

## Assessment Schedule – 2023

## Scholarship Japanese (93002)

Question One							
Performance not at Scholarship level				Scholarship Performance		Outstanding Performance	
<p>The candidate:</p> <ul style="list-style-type: none"> <li>• makes errors that may hinder communication</li> <li>• expresses some personal opinions, beliefs, viewpoints, or ideas</li> <li>• demonstrates some independent thinking</li> <li>• uses a (limited) range of structures and vocabulary that are only sometimes integrated into the response</li> <li>• inconsistently and /or partially interprets the stimulus material and occasionally makes connections with their own ideas</li> <li>• assembles ideas that are limited or partially developed and that only sometimes go beyond the given stimulus material.</li> </ul>				<p>The candidate:</p> <ul style="list-style-type: none"> <li>• effectively communicates, in a natural way, and in a manner that is fluent and flexible</li> <li>• develops and <b>integrates</b> personal opinions, beliefs, viewpoints, or ideas</li> <li>• demonstrates aspects of high-level analysis and critical thinking</li> <li>• uses a <b>wide variety</b> of complex structures and vocabulary up to and including CL8 or equivalent that is well-integrated into a synthesised response</li> <li>• interprets the stimulus material and makes connections with their own ideas that go beyond the given material</li> <li>• <b>engages</b> the intended audience <b>throughout the response</b></li> <li>• demonstrates <b>highly developed</b> knowledge and skills in written language</li> <li>• expresses ideas with <b>precision and clarity</b></li> <li>• makes <b>logical, clear, concise, and relevant</b> use of written language.</li> </ul>		<p>The candidate:</p> <ul style="list-style-type: none"> <li>• effectively communicates, with <b>sophistication and style</b>, in a natural way, and in a manner that is sustained, fluent, and flexible</li> <li>• develops and <b>integrates sophisticated</b> personal opinions, beliefs, viewpoints, or ideas that are <b>perceptive and insightful</b></li> <li>• demonstrates aspects of high-level analysis and critical thinking</li> <li>• uses a <b>very wide variety</b> of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a <b>high-level</b> synthesised response</li> <li>• <b>fully</b> interprets the stimulus material and makes connections with their own ideas that go beyond the given material and <b>which demonstrate independent reflection</b></li> <li>• <b>captivates</b> the intended audience <b>throughout the response</b></li> <li>• demonstrates <b>sophisticated</b> knowledge and skills in written language</li> <li>• expresses ideas with <b>precision and clarity</b>, in a <b>convincing</b> way</li> <li>• makes <b>logical, clear, concise, and relevant</b> use of written language.</li> </ul>	
1	2	3	4	5	6	7	8

**Question One**

Recently, translation technology and tools have become so accessible and advanced that you don't **need** to study another language.

Use evidence from the listening passage, as well as your own and other views, to support and justify your response. Develop a structured and well-considered argument.

**POSSIBLE EVIDENCE:** Examples of response at Scholarship and Outstanding levels (not limited to these examples).

Note: For both Outstanding and Scholarship, writing may not be error-free. However, any errors/inconsistencies will not hinder communication. It should also be noted it is reasonable to expect repetition of pertinent vocabulary as candidates work with language they are likely to have studied up to and including Curriculum Level 8, or equivalent.

0–4	5–6	7–8
One side of argument only. Translation of passage only.	<p>The candidate identifies most of the main points from the passage and expands on them with:</p> <ul style="list-style-type: none"> <li>• <b>Clear examples from the passage linked with other knowledge and personal opinion</b>, e.g.: <ul style="list-style-type: none"> <li>- the difficulty of maintaining your mother tongue while living in a country where another language is dominant and the need to do it</li> <li>- the ease of learning another language if you live in the country where that language is dominant</li> <li>- the effort required to learn a second language</li> <li>- future work opportunities</li> <li>- possibility of improving cognitive skills</li> <li>- how culture and language go hand in hand and widen one's world view</li> <li>- the reliability or not and convenience of translation apps</li> <li>- how face-to-face communication is better than the intrusion of using an app.</li> </ul> </li> <li>• <b>Personal reflection</b>, expressing and developing ideas with precision and clarity, e.g., own ideas relating to the use of translating apps and the value of learning another language, reasons for learning Japanese.</li> <li>• <b>Conclusions</b>, e.g., translation apps are just a tool, and not a replacement for second language learning, but have a place to help make life easier when travelling, to help with study and to make some hobbies/activities more enjoyable (watching foreign films etc.). Learning another language broadens one's outlook and helps one understand one's own culture as well.</li> </ul>	<p>The candidate <b>fully interprets the passage</b> and:</p> <ul style="list-style-type: none"> <li>• Draws <b>conclusions</b> and makes connections with own ideas <b>beyond the passage</b>.</li> <li>• Looks at the increasing accuracy of translation apps and considers wider implications (job losses, etc).</li> <li>• Uses concrete examples as a basis for discussion, e.g., considers the pros and cons of Google translate, ChatGPT, voice-to-written and written-to-voice translation apps, apps on spectacles, how and when to use them.</li> <li>• Shows evidence of <b>independent reflection</b>, e.g.: <ul style="list-style-type: none"> <li>- discusses implications of increasing sophistication and development of translation apps and other AI</li> <li>- analyses the communicative drawbacks of translating apps, e.g., unable to express feelings, emotions, indicate tone (sarcasm, jokes), change tone by volume, etc.</li> <li>- Drawing on personal experience for additional examples.</li> </ul> </li> <li>• Shows evidence of ideas that are <b>perceptive and insightful</b>, e.g., discusses the place language holds in society – maintains cultural identity, provides cohesion for a group of people, a sense of belonging to the group and instinctive understanding of the nuances of the language, enables smooth understanding and communication. Consequently, if we don't learn other languages, we are restricting our ways to understand different cultures and thus not contributing to harmony and world peace because suspicion of others based on misunderstanding, ignorance, and fear is never a good thing. So, we do need to learn other languages and not just rely on translating apps, no matter how accurate they are.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Evidence of critical thinking</b>, e.g., making connections with the benefits of translating apps to help with, but not replace, learning another language and by doing so enabling people to understand each other's cultures, connect people with similar interests, maintain relationships.</li> </ul> <p>The candidate does not fully develop these ideas.</p>	
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**Notes:** Candidate responses are judged holistically. Teachers and candidates should refer to examination paper exemplars from previous years on the NZQA website to help them understand what is required for success in New Zealand Scholarship.

