



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship, 2005

Japanese 93002

National Statistics

Assessment Report

Japanese, Scholarship, 2005 93002

National Statistics

No. Scholarship Results	Results			
	Outstanding	Scholarship	Scholarship	
	No. Awards	% of L3 Cohort	No. Awards	% of L3 Cohort
31	4	0.4%	27	2.9%

Commentary

Candidates who answered all questions, relating their responses to the spoken and written texts as well as providing their own ideas and opinions, performed well.

Those who relied mainly on the expressions and language patterns given in the stimulus text as a basis for their responses were not as successful as those who were able to express their own ideas throughout their written and spoken responses to the text.

Generally candidates wrote/spoke in a relatively formal manner, which is suitable for an examination, but some used language in their writing that is only suitable for spoken situations.

Best-performing candidates

These candidates were able to express their opinion confidently throughout spoken and written text. They were able to use language flexibly, showing an ability to link ideas from the text with their own in their effort to respond to the questions in their own original way rather than just rephrase or summarise the ideas from the text. Typically these candidates were able to draw on appropriate idiomatic expressions and use a wide variety of vocabulary, structures, expressions and kanji.

Candidates who were able to hold readers'/listeners' interest showed a great deal of consideration in answering the questions by carefully manipulating and elaborating the ideas from the text and adding their own thoughts and interpretations.

Other candidates

These candidates did not address all six questions and/or failed to answer questions fully. They typically did not fulfil the requirements of the questions (500-600 kana for the written text and 3-4 minutes for the spoken text). Some were not able to use even the most basic kanji in their writing and made other language usage errors such as mixing up the ~ます form and the plain form.

Some candidates used casual language inappropriate in the context of the examination. They were not able to rephrase, summarise or use their own language to introduce the ideas from the stimulus text. Instead, they tended to produce text which was very close in structure and content to the stimulus text.

Candidates in this category also tended to produce language that had a high proportion of errors both in script and in language usage:

- In an attempt to use as many complex structures as possible in the writing some candidates ended up with uncomfortable matches such as あるなるそうです・わすれしまいます.
- Others were simply unaware of writing conventions such as the use of commas and full stops eg
リサさんは日本に生まれたそれから日本と日本語が大好きそうですよ。
- When reading out the questions for the spoken response some candidates misread
- ‘shin’ for 親（おや）、‘chuu’ for 中（なか）、‘kata’ for 方（ほう）
- Some candidates over-used fillers such as ごめんなさい・ええと・すみません as they clearly tried to show an ability to think in Japanese and disguise any pauses and hesitation.