

## Information for Editors/Uploaders: Exemplar

### Exemplar Details

<b>Subject</b>	Japanese
<b>Level</b>	3
<b>Achievement Standard Number &amp; Standard Identifier (e.g. 90647 1.4)</b>	91554 3.2
<b>Standard Title</b>	Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material.

### Student Work Details: File Names

<b>Student 1 – Low Excellence</b>	Exemplar A Student 1
<b>Student 2 – High Merit</b>	Exemplar B Student 2
<b>Student 3 – Low Merit</b>	Exemplar A Student 3
<b>Student 4 – High Achieved</b>	Exemplar B Student 4
<b>Student 5 – Low Achieved</b>	Exemplar B Student 5
<b>Student 6 – High Not Achieved</b>	Exemplar A Student 6

### Student Work

### Details

### Permission Slips (for video)

Student Work	Details	Permission Slips (for video)
<b>Student 1 – Low Excellence</b>	Student 1 existing 91554 resource A Time codes  0:42 'hotonndo no mannga wa' to 'gaikokujinmo yomemasu' 1:06  1:36 'takusan no' to 'naraemasu' 1:56	<b>Yes No N/A( not necessary)</b>
<b>Student 2 – High Merit</b>	Student 2 existing 91554 resource B	<b>Permission slip ( not necessary)</b>
<b>Student 3 – Low Merit</b>	Student 3 existing 91554 resource A  Time codes  Beginning to 'stone spa ni ittemimashita' 0:18 0:44'maguma stone' to 'tokubetuna ishi wo tsukaimasu' 0:48  0:29 'stone spa to' to 'oyasumi shimasu' 0:55	<b>Permission slip ( not necessary)</b>

	1:14 'stone spa' to 'abimassen deshita' 1:52	
<b>Student 4 – High Achieved</b>	<p>Student 4 existing 91554 resource B</p> <p>Time codes</p> <p>0:23 'futsuu no hoteru' to 'takusan no hito ga tsukaimasu' 0:46</p> <p>0:50 'kaeru no densya' to 'naku naru to tomarimasu' 0:55</p> <p>1:42 'nyu-ji-ran-do-jin' to 'tomari taidesu' 1:59</p>	<b>Permission slip ( not necessary)</b>
<b>Student 5 – Low Achieved</b>	<p>Student 5 existing 91554 resource B</p> <p>Time codes</p> <p>0:12 'okyakusan ni hitsuyou na ' to 'ie ni kaerimasen' 0:45</p>	<b>Permission slip ( not necessary)</b>
<b>Student 6 – High Not Achieved</b>	<p>Student 6 existing 91554 resource A</p> <p>Time codes</p> <p>1:15 'nyu-ji-ran-do de' to 'omoshiro sou to omoimasu' 1:42</p>	<b>Permission slip ( not necessary)</b>

**Additional Notes** (e.g. more detail about the location of files if existing work is to be re-used)

--

NAMs: **you do not need to enter anything into the grey box below or the next header page** - your Team Leader and/or the Assessment and Moderation Services team will complete these. Please proceed to complete the student commentaries for each grade boundary in the template on page 3.

<b>Admin Purposes: Assessment and Moderation Services</b>			
<b>Team Leader</b>		<b>Date Submitted ARM</b>	
<b>Location of Commentary File</b> Please describe alternative location if not S: Drive (e.g. email, CD, DVD, USB)		S: Drive	
<b>Location of Student Work Files</b> Please describe alternative location if not S: Drive (e.g. email, CD, DVD, USB)		S: Drive	
<b>Permission Slips</b> Please type in Y/N if applicable			
<b>Dates Completed:</b>			
<b>ARM Checks</b>	<b>3/07/15</b>	<b>Editor Approval</b>	
<b>Uploading</b>		<b>Publication</b>	



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

## **Exemplar for Internal Achievement Standard Japanese Level 3**

This exemplar supports assessment against:

**Achievement Standard 91544**

Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material.

