

## Achievement Standard

<b>Subject Reference</b>	Japanese 1.2		
<b>Title</b>	Give a spoken presentation in Japanese that communicates a personal response		
<b>Level</b>	1	<b>Credits</b>	4
		<b>Assessment</b>	Internal
<b>Subfield</b>	Languages		
<b>Domain</b>	Japanese		
<b>Status</b>	Registered	<b>Status date</b>	9 December 2010
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	20 November 2014

This achievement standard involves using Japanese to give a spoken presentation that communicates a personal response.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Give a spoken presentation in Japanese that communicates a personal response.</li> </ul>	<ul style="list-style-type: none"> <li>Give a convincing spoken presentation in Japanese that communicates a personal response.</li> </ul>	<ul style="list-style-type: none"> <li>Give an effective spoken presentation in Japanese that communicates a personal response.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 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>.
- Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to communicate a personal response.
- Definitions  
*A personal response* could include but is not limited to:
  - describing and/or responding to images or cultural practices
  - telling a story or stories
  - reporting family, personal, or everyday events
  - describing opinions, emotions, or feelings elicited by stimulus material
  - self-introduction or welcome.

*Communicates a personal response* refers to expressing personal information, ideas and opinions in culturally appropriate spoken Japanese.

Communication is achieved overall, despite inconsistencies, such as:

- language features
- pronunciation
- intonation
- rhythm patterns
- delivery speed or audibility
- stress patterns
- tones.

*Convincing* means that there is development of the information, ideas and opinions which is generally credible and connected. The presenter selects and uses a range of language and language features that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

*Effective* means that there is development of the information, ideas and opinions which is controlled and integrated. The presenter capably selects and successfully uses language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.

- 4 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.
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### Replacement Information

This achievement standard replaced unit standard 12069 and AS90103.

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### Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233