

Assessment Schedule – 2024

Scholarship Japanese (93002)

Question One							
Performance not at Scholarship level				Scholarship Performance		Outstanding Performance	
The candidate: • makes errors that may hinder communication • expresses some personal opinions, beliefs, viewpoints, or ideas • demonstrates some independent thinking • uses a (limited) range of structures and vocabulary that are only sometimes integrated into the response • inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas • assembles ideas that are limited or partially developed and that only sometimes go beyond the given stimulus material.				The candidate: • effectively communicates, in a natural way, and in a manner that is fluent and flexible • develops and integrates personal opinions, beliefs, viewpoints, or ideas • demonstrates aspects of high-level analysis and critical thinking • uses a wide variety of complex structures and vocabulary up to and including CL8 or equivalent that is well-integrated into a synthesised response • interprets the stimulus material and makes connections with their own ideas that go beyond the given material • engages the intended audience throughout the response • demonstrates highly developed knowledge and skills in written language • expresses ideas with precision and clarity • makes logical, clear, concise, and relevant use of written language.		The candidate: • effectively communicates, with sophistication and style, in a natural way, and in a manner that is sustained, fluent, and flexible • develops and integrates sophisticated personal opinions, beliefs, viewpoints, or ideas that are perceptive and insightful • demonstrates aspects of high-level analysis and critical thinking • uses a very wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a high-level synthesised response • fully interprets the stimulus material and makes connections with their own ideas that go beyond the given material and which demonstrate independent reflection • captivates the intended audience throughout the response • demonstrates sophisticated knowledge and skills in written language • expresses ideas with precision and clarity, in a convincing way • makes logical, clear, concise, and relevant use of written language.	
1	2	3	4	5	6	7	8

Question One

“Everyone should have a pet.” Do you agree or disagree?

Use evidence from the passage, as well as your own and others’ views, to support and justify your response. Develop a structured and well-considered argument.

POSSIBLE EVIDENCE: Examples of response at Scholarship and Outstanding levels (not limited to these examples).

Note: For both Outstanding and Scholarship, writing may not be error-free. However, 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.

0–4	5–6	7–8
Limited use of examples from text to justify own opinions or perspective. Little evidence of personal perspective to support their argument(s). Translation of passage only.	The candidate identifies most of the main points from the passage and expands on them with: • Clear examples from the passage linked with other knowledge and personal opinion, e.g.: - Everyone should have a pet because they are cute, kind, and make you laugh. - Pets can help you ease your stress. - People who live in a narrow apartment or in a city shouldn’t have a pet, and the reasons why. - People who work all day shouldn’t have a pet, and the reasons why. - There are pet cafes where you can interact with pets, so there is no need to have your own. - The cats at the cat cafe are strays, so it is good to give them a home. - Having a pet is easier these days because you can take them to work, and the benefits of this. - You don’t need to have a pet because there are animals at school and work that you can interact with. • Personal reflection, expressing and developing ideas with precision and clarity, e.g.: - Own ideas relating to why people should have a pet or not. - Reflection on their own experiences with pets. - Reflection on experiences with animals at school or in a workplace. - Personal experiences of animal cafes in Japan or other places.	The candidate fully interprets the passage and: • Draws conclusions and makes connections with own ideas beyond the passage. • Uses concrete examples as a basis for discussion, e.g.: - Considers the pros and cons of different types of pets and different living situations. - The animals in the cafes have often been rescued, so the cafe is beneficial to animals and humans. - Considers the benefits to humans of therapy dogs at school, having dogs in the workplace, and meeting dogs in public places. • Shows evidence of independent reflection, e.g.: - Considers, from a range of perspectives, whether it is ethical to have pet cafes. - Considers whether the benefits of having a pet outweigh the need to look after them. - Considers the ethics of keeping animals in a home, apartment, city, etc. - Draws on personal experience for additional examples. • Shows evidence of ideas that are perceptive and insightful, e.g.: - Considers that humans and animals have interacted for centuries in different ways and that this interaction is inherent to being human. - That the benefits animals provide for people outweigh the difficulties faced in caring for them.

	- Experiences taking their own pets to cafes or meeting animals in public places. • Conclusions, e.g. - Pets are good for your health because you have to take them for a walk, they make you happy, decrease stress, etc. - Having a pet is good for the humans but not for the pets because ... - The negatives outweigh the positives of having a pet in the city because ... - Looking after a pet outweighs the benefits of having a pet. The candidate does not fully develop these ideas.	- Considers that humans are constantly finding ways to interact with animals (as pets, in cafes, in schools, and at work) and therefore there must be an inherent need to be with animals. - Discusses how dogs and other animals have an innate desire to please and care for humans – that having pets in schools and the workplace fulfils the need to the animal to care for humans. - Humans and animals should interact with each other – this is part of nature. - considers whether it is OK for animals to be in a cafe just for the amusement of people – taking cute photos to show their friends.
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Notes: Candidate responses are judged holistically. Teachers and candidates should refer to examination paper exemplars from previous years on the NZQA website to help them understand what is required for success in New Zealand Scholarship.

