



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship, 2004

Japanese

National Statistics

Assessment Report

Assessment Schedule

Japanese, Scholarship, 2004

General Comments

The challenge of this examination was to demonstrate an ability to use information heard and read to produce coherent and fluent written and spoken Japanese. Many candidates rose to this challenge and were able to integrate language skills within the time frame given. A good proportion of candidates were able to provide high quality responses throughout.

Candidates had to use material given to them in listening and reading tasks as a basis for their written and spoken responses. They were also required to incorporate answers to questions in these responses. Candidates who answered all questions were more likely to be able to develop their ideas and many used the questions as starting points for their own opinions.

In the spoken response to the reading, candidates took several approaches. Most answered the three questions in the order given though as long as they read out each question before giving the answer, the order did not matter. Some had clearly written out their response and read this word for word onto the tape. For some candidates this increased their confidence in delivery, while others struggled to read their own writing in a fluent manner. Some appeared confident enough in speaking without reference to any notes, though this did mean that in some cases the responses lacked coherence.

NCEA Level 3 vocabulary and structures are sufficient to achieve the standard. Candidates who repeated ideas from the text were still awarded Scholarship provided they used a high level of language, however candidates who were able to express their own ideas in response to the texts were more likely to achieve the standard with Outstanding Performance, providing the other criteria had been met. Some went off on tangents, particularly in the speaking, giving lengthy explanations about places to visit in New Zealand, rather than concentrating on the topic. Sometimes very confident candidates were overly-casual in their use of language and did not pay attention to the accuracy of what they were communicating.

Japanese Scholarship

National Statistics

Number of Results	Percentage		
	Not Achieved	Scholarship	Outstanding
124	56.5	29.8	13.7

Assessment Report

Candidates gaining Scholarship had to be able to extract information from the given passages and express and develop their ideas in a *coherent* manner. Therefore, ideas needed to be presented in a logical, clear and concise manner. It was not sufficient for answers to be presented to questions without the linking of ideas.

In the written response to the listening passage, candidates commented that, according to the passage, neither the Tigers nor the All Blacks had won their top level competition in a number of years. For the Tigers, this meant being number one in Japan, while for the All Blacks it meant being number one in the world. Many were able to add that this comparison brought the two speakers together in a common understanding of the importance of the game they were about to see. The other key point made in this passage was the value of being involved in sports when living overseas.

Even with a number of katakana loan words occurring in the listening, these words were not difficult to decipher though some candidates struggled to copy them correctly from the glossed list into their essay.

Candidates had opportunities in the written and spoken responses both to demonstrate understanding of the text and to develop their own ideas and opinions in relation to the topic. All questions gave clear indicators that detail (せつ明して下さい) and opinion (.....と思いますか。) were required.

In the speaking task, the responses to the three questions were considered holistically so, if candidates gave a brief answer to one question but demonstrated considerable skill in responses to the other two questions, then they were still awarded Scholarship.

Candidates awarded Scholarship with Outstanding Performance were able to express their own opinions about the given topics.

In the writing, some candidates commented on how they were not that interested in sports themselves but the participants in the conversation seemed excited about the upcoming match. Such candidates also elaborated on the benefits of playing sports while overseas. In the speaking, rather than simply repeating the definition given for a working holiday, those candidates who did very well were able to creatively use the language they had to redefine the term. There was also a lot of scope for candidates to make original responses. Some did so by comparing the types of part-time jobs that Japanese visitors to New Zealand undertook, as well as giving comprehensive descriptions of the activities and places that are popular with these visitors.

In the speaking in particular, candidates were able to demonstrate confidence in their delivery with the use of idiomatic phrases and expressions. They were able to self-correct, or re-phrase their thoughts with little or no hesitation. Their ideas were well organised and frequently, when summing up, they would refer back to a point they had made earlier.

Within the range of language up to and including NCEA Level 3, candidates at this level were able to express their own ideas in quite long and complex sentences without forcing different language structures into what they were trying to communicate.

