

Internal Assessment Resource

Languages Level 1

**EXPIRED**

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: Interactions in the Community

**Resource reference:** Languages 1.3B v5 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 | 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-03-2017-90895-05-4752 |
| 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.

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.

See Additional information below for examples of possible interaction scenarios and how they could be applied.

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>.

Examples of possible interaction scenarios

Use or adapt these scenarios to suit your context and students.

Scenarios for interactions could include, for example:

* conversations on a telephone, Skype, MSN, or a cell phone
* creation of podcasts or videos
* conversations with Japanese speakers in the community
* hosting an exchange student
* speed-dating opportunities
* discussions about TV programmes, films, music
* arranging an appointment or a meeting
* conversations in a taxi, at the hairdresser’s, at the dairy, with a neighbour, in the street, at the doctor’s, in a shop, at the supermarket, or in other suitable situations
* giving directions, following instructions, inviting someone out, helping someone, asking for something
* conversations at a wedding, when a baby is born, at a party, while watching or taking part in a sports event, in the games arcade, at a church
* playing a role at a cultural event (for example, Ngā Manu Kōrero, Oskar competition).

Examples of how you might apply these

**Directions**

In pairs, students work with a map of the city where Student A has different places marked from Student B. The students complete the maps so both have the same places marked. They share other information about what there is to do and see in the town.

**Conversation**

Two students take on the roles of friends who have just returned to school after the holidays and haven’t seen each other since the last day of school. They have a conversation about what they did and anything special that happened.

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Student instructions

Introduction

This activity 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, recording interactions using a cell phone or laptop and storing them on the school server or on a class page set up on a digital site.

The following are all examples of the type of interaction you could do. Throughout the year choose a range of these to use for your assessment. Scenarios for interactions could include:

* conversations on a telephone, Skype, MSN, or a cell phone
* creation of podcasts or videos
* conversations with French speakers in the community
* hosting an exchange student
* speed-dating opportunities
* discussions about TV programmes, films, music
* arranging an appointment or a meeting
* conversations in a taxi, at the hairdresser’s, at the dairy, with a neighbour, in the street, at the doctor’s, in a shop, at the supermarket, or in other suitable situations
* giving directions, following instructions, inviting someone out, helping someone, asking for something
* conversations at a wedding, when a baby is born, at a party, while watching or taking part in a sports event, in the games arcade, at a church
* playing a role at a cultural event (for example, Ngā Manu Kōrero, Oskar competition)
* Examples of how you might apply these:
* **Directions**
* In pairs, work with a map of the city where your partner has different places marked from you. Complete the maps so that you both have the same places marked. Share other information about what there is to do and see in the town.

**Conversation**

You have just returned to school after the holidays and haven’t seen your friend since the last day of school. Have a conversation about what you did in the holidays and anything special that happened.

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.

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.

Choose interactions for assessment that are in different contexts. For example,

It is not appropriate to include pre-learned and/or scripted role plays or dialogues for.

Do not use language from the examples in the assessment schedule unless you have significantly reworked it.

Teacher note: Provide details of when you will give students interactions to record. Give students advance written notice of the context and situation for each interaction.

Assessment schedule: Languages 90895 Japanese – Interactions in the Community

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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, students work in pairs to present a radio interview with a real or imaginary sportsperson. One student plays the role of the interviewer; the other is the sportsperson.  **インタビュアー：**リッチー・マッコーさん、 ２０１１年はすばらしい年でしたね。  **リッチー：**そうですね。ワールドカップ でかちました。  **インタビュアー：**いいてんはどこでしたか。  **リッチー：**ええと、しあいに かちました。ニュージーランド人は おうえんしたり、ゲームを見たりしました。  *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, students work in pairs to present a radio interview with a real or imaginary sportsperson. One student plays the role of the interviewer; the other is the sportsperson.  **インタビュアー：**リッチー・マッコーさん、 ２０１１年はすばらしい年でしたね。  **リッチー：**そうですね。ウールドカップ でたくさんかちました。  **インタビュアー：**いいてんはどこでしたか。  **リッチー：**ええと、さいごのしあいに かちました。それとニュージーランド人は おうえんしたり、ゲームを見たり、 かんこうきゃくのおせわをしたりしました。とてもかんどうしました。  *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, students work in pairs to present a radio interview with a real or imaginary sportsperson. One student plays the role of the interviewer; the other is the sportsperson.  **インタビュアー：**リッチー・マッコーさん、 ２０１１年はすばらしい年でしたね。  **リッチー：**そうですね。ウールドカップ でかちました。  **インタビュアー：**いいてんはどこでしたか。  **リッチー：**さあ、さいごのしあいに かちました。それとニュージーランド人は いっしょけんめいおうえんしたり、 ゲームを見たり、かんこうきゃくのおせわを したりしました。とてもかんどうしました。 いいけいけんになりました。  *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.