



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard Japanese Level 2

This exemplar supports assessment against:

Achievement Standard 91134

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

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to interact using effective spoken Japanese to communicate information and justify ideas and opinions in different situations. Interactions need to give explanations or provide evidence to support their own views and/or the views of others.</p> <p>Effective Japanese will be shown by a range of language that is consistently fit for the context, and by skilful selection from a repertoire of language features and strategies to maintain the interaction.</p> <p>Communication will not be hindered by inconsistencies.</p> <p>In all recordings the assessed student is the boy. He speaks first in Interaction 1, and second in Interactions 2 and 3.</p> <p>The student communicates information by giving explanations and providing evidence to support his own views, e.g. たかすぎると思いますきそくがすこしあるからやさしいと思います.</p> <p>A range of language has been used that is not only consistently fit for the context but which shows a skilful selection from a repertoire of language features and strategies which enable the interaction to be maintained, e.g. ただしいせいふくをきなければならない...することがすきです and しないで下さい.</p> <p>Communication is not hindered by inconsistencies.</p> <p>For a more secure Excellence, there would be additional evidence of a repertoire of language such as fillers, seeking clarification, and inviting agreement or disagreement to maintain and sustain the interactions. Asking questions is evidence of one strategy only.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to interact using convincing spoken Japanese to communicate information and justify ideas and opinions in different situations. Interactions need to give explanations or provide evidence to support their own views and/or the views of others.</p> <p>Convincing Japanese will be shown by a range of language that is fit for the context, and by generally successful selection from a repertoire of language features and strategies to support the interaction.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The assessed student speaks first in Interaction 1, second in Interaction two, and first in Interaction 1.</p> <p>The student communicates information by giving explanations and providing evidence to support their views, e.g. しょうらいことかंगाえたことある, 大学に行くつもりだよ日曜日はネットボールのれんしゅうがあるんだ大学に行きたいのでお金がひつようですでもお金, そう and ためなければなりません.</p> <p>A range of language has been provided that is fit for the context, and there is evidence of language and strategies which support the interactions. For example, the student is able to self correct so that communication is achieved: かいこく...外国...日本語とスペイン語ならいたいんだハンバーガをつけています...つくっていません, and also uses fillers and agreements such as そうなのええ, すごいね, すみません and アルバイトでおくれました.</p> <p>To reach Excellence, inconsistencies will not impact on communication of the message, e.g. わたしはきめてないけど, おもしろいとおもいよ, マクドナルドでハンバーガーをつけて and つかっています.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to interact using convincing spoken Japanese to communicate information and justify ideas and opinions in different situations. Interactions need to give explanations or provide evidence to support their own views and/or the views of others.</p> <p>Convincing Japanese will be shown by a range of language that is fit for the context, and by generally successful selection from a repertoire of language features and strategies to support the interaction.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The assessed student speaks second in all Interactions.</p> <p>The student communicates information by giving explanations and providing evidence to support their own views, e.g. 先生はみんないい人なのでたのしいです.</p> <p>There is a natural segue between the first interaction (weekend activity of going to a Department store) and the second interaction (the Department store and talking about what was bought).</p> <p>There is a range of language that is fit for the context, and generally successful selection from a repertoire of language features and strategies to support the interaction, e.g. 買うつもりです, あたたかいと思います, お金がすこしだけある.</p> <p>There is some evidence that the student self-corrects, e.g. やさい to やすい.</p> <p>For a more secure Merit, there would be less impact on the communication of the message from inconsistencies such as 一番好きなsingerです.</p> <p>Also, there could be additional evidence of a range of language features and strategies to maintain the interaction.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to interact using spoken Japanese to communicate information and justify ideas and opinions in different situations. Interactions need to provide evidence to support their own views and/or the views of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The assessed student speaks second in all Interactions.</p> <p>The student gives evidence to support his own views. しゅくだいは...たいへんなときにあさはやくおきてしゅくだいをしてしまいます, しゅくだいはむずかしいでつまらないです, つまらないので日曜日にアルバイトをやめるかどうかことにします, あめがふるそうですからかさをもっていきます, 高校をそつぎょうした後で大学に行くつもりです and アルバイトをしてみたいです.</p> <p>There is some use of formulaic expressions, e.g. ううん and えっと, and an extensive use of はい.</p> <p>Communication is achieved overall, despite inconsistencies.</p> <p>To reach Merit, pauses and problems with pronunciation will not significantly hinder communication in the interactions.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to interact using spoken Japanese to communicate information and justify ideas and opinions in different situations. Interactions need to provide evidence to support their own views and/or the views of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The assessed student speaks second in Interaction 1, first in Interaction 2 and second in Interaction 3.</p> <p>Information is communicated, e.g. あめがふるときに, べんきょうするつもりです and えいがに行くがすきです, and there is evidence of the use of appropriate fillers, e.g. そうですか, そうです, えっと.</p> <p>For a more secure Achieved, interactional strategies could be used more effectively to clarify a question, e.g. もういいちどいって下さい, すみません and わかりませんでした, especially when the speaker has not understood the question. This would avoid giving an answer that is not always relevant.</p> <p>Further, for a more secure Achieved inconsistencies would have less impact on communication of the message, e.g. あみすきじゃない, 大学にはいながら, せいげつに, ではたらきます and つとめます.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to interact using spoken Japanese to communicate information and justify ideas and opinions in different situations. Interactions need to provide evidence to support their own views and/or the views of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The student being assessed speaks first in all Interactions.</p> <p>The student attempts to interact, and shares information using simple language such as 人とはななくことが好きだから, ふんな食べ物を一のすきですか and げつようびからきんようびまでます.</p> <p>To reach Achieved, communication would not be hindered by inconsistencies such as partial sentences, e.g. パクンセブ and ではたらい.</p> <p>For Achieved, there needs to be evidence of additional mastery of language at this level in order to ensure that the interaction is comprehensible.</p>