

# 2015 NZ Scholarship Assessment Report

## Japanese

### Part A: Commentary

Comment on the overall response of candidates to the 2015 examination.

Candidates must ensure that they read the questions carefully. It is advised that candidates brainstorm and pre-plan their essays in order to ensure that ideas follow in a logical order and that there is evidence of them having reflected on the question, and carefully considered the meaning of the texts.

They should also focus on being succinct. Quality is more important than quantity!

Candidates are taught in their literacy based subjects to write an introduction, a paragraph body and a conclusion. It is advised that the candidates follow this best practice in their scholarship papers as well.

#### Question One

- Language was pitched at a good level and was easy to follow and understand.
- Content dealt with a topic which impacts hugely on both countries with our aging population. Something that is of a concern to both New Zealand and Japan.

Many of the candidates summarised the listening passage, without addressing the, 'Why do you think this?' part of the question. Candidates need to fully interpret the stimulus material and also demonstrate independent reflection.

Most candidates just gave back information regarding what they had heard. This could be because a) the aging population in Japan and the issues are likely not to have been discussed in most Japanese classes so they could only base it on what they have heard as they have little external knowledge, or b) many of the candidates are new New Zealanders and so do not have personal experience of the aging population situation in New Zealand.

#### Question Two

- Language was targeted at the appropriate level.
- Content provided interesting and well researched articles. However, as all three articles talked about Japan and the questions asked about New Zealand as well, this led to a massive amount of stereo-typing by the candidates (both about Japan and New Zealand).

#### Article One - Japanese elderly and the internet:

Several candidates made the assumption that Japanese elderly tend to go to university now and study after having read about Nosaku, commenting that in New Zealand this doesn't happen. The candidates also often tended to assume that the Japanese elderly were internet savvy and use it quite often.

#### Article Two- Phones created for the elderly.

Candidates enjoyed this article and commented that it would be good if there were these kinds of phones here for the elderly.

#### Article Three - Robots made for the elderly.

Many candidates were under the impression that these robots are to be found far and wide in Japan.

Candidates were asked:

How is technology having an impact on the lifestyle of the elderly in Japan? What is the case in New Zealand? Most candidates either missed this part out or wrote a very brief paragraph. This led to comments which talked in stereotypes quite often, such as:

New Zealand was a 'philistine country' in terms of technology; New Zealand was backwards in the use of technology; Our aged population doesn't know how to use technology etc.

Only one candidate mentioned that we offer community courses here in New Zealand where people of all ages can learn how to use technology. Two students talked about the St John alarms and the use of technology there to keep the family members safe. Three students talked about the use of Skype etc. to keep in contact with family overseas, one mentioning that there is probably more a need for this in NZ than in Japan as New Zealanders tend to travel. One candidate spoke about their grandmother using an iPad. One candidate spoke about how their family gave their grandparents smart phones but they don't use them. They just want to be able to use them to call. One candidate wrote that their grandparents live in America so it is hard to comment on. Some candidates wrote that they were not too sure as their grandparents don't live here.

## Question Three

Candidates on the whole, really tried hard to answer this question and put themselves in the shoes of someone 62 years older than them.

## Part B: Report on performance standard

<b>Scholarship with Outstanding Performance</b>	<p>Candidates who were awarded Scholarship with Outstanding Performance commonly:</p> <ul style="list-style-type: none"> <li>wrote responses for all three sections focused directly on what the question was asking. They developed their argument strongly expressing their viewpoint and referring back to it throughout their essays and speech. The response was relevant to the question, providing evidence by referring back to the text(s). Their ideas were not complicated, instead the ideas/ points were stated and then given depth through giving reasons/ personal reflection.</li> </ul>
<b>Scholarship</b>	<p>Candidates who were awarded Scholarship commonly:</p> <ul style="list-style-type: none"> <li>gave responses that interpreted the material and presented arguments. However, their responses tended not to have the personal insight or depth of thought present in the Outstanding.</li> </ul>
<b>Other candidates</b>	<p>Candidates who were not awarded Scholarship commonly:</p> <ul style="list-style-type: none"> <li>did not pay particular attention to the questions being asked. For Question One, candidates tended to not explore the 'why' part of the question. This was an opportunity for the candidates to discuss their thoughts and reasons clearly in their essay</li> <li>for Question Two, candidates tended to give a summary of how technology is having an impact on the lives of the elderly in Japan by paraphrasing or translating the articles with very little personal reflection on what they thought of this. There was often little reference made to NZ in their essays</li> <li>Question Three - candidates needed to give clear arguments as to why they wanted to live in New Zealand or Japan. Some candidates tended to repeat information which they heard in the listening or read in the article. When referring back to the stimulus material, they needed to make a direct link of this fact back to their reason(s) for choosing Japan/New Zealand and why this influenced their choice. They also needed to go beyond the material and give a personal reflection.</li> </ul>