Question Two							
Performance not at Scholarship level				Scholarship Performance		Outstanding Performance	
<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates superficial or limited understanding of the text(s) in English or te reo Māori</li> <li>inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas</li> <li>assembles ideas that are limited or partially developed and which only sometimes go beyond the given stimulus material</li> <li>offers arguments that are unclear and/or are <b>not supported by effective examples</b></li> <li>presents a descriptive rather than analytical response.</li> </ul>				<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates understanding of the text(s) and justifies their own argument(s) in a coherent way in English or te reo Māori</li> <li>interprets the stimulus material and makes connections with their own ideas that go beyond the given material</li> <li><b>assembles ideas</b> with precision and clarity in a logical manner, through a synthesised response to the question/statement; <b>arguments are supported by examples that are evaluated</b></li> <li>develops and integrates personal opinions, beliefs, viewpoints, or ideas that <b>acknowledge and explore different perspectives</b> and which go beyond the given material.</li> </ul>		<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates understanding of the text(s) and inferences and justifies their argument(s) in a <b>sustained, convincing</b>, and coherent way in English or te reo Māori</li> <li>interprets and <b>evaluates</b> the stimulus material and makes connections with their own ideas that go beyond the given material and <b>which demonstrate independent reflection and extrapolation</b></li> <li><b>assembles ideas</b> with precision and clarity in a logical and seamless manner, through a <b>deliberate synthesised</b> response to the question/statement; <b>arguments are supported by examples that are effectively evaluated; implications are drawn</b></li> <li>develops and integrates <b>sophisticated</b> personal opinions, beliefs, viewpoints, or ideas that are <b>perceptive and insightful and which investigate and extensively explore different perspectives</b></li> <li><b>demonstrates insight and independent reflection at the highest level.</b></li> </ul>	
1	2	3	4	5	6	7	8

**Question Two**

Respond in English or te reo Māori.

*“It’s good to know a few words in the local language, but you don’t need to speak the language fluently. You can get by without it.”*

*Do you agree or disagree with this opinion? Explain why. Use evidence from the three reading texts, as well as your own and other views, to support and justify your response. Develop a structured and well-considered response.*

**POSSIBLE EVIDENCE:** Examples of response at Scholarship and Outstanding levels (not limited to these examples).

0–4	5–6	7–8
Translation of texts only.	<p>The candidate <b>justifies</b> and <b>supports</b> their statements, and <b>expands</b> on their opinions. The candidate would be expected to give some reasons for their ideas.</p> <p>The candidate may:</p> <ul style="list-style-type: none"> <li>Analyse the meaning of ‘fluently’, e.g., does it mean speaking perfectly and making no mistakes, communicating what you want to say, being misunderstood, being able to understand others even though you don’t know all the words, speaking like a native speaker?</li> <li>Discuss the role of confidence in communicating (Hinako, on a working holiday in Aotearoa, had no confidence in her English ability, but Kate, despite having limited Japanese, was keen to communicate).</li> <li>Reflect on how people can communicate (Hinako and Kate used gestures, drawing pictures, and translation apps) without being fluent.</li> <li>Discuss the benefits of giving it a go with limited language knowledge, a good attitude, and being friendly (Hinako and Kate became friends and Kate planned to show Hinako different places in Aotearoa New Zealand).</li> <li>Discuss how not being aware of the language around you can be a disadvantage, as is becoming the case in Aotearoa with the increasing use of te reo Māori, a few words is not enough. Language learning will promote cultural understanding, as reflected in the texts between Ruby and Nobu.</li> <li>Explain when fluency is not essential – Sam’s experience in Japan and his regrets.</li> </ul>	<p>The candidate <b>fully answers</b> the question. They are more original and organised in their thoughts and draw from a broader range of examples to illustrate their points. In particular, the candidate may:</p> <ul style="list-style-type: none"> <li>Reflect on their own bid for accuracy in language exams, avoiding errors that could hinder communication, resulting in fear of making mistakes not just in exams but when speaking to a native speaker, being too shy to try.</li> <li>Ponder on the need to speak only one language that is being learned and the validity of mixing up languages using elements of each speaker’s language together to communicate more effectively.</li> <li>Discuss how children learn to speak and sometimes use words and grammar incorrectly but still manage to communicate and learn by listening to the language that surrounds them.</li> <li>Reflect on the need to develop perseverance and resilience when it comes to communicating and to not be worried by lack of perceived ‘fluency’.</li> <li>Mention the need to avoid tokenism – learning a few words to sound good without any real understanding (“kia ora” at the end of Ruby and Nobu’s texts).</li> <li>Provide a <b>perceptive, insightful, and sophisticated</b> interpretation of the texts by discussing how language can enhance experience (transactional and personal) and what degree of proficiency is required. Is there a middle ground? What are the benefits and drawbacks of knowing more than just a few words of where you are visiting or living. Does trying to be fluent prevent people from attempting to communicate? Is “getting by” enough for meaningful communication?</li> </ul>

