

Assessment Schedule – 2015

Scholarship Japanese (93002)

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

Question One

日本とニュージーランドはお年よりが住みやすい国だそうです。 どうしてだと思いますか。日本とニュージーランドについて書いてください。

This question will require a response written in **Japanese**, to a passage spoken in **Japanese** provided on a CD.

Possible evidence – with indications of responses at Outstanding and **Scholarship** level (not limited to these examples)

Note: Candidate responses are judged holistically.[Possible evidence could look like the following indicative teacher-produced **model responses**.

Note: Teachers and candidates should refer to student exemplars from previous years on the NZQA website to help them understand what is required for success in New Zealand Scholarship.

OUTSTANDING:

- 日本でもニュージーランドでもみんながお年よりをてつだったりする気持ちをもっているのです、住みやすい国だと思います。日本ではお年よりを大せつにするでんとうがあるから、かもしれませんが、多くの日本人が「お年よりを大事にしたい」という気持ちがあるそうです。たとえば、日本には「けいろうの日」があって、子どもも大人もお年よりに「おめでとう」や「ありがとう」と言うために、休みの日にもなっています。また、けんくんのお母さんのように、おじいさんやおばあさんのことを色々手だってあげる日本人がいるそうです。なぜなら、ジョーのおばあさんが住んでいるリタイアメントビレッジには日本人のボランティアの人がいると言いました。それは日本の文化かもしれません。
- ニュージーランドでは「けいろうの日」のような休みがありませんが、お年よりを手つだうしゅうかんがあると思います。なぜなら、65才になると、ニュージーランドのせいふのサポートがあって、ボランティアの人がお年よりの人をよく手つだってくれるので、お年よりは家ぞくと住んでいなくても、住みやすいのでしょう。一人で生かつしたいお年よりをおふろに入れたり、しばふをかったり、つくったごはんを持って来てくれたりする人がいるので、ニュージーランドが日本と同じぐらい住みやすい国だと思います。

SCHOLARSHIP:

- 日本もニュージーランドもお年よりが住みやすい国だと思います。なぜなら、日本には「けいろうの日」があって、学校や会社も休みですから、お年よりに「おめでとう」や「ありがとう」と言います。日本では子どもも大人もお年よりを手つだったりするそうです。たとえば、けんくんの80才のおじいさんは家ぞくといっしょに住んでいて、けんくんのお母さんがおじいさんのことを色々手だっています。ですから、生かつしやすいでしょう。
- ニュージーランドでは「けいろうの日」がありませんが、ニュージーランドに住んでいる人がおとしよりを手つだうことがあると思います。65才になると、お年よりは国のサポートがあります。そして、ボランティアの人がお年よりの人をよく手つだってくれるので、お年よりは一人で住むことができます。ボランティアの人は食べ物や家を持ってきてくれたりします。

Note: For both Outstanding and Scholarship, writing may not be error free. However, any errors or 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.

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

Question Two

Qn 2. How is technology having an impact on the lifestyle of the elderly in Japan? What is the case in New Zealand?

This question will require a response written in English or te reo Māori, to text(s) written in **Japanese**.

Possible evidence – with indications of responses at Outstanding and **Scholarship** level (not limited to these examples)

Note: Candidate responses are judged holistically.[Possible evidence could look like the following indicative **model responses**.]

OUTSTANDING:

- One could surmise from all three texts that technology is having a significant impact on the lifestyles of the elderly in Japan. In Mr Nousaku's case, it is evident that technology proved be an effective tool to facilitate discussion and connect older people who would not be likely to meet otherwise. When he started to share his ideas about leading a healthy lifestyle online, not only did Mr Nousaku provide a forum where elderly people could ask him to teach them more about his findings, but he uncovered how great a demand and interest there was from people not wanting to become sick when lots of people accessed his work. It is reasonable to argue that had Mr Nousaku only put pen to paper and kept his findings in a notebook then....
- The production of mobile phones for the elderly that have big displays and are simple and easy to use, is another way technology can assist social interaction. The second article describes how young people teaching older people how to use a cellphone can bring two generations, young and old together. Although young and old may not have the same interests, this dynamic of young people being technologically savvy and engaging with the elderly as they come to terms with how to use their mobile devices, is a theme reflected in prominent phone network company advertising in New Zealand in 2015. One example shows a grandfather who had been struggling with his phone, successfully sending a photo of a chessboard to his grandson, with a message inviting the next move.
- The robot called Palro is one way people in Japan are exploring ways to assist the number of elderly people living on their own. Being able to hold a conversation, dance, recognise people's faces, and read news on the internet, Palro is an entertaining way of providing companionship for the elderly. Although I am not aware of any instances of robots in New Zealand that interact with people like Palro, elderly New Zealanders made the news this year with efforts to raise their own and other people's spirits. A video compiled by residents in a rest home dancing and singing along to Pharrell's chart topping hit, 'Happy' appeared to be a positive experience for everyone involved. When the video footage received national coverage in the media, their version inspired other elderly New Zealanders to do similar videos of their own. One could argue that this use of technology created an opportunity for the elderly to build their self-esteem and to connect with others.

