

Internal Assessment Resource

Languages Level 1

EXPIRED

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| This resource supports assessment against:  Achievement Standard 90894 version 2  Give a spoken presentation in Japanese that communicates a personal response |
| Resource title: On Exchange! |
| 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 4  To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-03-2017-90894-04-4750 |
| 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 90894: Give a spoken presentation in Japanese that communicates a personal response

Resource reference: Languages 1.2A v4 Japanese

Resource title: On Exchange!

Credits: 4

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 Achievement Standard Languages 90894. 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 assessment activity requires students to give a presentation in culturally appropriate spoken Japanese, expressing personal information, ideas, and opinions.

A variety of contexts and scenarios are possible for a spoken presentation, and the selection will depend on individual teaching programmes and the interests and needs of your students.

Students need to be aware that, at this level, they are required to communicate beyond the immediate context, for example, about the past and/or the future. Discuss with students how this might be done.

Conditions

Presentations will be recorded for assessment purposes. They should be about one minute in length, but quality is more important than quantity. They may be technologically facilitated, e.g. podcast, YouTube clip etc.

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 there is sufficient evidence for assessment of individual performance.

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

Resource requirements

Recording equipment will be required.

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/>.

Internal Assessment Resource

Achievement Standard Languages 90894: Give a spoken presentation in Japanese that communicates a personal response

Resource reference: Languages 1.2A v4 Japanese

Resource title: On Exchange!

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Give a spoken presentation in Japanese that communicates a personal response. | Give a convincing spoken presentation in Japanese that communicates a personal response. | Give an effective spoken presentation in Japanese that communicates a personal response. |

Student instructions

Introduction

This assessment activity requires you to give a presentation in culturally appropriate spoken Japanese, expressing personal information, ideas, and opinions.

Your presentation should be approximately one minute long, but quality is more important than quantity. Your presentation needs to be recorded for assessment and moderation purposes.

Before the assessment, your teacher will discuss the requirements of the standard, including what you need to show in your spoken presentation.

Task

Your class has won a prize offered by the local Japanese cultural association – an exchange trip to Japan! The association would like to see evidence of your ability to give a presentation, either in Japan or at home on your return. Possible spoken presentations could include but are not limited to the following.

On exchange

* A self-introduction, including your personal details, hobbies, interests, and hopes, and your wishes for your time in Japan.
* An autobiography of your life so far, for example, using a photo album (paper or digital) to talk to your host family about your life (both past and present) and family.
* A description (for Japanese school students) of a typical school day for a New Zealand teenager (using yesterday or tomorrow as examples of your own day).
* A presentation (for Japanese school students) on your home town, including what you hope they will do when they come to visit New Zealand.
* An explanation (for Japanese school students) about what you do in your free time or on the weekend (giving an example of what you did last weekend or hope to do next weekend).
* A thank-you to your host family or host school, with special mention of what was your favourite part of the trip.

On return to school in New Zealand

* A presentation on the trip, describing where you went, what you did, saw, ate, and so on.
* Your experiences and impressions of a Japanese school or family life, with examples from your time there.
* A presentation of uniquely Japanese things you discovered whilst on the trip, for example, customs, meals, celebrations, and so on.

On the Japanese exchange students’ return visit to New Zealand

* A welcome speech, which also gives a presentation on what they will do during their stay, for example, an itinerary, visits, group activities, and so on.

All work must be your own. 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 may not use the language from the language samples unless it has been significantly reworked.

You may use prepared notes, cue cards, props, or other supporting material. However, you must not read from these verbatim. If you do, you will not achieve the standard.

Assessment schedule: Languages 90894 Japanese – On Exchange!

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student provides a recording of a spoken presentation related to an exchange trip to Japan.  The spoken presentation is approximately one minute long.  In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.  There is evidence of communicating beyond the immediate context, for example, about the past and/or future.  Communication is achieved overall, although understanding may be hindered in some places by inconsistencies.  For example:  日本と日本語がすきですから、日本へ行きたいです。  日本でさくらをみたいです。 | The student provides a recording of a convincing spoken presentation related to an exchange trip to Japan.  The spoken presentation is approximately one minute long.  In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.  There is evidence of communicating beyond the immediate context, for example, about the past and/or future.  There is development of the information, ideas, and opinions that is generally credible and connected.  The student selects and uses a range of language and language features appropriate for the purpose and audience.  Communication is achieved, and understanding is not significantly hindered by inconsistencies.  For example:  日本へ行って、日本語をはなしたり  きれいなけしきをみたりしたいです。  あきはばらで一日中かいものがしたいですから  とうきょうへ一ばん行きたいです。 | The student provides a recording of an effective spoken presentation related to an exchange trip to Japan.  The spoken presentation is approximately one minute long.  In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.  There is evidence of communicating beyond the immediate context, for example, about the past and/or future.  There is development of the information, ideas, and opinions that is controlled and integrated.  The student capably selects and successfully uses a range of language and language features appropriate for the purpose and audience.  Communication is achieved, and understanding is not hindered by inconsistencies.  For example:  ほんとうに日本へ行きたいです。らい年  ともだちと日本　に行きたいです。  日本語をはなしたり、  ゆうめいなところへ行ったりしたいからです。  ディズニーランドにも行きたいです。  日本は大きなくにで、きれいなけしきのところが  たくさんあります。 |

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