



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **Assessment Report**

## **Scholarship, 2006**

### **Japanese**

## **Japanese, Scholarship, 2006**

### **Commentary**

Candidates had the opportunity to demonstrate both an understanding of complex language and their ability to manipulate language that was seen (reading passages) or heard (listening passages) in order to produce responses in original ways.

In response to the listening passage, candidates were challenged to think of food dishes that shared common ingredients (although they were from different countries). In response to the written text, candidates were not only asked to comment on the key ideas of the passage (why Izumo might be considered the 'birthplace' of Japan and when might be a good time to visit) but they also needed to express their own relationship with a place of importance.

### **The best-performing candidates most commonly demonstrated the following skills and / or knowledge:**

- thorough understanding of language from Curriculum Levels 1 to 8
- ability to interpret, summarize and elaborate on the information and ideas in the stimulus texts
- ability to use own language, rephrasing and linking ideas
- effective use of idiomatic language
- ability to structure responses in a logical and purposeful manner
- careful linking and organization of ideas
- confident and convincing delivery of language. Some candidates spoke with great enthusiasm of places they had a strong connection with.

### **Candidates who did NOT achieve scholarship lacked some or all of the skills and knowledge above and in addition they:**

- did not adequately address all aspects of the question(s)
- were not flexible language users
- failed to sustain a high level of language use across all questions, despite having some very good ideas
- lacked evidence of original thinking
- produced written and / or spoken responses which lacked flare
- did not always provide evidence to the depth of thought required when answering the question(s).