

## Assessment Schedule – 2022

## 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**

Respond in Japanese

Compared to previous generations, what are some of the changes facing the world today? Give reasons for your answer, with evidence from the listening passage and from your own and others' experiences.

**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.

5-6	7-8
<p>むかしは森がたくさんあった。川や海にもあまりこうがいなかった。だから、かんきょうについてあまりかんがえなかったし、しぜんをまもることもかんがえなくてもよかったと思う。でも、せかいは今、かわった。むかしとくらべて、人が多くなって、町も大きくなったから、しぜんが少なくなった。それから、こうがいも多くなった。私のおじいさんとおばあさんはわかい時、家の近くにきれいな川があって、そこでおよいだと言っていた。でも、今、川はきたないことが多いし、およいではいけないこともある。しょうらい、川でぜんぜんおよげないかもしれない。私たちはかんきょうについて、今もっとよくかんがえなければならぬ。</p> <p>それから、この会話によると、むかしはみんな、近所に住んでいる人を知っていて、もんだいがある時にはだれかにたのめたそう。でも、私も、今はみんな近所の人とつきあわないと思う。人がたくさんいる大きい町に住んでいると、近所にだれが住んでいるか知らないし、近所の人をてつだってあげることもない。でも、たとえば、COVID のようなことがあった時には、これはもんだいだ。近所の人を知らなかったら、こまっている時、近くにいる人に何もたのむことができない。とくにひとりで住んでいるお年よりは、これは大へんなことだと思う。</p>	<p>まず、しぜんかんきょうだが、むかしは人が少なくてしぜんが多かったから、あまりかんきょうをまもることはかんがえなくてもよかった。けんじのお母さんが聞いていたうたでは、「せかいには山も海も川も十分あるから、もうひとつやうない」と言っていた。でも、それはしぜんのことをかんがえなくてもいいといういみではなくて、むかしはこうがいも少なかったら、あまりしぜんのために何かをするひとつやうがなかっただけだと思う。むかしはそれでよかったかもしれない。</p> <p>たとえば、私のりょう親やそふぼは、子どもの時、よく家の近くの川でおよいでいたと言っていた。そのころ、川は今よりずっときれいだったそう。でも、このごろはこういで川がきたなくなつて、およげないことがよくある。だから、むかしとくらべて、しぜんをまもることがもっと大せつになった。今しぜんをまもらなかったら、もう川でおよぐことができなくなる日がいつか来るだろう。今私たちはかんきょうもんだいについて、もっとよくかんがえなければならぬ。</p> <p>つぎに、近所づきあいだが、けんじのお母さんは、むかしの人は近所の人をよく知っていたし、もんだいがあった時には、近所の人にたのんで色々てつだってもらったりすることもできたと言っていた。むかしとくらべると、このごろはかわったと思う。私の友だちはみんな、何かあった時には近所の人より友だちにたのむと言っていた。みんな近所にだれが住んでいるか知らないから、だれかがこまわっている、手をかしてあげることはない。でも、これだと、近所で新しい友</p>

	だちができないし、とくに近くに家ぞくや友だちが住んでいないお年よりは、毎日さびしいせいかつをすることになると思う。むかしの近所づきあいを知っている人は、さいきんのわかい人が会ってもあいさつもしないことを、とてもさびしいと思っているはずだ。今 COVID で、とおくに住んでいる家ぞくや友だちに会いたくても、会いに行けない人がせかい中にたくさんいる。こんな時だから、今、もっともっと近所づきあいをしたほうがいいと思う。
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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

What can young people today do to help make the world a better place? Support your answer with evidence from the three reading texts, and from your own and others' experiences. Develop a structured and well considered argument.

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

**5–6**

**Example in essay format:**

Students can make the world a better place. Even though they don't have a lot of money or the ability to create large changes, doing small things in their everyday lifestyles and making their voices heard can make the world a better place.

Students have been involved in protest marches following the lead of Greta Thunberg, and these have influenced people all around the world to think about climate change. Students left school and marched on the streets sharing their views. The example in the passage talks about a climate strike, but students could protest about all sorts of important issues, such as active transport or the war in Ukraine. It can be difficult for young people to say what they think, like Greta has, as adults don't want to listen to what you have to say, but it is important that we encourage adults to listen to us because we are the future and when we are their age, we will have to live with the consequences of our actions now. Some people, like the student from Tuvalu, are already experiencing the effects of climate change and so we need to think of other people in other countries as well as ourselves.