SCHOLARSHIP:

- These texts suggest that technology is having a significant impact on the lifestyle of the elderly in Japan. Mr Nousaku's story gives an example of how technology allows a lot of older people to make connections with, and access information that is pertinent to their own situations. When Mr Nousaku started to share his ideas about leading a healthy lifestyle online, the fact that lots of people contacted him to ask him to teach them more about how they could keep well and avoid becoming sick, shows that Mr Nousaku's findings were filling a need. People may view him as a role model as....
- The production of mobile phones for the elderly that have big displays and are simple and easy to use, is another way technology can assist social interaction. The second article describes how young people teaching older people how to use a cellphone can bring two generations, young and old together. I know many elderly people in New Zealand who use their cellphones to communicate on a regular basis. For example, my aunt keeps in contact with her teenage grandchildren via text. It is a convenient, inexpensive way for them to keep in contact and to check how they are.
- Although I am not aware of any instances of robots in New Zealand that interact with people like Palro, elderly New Zealanders made the news this year with efforts to raise people's spirits. A video compiled by residents in a rest home dancing and singing along to Pharrell's chart topping hit,

'Happy' appeared to be a positive experience for everyone involved. All the residents appear energised and enthused to be taking part.

Note: Although the New Zealand situation is not mentioned in these passages, it is important that candidates consider the New Zealand situation, making connections with and exploring perspectives that are relevant to the stimulus material given.

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

Question Three

Question 3 あなたが 80 才になった時、日本語も英語も話せたら、日本とニュージーランドのどちらの国に住みたいですか。説明してください。

Possible evidence – with indications of responses at Outstanding and **Scholarship** level (not limited to these examples or these ideas)

Note: Candidate responses are judged holistically.[Possible evidence could look like the following indicative **model responses**.]

- **fully** interprets the stimulus material and makes connections with his / her own ideas that go beyond the given material and **which demonstrate independent reflection**
- **integrates sophisticated** personal opinions, beliefs, viewpoints or ideas that are **perceptive and insightful**

OUTSTANDING:

- けいたい電話でしらべたウェブサイトによると、ニュージーランドでは2030年には5人に1人がお年よりになるそうです。日本では2013年に、人口の4人に1人がお年よりでしたが、2030年には3人に1人がお年よりになるそうです。それなら私が80才になった時、お年よりでほかの人のことを手つだうことができないでしょう。ニュージーランドでは5人に一人が65才以上なので、私が80才になった時でも、まだほかの人を手つだうことができる若い人が日本よりも多いでしょう。私が80才になった時、日本語も英語も話せたら、ニュージーランドに住みたいと思っています。日本では手つだってくれる人があまりいないかもしれませんから、私たちが80才になる時にはテクノロジーは今よりもっといいでしょう。 **and/or**
- 私がしょうらい日本ではたらいて、日本に長く住んで、生活が日本にあり、家族も友達も日本にたくさんいるならお年よりになってからも日本に住みたいと思うでしょう。多くの日本人はボランティアの人は日本人です。でも、どちらに住みたいか、きめる一番の大切なことは、家族や友達がどちらに多くいるかということでしょう。どちらの国に住んでも私が80才になった時、ロボットではなく、人とコミュニケーションをとりたいと思います。

SCHOLARSHIP:

- 私が80才になった時、日本語も英語も話せたら、ニュージーランドに住みたいと思っています。なぜなら、ニュージーランドではボランティアの人がお年よりのお風呂や買い物を手だってくれるからです。リタイアメントビレッジもニュージーランドの方がきっとたくさんあると思います。私たちが80才になる時にはテクノロジーは今よりもっといいでしょう。

Note: The candidate's response is not likely 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.