Assessment Schedule**Scholarship: Japanese (Second Language) (93002)****Section One: Writing**

Judgement leading to Scholarship	Samples of Evidence
<ul style="list-style-type: none"> • Uses information from the given texts to express and develop relevant ideas/opinions in a coherent manner. • Writes 300–350 kana. • Uses a wide variety of complex vocabulary and structures up to and including Level 8 of the Curriculum document. • Any errors in language do not hinder communication. • Communicates with fluency.* 	<ul style="list-style-type: none"> • みゆきさんがおうえんするタイガースは18年間日本で一番になっていません。オールブラックスも17年間世界で一番になっていません。ですからみゆきさんとキムくんは、オールブラックスがかたなければならないと思っています。 • どんなスポーツをしても、ニュージーランド人はオーストラリアにまけたくないと思うからです。 • スポーツが出来ると、外国でそのスポーツをして、友だちがつくりやすいです。 • スポーツが出来たら、外国の文化をけいけんし、やすいと思います。みゆきさんはバスケットボールをしたことがあるので、ニュージーランドでネットボールをすることができるかもしれません。

* Fluency means that the candidate's writing 'flows' due to the skilled manipulation of grammatical structures.

Judgement leading to Outstanding Performance	Samples of Evidence
<p>In addition to meeting the criteria for Scholarship:</p> <ul style="list-style-type: none"> • Sustains a wide variety of complex structures and vocabulary throughout both written and oral responses. • Manipulates the language with a certain degree of flexibility and flair. • Communicates in a convincing manner. 	<ul style="list-style-type: none"> • みゆきさんがおうえんするタイガースも、オールブラックスも、ずっと一番強いチームになったことはありません。ですから今日オールブラックスがかってほしいと思っています。 • いろいろなスポーツを知っていたら、外国で友だちをつくったり、外国語をべんきょうしたりしやすいと思います。みゆきさんはバスケットボールをしたことがありますから、ニュージーランドで人気があるネットボールをすることができるかもしれません。

Section Two: Speaking

Judgement leading to Scholarship	Samples of Evidence
<ul style="list-style-type: none"> • Speaks clearly and coherently for approximately 3–4 minutes on the set topic(s). • Uses a wide variety of complex vocabulary and structures up to and including Level 8 of the Curriculum document. • Any errors in language do not hinder communication. • Communicates with fluency.* 	<ul style="list-style-type: none"> • ワーホリは ワーキングホリデーのことです。 • ワーキングホリデービザがあったら、その国に一年間すむことができます。りょ行するだけでなく、はたらくことも出来ます。 • ワーホリでニュージーランドに来ている日本人は、英語を勉強したり、アルバイトをしたり、りょ行をしたりします。 • 日本人に英語を教える仕事があるそうですから、日本に行ったら英語を教えたいと思います。

* Fluency means that the candidate's speaking has no lengthy pauses. It does allow for some thinking time.

Judgement leading to Outstanding Performance	Samples of Evidence
<p>In addition to meeting the criteria for Scholarship:</p> <ul style="list-style-type: none"> • Sustains a wide variety of complex structures and vocabulary throughout both written and oral responses. • Manipulates the language with a certain degree of flexibility and flair. • Communicates in a convincing manner. 	<ul style="list-style-type: none"> • ワーホリはワーキングホリデーの みじかい言いかたです。ワーキングとホリデーのはじめの音をとると、ワーホリになるからだと思います。 • ワーキングホリデーはわかい人のためのせいどで、このビザがあると、りょこうができるだけでなく、アルバイトをすることもできます。ですから、お金があまりなくても外国に行くことができます。 • ジェレミーさんによると、ちがう文化の中で生活することができて、自分について知ることができるそうですから、私もワーホリで日本に行ったら、日本人の友だちをたくさん作って、いろいろな日本の文化をけいけんしたいと思います。