However, we don't have to do big things like having a day off school to protest – we can also do things in our everyday lives. We can make small changes in the way we do things, such as turning off a light when we are not in the room. These are simple and easy things to do and just take a little time; however, they have a large impact on the environment because we aren't using as many resources. There is a Japanese concept, “mottainai”, which encourages you to not waste items when you could still use them in another way. Just like you can recycle a kimono to make a smartphone case, you could also reuse a plastic bag to take some morning tea to school the next day. At our school, in the sewing classes we make new fashion items out of old pairs of jeans – this is a great way to learn to reuse our resources.

Another thing we can do is to get involved in volunteering. As the passage says, it has many benefits for the students, such as making them happy and giving them new challenges, and even helping them to find a good job in the future, but it's

**7–8**

**Points to look out for:**

Reading passages give three examples of ways in which students can make the world a better place.

- taking part in a protest march
- making small changes in their daily lifestyle
- volunteering.

Analyse each in turn, incorporating some of the ideas below.

**Protest march**

- It can be difficult to stick up for what you believe in, like Greta and the students in the article. This is especially because adults often don't want to listen to the opinions of children. But, if we don't do something now, we may not have an environment to care for in the future.
- Students can strike about all kinds of different issues, not just the environment. It is hard to be heard by yourself, but if you encourage others to join you in a protest, then people who weren't listening to you start to listen.
- Protests like the one the students in the article were involved in, have helped to raise awareness about the plight of our environment. Adults and governments are now listening to the voices of young people in order to clean up the environment and make a cleaner world in the future.
- We need to incorporate voices from all our communities in our climate action. Listening to Pasifika points of view is essential to getting this right, because they represent countries that are feeling the effects of climate change already.
- New Zealand needs to consider the needs not just of itself, but also of its Pacific neighbours who are more vulnerable to the effects of climate change (with examples).

**Making small changes in their daily lifestyle**

- Checking that we are making sound choices when we are shopping can have a large impact on the environment and the resources we consume.

really the benefit for the world that is important. The exchange student in the example talks about buying items at the supermarket for the elderly, which sounds great and would be easy to do, and helps a lot as often elderly people are unable to get to the supermarket, especially during Covid-19. However, it also mentions that you could look after your siblings, or talk to your elderly neighbours. This will make the world a better place, because we are caring for each other.

- It all comes down to how many resources we use – can we think of better ways to use items, or can we just think about having less?
- We might think young people don't have enough money or power to make changes, but in fact just by making small adjustments to the way we do things in our own lives, we can make big changes.
- Examples of ways in which we can reduce, reuse, recycle in our daily lives.
- People all around the world have useful ideas about how to make the world a better place. Mottainai is a Japanese concept, but other countries must also have their own unique ways that young people can use to make the world better.

### **Volunteering**

- Volunteering encourages students to get off their phones and not waste their time, which could benefit the world.
- Because you can access the information on an app, it is an easy way for students to get involved and make a change.
- Some young people might find it awkward to help others by themselves. By being coordinated in a group, they are more likely to get involved.
- Examples of other ways in which student volunteers have helped others.
- Volunteering provides you with challenges, as well as helping you to get a better job. By helping others you also gain a sense of empathy, which will help the world to be a better place.

**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.

‘What the world needs now is love.’ Do you agree or disagree? Support your answer with evidence from the listening passage and the three reading texts, and from your own and others’ experiences.

**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 learnt.

**5–6**

私はせかいに愛がひつようだと思う。でも、この愛はロマンティックな愛じゃなくて、やさしい心でだれかに何かしてあげたり、まもってあげたりする愛だ。

会話によると、むかしは、近所にだれが住んでいるか知っていたし、近所の人のお世話をしていたそう。でも、人口がふえたら、みんなほかの人のことをあまりかんがえなくなった。私たちはもっと近所の人を知って、こまっている人がいたら、何かしてあげなければならない。だから、読み物にあった大学生のボランティア・アーミーは、とてもいいかんがえだと思う。私たちの学校にも‘Hope Club’ というクラブがある。クラブに入っている人は、お年よりの家やようちえんに行って、色々なかつどうをしている。そして、まわりの人に愛をあげている。今は COVID-19 でたいへんな時だ。だから、こんな愛は、とくにひつようだと思う。