**Notes:** Candidate responses are judged holistically. Teachers and candidates should refer to examination paper exemplars from previous years on the NZQA website to help them understand what is required for success in New Zealand Scholarship.

Question Three							
Performance not at Scholarship level				Scholarship Performance		Outstanding Performance	
<p>The candidate:</p> <ul style="list-style-type: none"> <li>communicates with limited confidence in a manner that is hesitant</li> <li>expresses ideas without a coherent or logical sequence; inconsistently engages the intended audience</li> <li>inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas</li> <li>uses a (limited) range of structures, vocabulary and occasional (or little) use of idiomatic expressions</li> <li>speaks with incorrect intonation; accent affects communication; fails to self-correct.</li> </ul>				<p>The candidate:</p> <ul style="list-style-type: none"> <li>effectively communicates in a manner that is natural, fluent, and flexible</li> <li>expresses ideas with <b>precision and clarity</b></li> <li>interprets the stimulus material and makes connections with their own ideas that go beyond the given material</li> <li>uses a <b>wide</b> variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a synthesised response</li> <li>speaks clearly and concisely with correct intonation; accent has <b>little</b> effect on communication; self-corrects as necessary</li> <li>uses language appropriately such as idiomatic expressions, fillers, and pauses that fit the context.</li> </ul>		<p>The candidate:</p> <ul style="list-style-type: none"> <li>effectively communicates with sophistication and style, in a manner that is natural, fluent, and flexible</li> <li>expresses ideas with <b>precision and clarity</b>, in a <b>convincing</b> way</li> <li><b>fully</b> interprets the stimulus material and makes connections with their own ideas that go beyond the given material and which <b>demonstrate independent reflection and extrapolation</b></li> <li>uses a <b>very wide</b> variety of complex structures and vocabulary up to and including CL8 or equivalent, that is <b>well-integrated into a high-level synthesised response</b></li> <li>speaks clearly and concisely with correct intonation; accent has no effect on communication; self-corrects as necessary</li> <li>uses language appropriately such as idiomatic expressions, fillers, and pauses that fit the context.</li> </ul>	
1	2	3	4	5	6	7	8

**Question Three**

This question requires a spoken response in Japanese.

*Respond to the statement below in Japanese, referring to information in the reading texts and/or the listening passage.*

*“My second language learning journey has been challenging, but ...”*

*Support your response by referring to information in the listening passage and / or the reading texts, and your own experience, ideas, and opinions.*

**POSSIBLE EVIDENCE:** Example of responses at Scholarship and Outstanding levels (not limited to these examples).

Note: The candidate's response is unlikely to be error-free, but any errors/inconsistencies will not hinder communication. It should also be noted it is reasonable to expect repetition of pertinent vocabulary, as candidates work with language they are likely to have studied up to and including Curriculum Level 8, or equivalent. There may be occasions when a more pertinent word would be preferable; however, it is expected that candidates who are not first-language speakers will be rewarded for creatively using the language they have learned.

5–6	7–8
<p>The candidate:</p> <ul style="list-style-type: none"> <li>• mostly uses examples from the reading and listening texts</li> <li>• starts to link examples from the texts and their own examples to their experience and opinions</li> <li>• begins to acknowledge the complexity of language learning, giving examples both from the texts and beginning to bring in their own opinions and ideas about the value, challenges, and benefits of acquiring an additional language.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>• uses similar information to other candidates, but cites relevant examples showcasing their experience and level of competence, and considers possible scenarios with pros and cons of the different ways of language learning</li> <li>• demonstrates a high level of sophistication and fluency in their spoken response</li> <li>• discusses and give examples of challenges as well as benefits and enjoyable aspects of language learning</li> <li>• shows <b>precision and clarity</b> in their explanation, backed with examples in a well-constructed response</li> <li>• might pose questions as to the best ways of learning another language in Aotearoa New Zealand.</li> </ul>

Scholarship	Outstanding Scholarship
16 – 22	23 – 24