

## Assessment Schedule – 2016

## 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 his/her 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 his/her 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 <b>sustained</b>, 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 his/her 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 marks	5, 6 marks	7, 8 marks

**Question One**

This question requires a response written in Japanese, to a passage spoken in Japanese played from a recording.

**POSSIBLE EVIDENCE:** Examples of responses, at Outstanding and **Scholarship** level (not limited to these examples)

**Notes:** Candidate responses are judged holistically. 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:**

テクノロジーはかわってきていますが、いつかマウントクックにのぼったら、一番上にじどうはんばいきを見たくないと思います。日本にくらべると、ニュージーランドのかんこうちはふべんでしょう。しかし、私のいけんで、買い物よりしぜんなところをまもることは大切です。たとえば、日本ではどこにでも店があって、買い物をするのに、べんりです。じどうはんばいきは駅にも道にもたくさんあるし、しぜんが多い所にもあるそうです。ふじ山はマウントクックと同じぐらいの高さですが、マウントクックの近くに車のためのみちがなく、店もじどうはんばいきありません。ふじ山の2000メートルぐらいのところに店やしょくどうやシャワーだけではなく、ふじ山の一番上にもじどうはんばいきがあります。20年ぐらい前からですが、ニュージーランドでじどうはんばいきを見ることはほとんどありません。なぜなら、日本の人口より、ニュージーランドの人口の方が少ないんです。そして、ニュージーランドでハイキングをする人がしずかなところでゆっくりしたり、きれいなけしきを見に行ったりしたいと思いますから、しょうらいにも、じどうはんばいきがいないでしょう。

**Scholarship:**

ニュージーランドの店は40年ぐらい前にくらべて、あいている時間が長くなりました。むかしはしゅうまつにあいていみせんでしたが、このごろ土曜日と日曜日にあいている店が多くなりました。しかし、日本では日曜日は買い物をする日なので、休みの日がないデパートは多くて、とてもべんりでしょう。さいきん、インターネットで色々なものを買うことができますから、店に行かなくてもいいです。ですから、しょうらい、ニュージーランドのdairyという店や日本のコンビニはもっとべんりになると思います。家の近くにあるし、24時間あいているから、ゆうびんをもらったりすることができるようになるかもしれません。

**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"> <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 his/her 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 his/her own argument(s) in a coherent way in English or te reo Māori</li> <li>interprets the stimulus material and makes connections with his/her 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 his/her 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 his /her 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 marks	5, 6 marks	7, 8 marks

**Question Two**

This question requires a response written in English or te reo Māori, to a text written in Japanese.

*Critically respond to the key ideas in these blog posts. Consider the implications of maintaining customs and traditions in Japan and New Zealand in a changing world. Provide reasons to support your argument(s).*

**POSSIBLE EVIDENCE:** Examples of responses, at Outstanding and **Scholarship** level (not limited to these examples)

**Notes:** Candidate responses are judged holistically. 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:

Customs and traditions tend to be inextricably linked with the identity and values of a country and its people. For a practice or an event to become a tradition or custom there is an implication that the original purpose or intent was sufficiently meaningful for it to be repeated. Change is inevitable over time and whether or not people in Japan and New Zealand maintain certain practices is likely to be determined by how much each generation values the tradition and what it represents. For example, having a public holiday in January in Japan to celebrate becoming an adult when someone turns 20, reflects the idea that this is a milestone perceived as having special meaning for young people and their families in Japanese society. One can surmise that the pleasantries associated with celebrating this tradition such as young people returning to their home town, taking part in a ceremony wearing kimono, and having photos taken, are still valued in an age where it's unusual for young people to wear traditional outfits. What's more, when a tradition is in keeping with present day law e.g. although you can drive a car when you turn 18, it's from the age of 20 that you can drink alcohol and smoke in Japan, people are not likely to question its relevance.

Conversely, when laws change so a tradition could be described as no longer being pertinent for people of a certain age group, it seems reasonable to ask why people continue to celebrate the occasion. Is it simply because previous generations have always done so? One could argue that there is no future for 21st birthday celebrations and that 18<sup>th</sup> birthday celebrations should replace those celebrations as the significant milestone birthday for young New Zealanders these days.

**Scholarship:**

One could argue that for traditions and customs to survive, it's inevitable there will be changes in the way they are observed from one generation to the next. Changes in laws and developments in technology tend to have an impact on society and the way people lead their lives, so it seems only natural there would be a flow-on effect resulting in new ways of implementing or celebrating something. The original idea at the heart of a tradition or custom will still have meaning for those taking part. If that wasn't the case, then why would people maintain the practice? For example, more and more people send cards through Facebook and email rather than use snail mail, as it's faster than conventional post, and doesn't cost money. The method for conveying sentiments may have changed, but the tradition is being maintained because people value making contact with friends and family to wish them all the best at New Year or Christmas time.

**Note:** Candidates should not revert to stereotypes if their performance is to meet the level of 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 his/her 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 his/her 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 his/her 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 <b>no effect</b> on communication; self-corrects as necessary</li> <li>uses language appropriately such as idiomatic expressions, fillers and pauses that fit the context.</li> </ul>
<b>1, 2, 3, 4 marks</b>	<b>5, 6 marks</b>	<b>7, 8 marks</b>

**Question Three**

This question requires a spoken response in Japanese.

**POSSIBLE EVIDENCE:** Examples of responses, at Outstanding and **Scholarship** level (not limited to these examples)

**Note:** Candidate responses are judged holistically.

**Outstanding:**

しゅうかんやでんとうをまもることは大切だと思います。なぜかという、しゅうかんやでんとう、たとえば、「せいじんの日」や年賀状は日本人の考え方や日本を見せるものだからです。どの国にもれきしがあって、日本のしゅうかんとはほかの国のしゅうかんとはとてもちがいます。そのちがいから見えるものがおもしろいでしょう。そして、似ているものもあるんです。しゅうかんやでんとうをまもることによって、日本を見せて、せかいの人にきょうみをもってもらう、しってもらうためです。たとえば、日本でははたち、ニュージーランドでは二十一才の大人になることをいわいするでんとうは子供は家族に、「ありがとう」をつたえるいいチャンスだし、りょうしんは子供が大人になったうれしい気持ちを楽しめます。私たちに日本人は日本が大好きだから、そのしゅうかんをまもっていくことがたいせつだと思いました。とくべつな時をおいわいするでんとうはこれからは私たちがつぎのジェネレーションにつたえていかなければなりません。

**Scholarship:**

日本でもニュージーランドでもしゅうかんやでんとうをまもることはとても大切だと思います。なぜなら、しゅうかんやでんとうは国のとくべつなものだからです。

今まで、むかしの人たちが色々なでんとうをまもってくださいましたから、私たちがそのけいけんを楽しむことができます。たとえば、せいふはしぜんが多いところをまもることになりましたから、2016年にだれでも国立公園にハイキングに行けます。そして、マオリ人があるしゅうかんやマオリ語などつかいつづけましたから、わたしたちがニュージーランドじんとして、マオリ語でうたったり、オールブラックスがハカをおどったりする時、とくべつな気持ちをかんじることができます。私たちの生活がべんりになるために、色々なことがかわってきていますが、むかしからかわらないでんとうをまもるのが、私たちのせきにんだと思います。

**Note:** There is no reference to Japan or NZ in Question 3 as candidates may choose to discuss the preservation of customs and/or traditions in any country/ies.

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.

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 using the language they have learnt creatively.