それから、今のせかいは、こうがいで森が少なくなったし、きれいな川や海も少なくなった。むかしはしぜんについてあまりかんがえなかった。だから、森をまもらなかったり、川にごみをすてたりした。でも、今はこうがいできたなくなった川ではおよげないし、水が飲めないこともある。では、どうしたらいいだろうか。たとえば、読み物の話のように、ひつようじゃない時には電気をけして、かんきょうにやさしい物だけ買ったら、かんきょうをまもることができる。学校に行く時も、車じゃなくてじてんしゃで行ったらいいし、新しいふくじゃなくてセカンドハンドのふくを買ったらいい。私の学校には、かんきょうクラブがあ

**7–8**

「世界が今必要としているのは愛、甘い愛。」私はこれにどういする。でも、今せかいがひつようとしている愛は、人2人の間のロマンティックな愛だけじゃない。愛には色々なみがある。だれかのために何かしてあげたり、しぜんかんきょうを大せつにまもったりすることも、愛だ。今のせかいには、こんな愛がひつようだと思う。

会話によると、むかしはみんな、しぜんに近所づきあいをしていたそう。近所にだれが住んでいるか知っていたし、近所にこまっている人がいたら、手をかしてあげたそう。でも、今はせかいの人口がふえて、町が人でいっぱいになったし、べんりなテクノロジーもあるから、もうまわりの人のことをあまりかんがえなくなった。私も、けんじのように、近所の人を知らない。でも、これはほんとうにさびしいことだと思う。

この2、3年、COVID-19 で出かけられなくて、こまっているお年よりやびょうきの人もふえた。そんな中、大学生のボランティア・アーミーのように、近所の人のかんがえて、食べ物をとどけてあげたり、にわをきれいにしてあげたりする人が出てきたのは、ほんとうにいいことだ。ボランティアをしたことがある人はわかると思うが、ボランティアをすると、うれしくなる。それは、みんなに愛をとどけているからだと思う。せかいは今、こんな愛をもっともっとひつようとしている。



る。近所におちているごみをあつめたりするかどうかどうして、かんきょうをまもっている。私たちにできることは、ほかにもたくさんあると思う。

今のせかいには愛<sup>あい</sup>がひつようだ。だから、私もこれからは、ボランティアかどうをしたり、しぜんかんきょうをよくするために何ができるかかんがえたりして、せかいに愛<sup>あい</sup>をあげていきたい。

人口がふえて、せいかつがべんりになると、こうがいも多くなる。会話にあったうたができた時には、こうがいはまだ大きいもんだいじゃなかったのだろう。だから、山も海も川もひつようじゃないと言っていたのだと思う。こうがいでせかいに住みにくい所にするつもりはだれもなかったと思うけど、今は森や林が少なくなって、川や海もごみでできたなくなってる。それから、きこうへんどうで住むかんきょうがわるくなったり、住む所がなくなったどうぶつもたくさんいる。私たちには、しぜんをまもるせきにんがある。しぜんも私たちの愛<sup>あい</sup>をひつようとしている。

では、しぜんをまもるために、私たちにできることは何があるのだろうか。読み物には、へやにいない時には電気をけしておいたり、できるだけごみを出さないでリサイクルしたり、かんきょうにやさしい物だけ買ったりする話があった。こんなことは、だれでもできるはずだ。ほかにも、学校に行く時に、親に車でおくってもらわないで、バスにのったり、じてんしゃで行ったりしたらいい。ちょっとかんがえたら、かんきょうのためにできることはたくさんあるのだ。

じぶんのことだけかんがえるのはやめて、もっとまわりの人のことやしぜんかんきょうのことをかんがえる時がきた。せかいが今ひつようとしているのは愛<sup>あい</sup>。ひとりひとりの愛<sup>あい</sup>は大きくないかもしれない。でも、小さい愛<sup>あい</sup>をあつめたら、とても大きい愛<sup>あい</sup>になる。みんなもせかいに愛<sup>あい</sup>をあげませんか。

Scholarship	Outstanding Scholarship
16 – 22	23 – 24