final version. Handwrite your final version on the paper provided or type it.
- 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 if appropriate, and communicate information, and express and justify ideas and opinions as fully as you can. Show that you know how to use Japanese in a variety of ways.
- Proofread your work very carefully to make sure that understanding is not hindered by inconsistencies.

USEFUL 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 ...)	

JPO2001 Japanese School System	Verb motion + と (if ...)	Plain verb + の / こと nominaliser
	Plain verb + つもり (intend to ...)	ないでください (please do not ...)
	Plain verb + ことができる (can do ...)	ないで (without ...)

JPO2002 Land and People	の ほう が (on the side of)	verb present + こと がある (there are times when ...)
	より (than)	-た こと がある (have experienced ...)
	ほど (not as ... as ...)	て みる (try and ...)
	と おなじ (the same as)	plain present + そうです (appears ...)
	まだ + affirmative (still)	noun modifier

JPO2003 Leisure	Verb stem + やすい (easy to ...)	Noun + の よう に (like ...)
	Verb stem + にくい (hard to ...)	ため に (for the purpose of ...)
	Verb stem + かた (way to...)	

JPO2005 Travel and Tourism	て いる 間(=あいだ) に (while ...)	前に (before ...)
	て しまう (completely ...)	後で (after ...)
	Verb stem + はじめる (begin to ...)	Plain verb + と (if ...)
	Verb stem + つづける (continue to ...)	Plain verb + 時(=とき) (when ...)
	Verb stem + おわる (finish ...)	て おく (put aside ...)

JPO2006 Japan at Work	Plain form + と 言う (say ...)	Adjective + 時 (when ...)
	Plain form + と きく (ask ...)	Noun + の 時 (when ...)
	Plain form + そう (it is said that ...)	

JPO2007 Family Life	Giving and receiving	Plain form + と 書く (write ...)
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JPO2008 Eating and Drinking	Plain form + と 思う (think that ...)	Question word + でも (every ...)
	Plain form + かも しれない (maybe...)	Question word + も+ negative (no ...)
	Question word + か (some ...)	だろう/でしょう (probably ...)

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.

SCRIPT WRITING TIPS

- If you handwrite, 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 roomaji, for all non-Japanese words.

5 THE STANDARD AND EXPLANATORY NOTES

ACHIEVEMENT STANDARD 91137 (VERSION 2) JAPANESE 2.5

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

Level 2, Internal

5 credits

ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts.	Write a variety of text types in convincing Japanese to convey information, ideas, and opinions in genuine contexts.	Write a variety of text types in effective Japanese to convey information, ideas, and opinions in genuine contexts.

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. *Write* refers to organising text in a linguistically and culturally appropriate format and style, and may include:
 - drafting
 - reworking over a period of time.

Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts involves writing texts that fulfil communicative intents that are as realistic as possible, and that communicate information, and express and justify ideas and opinions. Communication is achieved overall, despite inconsistencies, such as:

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

Write a variety of text types in convincing Japanese to convey information, ideas, and opinions in genuine contexts 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.

Write a variety of text types in effective Japanese to convey information, ideas, and opinions in genuine contexts 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. *Variety* refers to a selection made from a range of different texts created for different audiences and purposes. At all times the quality of the texts in the selection, considered as a whole, is more important than length.
4. *Genuine contexts* refers to real-life rather than contrived or artificial situations. Where situations involve simulation, the simulation should be as realistic as possible: ie plausible, rather than contrived.
5. A range of commonly used real-life resources may be used to support drafting and reworking.
6. Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.
7. Look at this link for clear, simple explanations about how to do this standard. www.nzqa.govt.nz/ncea/subjects/languages/clarifications/2/writing/

6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
Japanese is used to communicate and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.	Convincing Japanese is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.	Effective Japanese is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.
The texts fulfil the communicative intents of the tasks and are characterised by the selection of language and language features fit for the task and audience. Cultural conventions are used where appropriate.	Opinions, information, and ideas are generally expressed in a credible and connected way. A range of language and language features are used that fit the specific purpose and audience for each text type, using cultural conventions where appropriate.	Opinions, information, and ideas are expressed in a controlled and integrated way. A range of language and language features are capably selected and successfully used to fit the specific purpose and audience for each text type, using cultural conventions where appropriate.
Communication is achieved overall, although there may be inconsistencies in choice and use of language features.	Communication is not significantly hindered by inconsistencies in choice and use of language and language features.	Communication is not hindered by inconsistencies in choice and use of language and language features.
The overall selection of text types is approximately 800 kana.	The overall selection of text types is approximately 800 kana.	The overall selection of text types is approximately 800 kana.

<p>Example</p> <p>きのう あたらしい けいたい 電話を 買いました。あたらしい のは、前のより きれいで、 べんりだと思います。買う前に、 けいたい電話のパンフレットを よく読みました。</p>	<p>Example</p> <p>きのう あたらしい けいたい 電話を 買いました。買う前に たくさんの けいたい 電話のパンフレットを よく 読んで、きれいで、つかいやすい この けいたい電話を えらびました。</p>	<p>Example</p> <p>私のけいたい電話は、もう ふるかったですから、きのう あたらしい けいたい電話を 買いました。これを買う前に、 いろいろな けいたい電話に ついての パンフレットを よく読んだり、べんきょうしたり して、これに きめました。 私のふるい けいたい電話に くらべて、とても きれいで、 つかいやすい この けいたい 電話を 買うことができ、 とても よろこんでいます。</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 writing assessment task (e.g. JPO2002Y1), upload it to the **JP2000W Writing dropbox**.

Your teacher will give you **general feedback** about your writing to support your learning. You may then rework and improve it. Make sure you name your file with the task code e.g.:

JPO2002Y1_(your first name)_(your surname)_your ID
JPO2006Y1_(your first name)_(your surname)_your ID.

After it is returned to you, keep your writing in a safe place (e.g. a folder or file on your computer) as you may choose to submit this piece as part of your final writing portfolio for AS91137.

CHECKLIST

Have you:

- written on the topic
- organised your writing in an appropriate format and style
- communicated information, and expressed and justified ideas and opinions
- communicated overall despite inconsistencies
- spelt Japanese words correctly, paying particular attention to combined sounds, long vowels and double consonants
- written Japanese script accurately (if you have hand written your passage) or chosen kanji that you are familiar with (if you have typed your passage)?

Any questions about this, ask your Te Kura teacher.

SUBMIT YOUR PORTFOLIO

Before you finalise your portfolio with your teacher, check you have:

- 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 task code, your name and student ID number
- uploaded them to the **JP2000W 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.

Aim to complete the final submission of your portfolio by the **end of August**.

JPO2000W 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:
 - JPO2002Y1**: An email about your home town, compared to Hiroshima
 - JPO2003Y1**: A brochure about leisure activities
 - JPO2005Y1**: A letter of thanks to your host family in Japan
 - JPO2006Y1**: A list of job opportunities for Japanese students

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