Question Two							
Performance not at Scholarship level				Scholarship Performance		Outstanding Performance	
The candidate: - demonstrates superficial or limited understanding of the text(s) in English or te reo Māori - inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas - assembles ideas that are limited or partially developed and which only sometimes go beyond the given stimulus material - offers arguments that are unclear and/or are not supported by effective examples - presents a descriptive rather than analytical response.				The candidate: - demonstrates understanding of the text(s) and justifies their own argument(s) in a coherent way in English or te reo Māori - interprets the stimulus material and makes connections with their own ideas that go beyond the given material assembles ideas with precision and clarity in a logical manner, through a synthesised response to the question/statement; arguments are supported by examples that are evaluated - develops and integrates personal opinions, beliefs, viewpoints, or ideas that acknowledge and explore different perspectives and which go beyond the given material.		The candidate: - demonstrates understanding of the text(s) and inferences and justifies their argument(s) in a sustained, convincing, and coherent way in English or te reo Māori - interprets and evaluates the stimulus material and makes connections with their own ideas that go beyond the given material and which demonstrate independent reflection and extrapolation assembles ideas with precision and clarity in a logical and seamless manner, through a deliberate synthesised response to the question/statement; arguments are supported by examples that are effectively evaluated; implications are drawn - develops and integrates sophisticated personal opinions, beliefs, viewpoints, or ideas that are perceptive and insightful and which investigate and extensively explore different perspectives demonstrates insight and independent reflection at the highest level.	
1	2	3	4	5	6	7	8

Question Two

Should people rely on animals to help them in their daily lives? Explain why or why not.

Use evidence from the three reading texts, as well as your own and others' views, to support and justify your response. Develop a structured and well-considered response.

Respond in English or te reo Māori.

POSSIBLE EVIDENCE: Examples of response at Scholarship and Outstanding levels (not limited to these examples).

0–4	5–6	7–8
Translation of texts only.	- Animals have always played a part in people's lives in Japan. You can see this in the stories which still exist in Buddhism and Shinto religions and common folk stories. - Farmers have relied on foxes to show them when there will be a good crop of rice. People rely on the Chinese zodiac animals to tell them their personality and what their fortune will be. People often buy a maneki-neko to display in their home or their shop. If it waves ... - By relying on mythological animals, we feel lucky. - Dogs in particular can be trained to do a wide range of things to help people – find drugs and fruit at an airport, find animals in a conservation park, and even help people get closer to wild animals in order to study them. - Therapy dogs are really important, because they can help people relax. This can help them to recover from illness or it can help them to study at school if they are nervous or worried. - After a natural disaster, such as the tsunami in Japan, therapy dogs were useful to help people cope with the stress. - Often dogs that are lost or haven't been treated well can be trained to be therapy dogs. - Examples of how animals can help humans.	People should rely on animals in their daily lives. - Animals have a special relationship with people – there is a special bond which allows them to understand what humans need. - Dogs can be trained over time and can understand complex instructions. - On the other hand, we have to be careful about how we treat animals. They aren't creatures that we should use for our own benefit without thinking about them. - Might pose questions as to the ethics of relying on animals in our daily lives and whether there is a price the animals have to pay for supporting humans. - Advantages/disadvantages of believing in superstitions/myths surrounding animals (e.g., people feel motivated to work harder when they see foxes or conversely feel hopelessness when they don't, and the result of this). - Although it's great that dogs that have run away can find a new home by becoming therapy dogs, the fact that they have been treated poorly by humans is still a problem. If we are going to rely on animals, then we should treat them well. - Animals also benefit when we rely on them, e.g., they get much wanted companionship, a home, fed, etc.

Notes: Candidate responses are judged holistically. Teachers and candidates should refer to examination paper exemplars from previous years on the NZQA website to help them understand what is required for success in New Zealand Scholarship.

Question Three							
Performance not at Scholarship level				Scholarship Performance		Outstanding Performance	
The candidate: - communicates with limited confidence in a manner that is hesitant - expresses ideas without a coherent or logical sequence; inconsistently engages the intended audience - inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas - uses a (limited) range of structures, vocabulary and occasional (or little) use of idiomatic expressions - speaks with incorrect intonation; accent affects communication; fails to self-correct.				The candidate: - effectively communicates in a manner that is natural, fluent, and flexible - expresses ideas with precision and clarity - interprets the stimulus material and makes connections with their own ideas that go beyond the given material - uses a wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a synthesised response - speaks clearly and concisely with correct intonation; accent has little effect on communication; self-corrects as necessary - uses language appropriately such as idiomatic expressions, fillers, and pauses that fit the context.		The candidate: - effectively communicates with sophistication and style, in a manner that is natural, fluent, and flexible - expresses ideas with precision and clarity, in a convincing way fully interprets the stimulus material and makes connections with their own ideas that go beyond the given material and which demonstrate independent reflection and extrapolation - uses a very wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a high-level synthesised response - speaks clearly and concisely with correct intonation; accent has no effect on communication; self-corrects as necessary - uses language appropriately such as idiomatic expressions, fillers, and pauses that fit the context.	
1	2	3	4	5	6	7	8

Question Three

This question requires a spoken response in Japanese.

Respond to the question below in Japanese, referring to information in the reading texts and/or the listening passage.

How can animals support our well-being?

Support your response by referring to information in the listening passage and / or the reading texts, and your own experience, ideas, and opinions.

POSSIBLE EVIDENCE: Example of responses at Scholarship and Outstanding levels (not limited to these examples).

Note: The candidate's response is unlikely 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 creatively using the language they have learned.

5–6	7–8
The candidate: • mostly uses examples from the reading and listening texts • starts to link examples from the texts and their own examples to their experience and opinions • begins to give opinions about whether animals are necessary to support our well-being • discusses and gives examples of challenges as well as benefits and enjoyable aspects of interacting with animals.	The candidate: • uses similar information to other candidates, but cites relevant examples showcasing their experience and level of competence, and considers possible scenarios with pros and cons • demonstrates a high level of sophistication and fluency in their spoken response • shows precision and clarity in their explanation, backed with examples, in a well-constructed response • discusses ways animals can support our well-being, giving examples from the texts and providing some examples from their own lives, such as dogs in schools, pets, other rescue dogs, etc. Considers the holistic benefits not only for our physical and mental well-being but also examples of how animals provide whānau health, protect our environment, and give us spiritual guidance.

Scholarship	Outstanding Scholarship
16–21	22–24