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

	<p>Grade Boundary: Low Excellence</p>
<p>1.</p>	<p>For Excellence, the student needs to give a clear, effective spoken presentation in Japanese that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint, in Japanese that is controlled and integrated. There will be capable selection and successful use of a range of language and language features. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will not be hindered by inconsistencies.</p> <p>The student capably selects and uses a range of language and language features, e.g. し, ので, について, という, とおもう and ように, as well as the potential form of the verb.</p> <p>The student communicates a critical response to stimulus material, e.g. ほとんどのまんがはかんたんだし, よみやすいし, こわいえいがたくさんあるから, こどもやわかもののにんきだとおもいます.</p> <p>The presentation explains and justifies a viewpoint, e.g. そしてまんががこくさいてきになって英語のまんががありますから外国人も読めます. たくさんの日本ドラマを見ながらたくさんの日本のぶんかと日本のせいかつもならえます. わたしはドラマをみるときサブタイトルとみますからあたらしい日本語のたんごうもならえます.</p> <p>For a more secure Excellence, there would be more consistent evidence of capable selection and use of language, e.g. avoiding the problems with て forms and verb endings.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to give a clear, convincing spoken presentation in Japanese that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint, in Japanese that is credible and connected. There will be a range of language and language features. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The student shows evidence of evaluation of the stimulus materials by talking about a caption on capsule hotels as seen on YouTube. The speaker gives a personal viewpoint that the concept of such a hotel is interesting and that they would not mind staying in one - especially after a late night out.</p> <p>To reach Excellence, there needs to be additional evidence of controlled and integrated language that is appropriately and successfully selected, e.g. あたたかいベッドがすごいと思います. Presumably it is not just in capsule hotels that a warm bed is great.</p> <p>Further the rapid delivery, and pronunciation issues will have less impact on communication of the message.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to give a clear, convincing spoken presentation in Japanese that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint, in Japanese that is credible and connected. There will be a range of language and language features. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The student selects and uses a range of language and language features that are fit for the purpose, e.g. きいたことがありますか はじめてストーンスパにしてみました ~というつくべつないしをつかいます.</p> <p>The student communicates a critical response to stimulus material, e.g. ストーンスパといますけどスパとちがいます。水をつかなくてマグマストーンというつくべつないしをつかいます。大きいいいしの上によこになっておやすみします。</p> <p>The presentation explains and justifies a viewpoint, e.g. サウナよりからだにいいですあせをもっとかきますけどにおいがしていません。おもしろいですね。日本語の先生がこのあせは体に本当にいいと言っていましたからシャワーをあびませんでした。</p> <p>The language is generally credible and connected and communication is not significantly hindered by inconsistencies.</p> <p>For a more secure Merit, inconsistencies such as the pronunciation of some items of language and tense problems would have less impact on communication of the message.</p> <p>Further, for a more secure Merit, there could be additional evidence of development, e.g. the viewpoint of the Japanese teacher regarding the benefits of stone spas compared to ordinary saunas could have been developed, explaining the differences between a traditional European sauna and the Japanese stone spa.</p>

	<p>Grade Boundary: High Achieved</p>
<p>4.</p>	<p>For Achieved, the student needs to give a clear spoken presentation in Japanese that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>There is successful use of language to explain and justify a view point, e.g.          ふつうのホテルよりもやすいし 町の中にあるし とまりやすいのでたくさんの方がつかいます. 帰るのでんしゃがなくなるととまります.</p> <p>A critical response is given, e.g. ニューージーランド人はカプセルホテルがすきじゃないだと思えます。でももし私は日本に行くととまりたいです.</p> <p>To reach Merit, inconsistencies such as カプセルホテルは小さいへやですやさーやすいし おとこのひとはうえですちいさすぎますからです will not significantly hinder communication.</p>



	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to give a clear spoken presentation in Japanese that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The student gives a critical response to the YouTube caption seen on capsule hotels in Japan. There is analysis and interpretation of information on these Hotels, e.g. おきゃくさんがひつようなサービスがやすいです。べんりのでたくさんの方がつかいます and ほとんどのおきゃくさんはおさをのみすぎましたからいえにかえりません。</p> <p>A personal viewpoint is given (the student wants to stay in one) and the basic rules of the hotel are given: 入る前にくつをぬいで。</p> <p>For a more secure Achieved, there would be additional evidence of language at Level 8 of the New Zealand Curriculum to support analysis, interpretation or evaluation.</p> <p>Further, pronunciation and language inconsistencies should impact less on the overall understanding of the message.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to give a clear spoken presentation in Japanese that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The student communicates a critical response to stimulus material as well as justifying a view point, e.g. ニュージーランドで日本人がたくさんいますから私はニュージーランドですもかくことだと思います。ニュージーランド人はすもをきょうそうです。せいようのレスリングより日本のすもうをけびしいですが、すもうはおもしろそうと思います。</p> <p>The student does include some appropriate language and language features, e.g. ‘日本に行ったら みるつもりです.’</p> <p>To reach Achieved, inconsistencies will not hinder communication, e.g. かくとしました、ニュージーランドですも、けびしいですがはげししくて、てんとうてき。</p>