

Assessment Schedule – 2025

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

Do you think it is possible to bridge the generation gap between younger and older people through shared hobbies?

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.	• Yes, you can share stories about what you have done. For example, Mayu and her grandad can share stories about the different crafts they have made. • It's great when younger people start doing traditional hobbies because they can show them to their grandparents and their grandparents will like them. • It's not just the younger people who can do older people's hobbies, but also the older people can do younger people's hobbies. For example, in the text Mayu's grandad is trying hip hop. • You can make gifts for the people you know. Giving gifts to the elderly is a great way to make them feel happy and form a connection with them. • When we talk about our hobbies together, we find things in common/that we both like. For example, Mayu and her grandad both like to make things. <i>Include what they have in common with their grandparents.</i> • It brings the younger and older generations together to have shared experiences. For example, Mayu's grandad goes to a hip hop competition where there are both young and old people. • Mayu's grandad says he thought that people didn't give hand-made presents anymore. So he is pleased that Mayu is making presents. • A lot of teenagers are just on their phones, as Mayu says, but crafts are also becoming more popular. Young people like Mayu are taking a break from technology and looking for new crafts to make. <i>Provides examples where this has happened in their own lives or their friends' lives.</i>	• When you give a gift the person can relate to, they will appreciate it more. In this way, Mayu's grandad appreciates the gift more, because it is something she made. • You come to appreciate each other more. The young people at the hip hop competition realise that older people are also capable of dancing. They also appreciate each other's music. • You can share stories of what you have done. Mayu is able to explain how she is learning crochet, and Mayu's grandad can explain how he did lots of traditional crafts for special celebration days, such as Children's Day. <i>Explain a situation where they shared a story with their grandparent.</i> • A lot of older people don't understand how to use the internet. Having online chats explaining how to do traditional crafts could bridge the generation gap. • You can make good memories together if you have shared hobbies, especially when you make crafts that have a meaning, like Mayu's grandad did. • You can give each other advice when you share the same hobbies. In this way, the young may come to appreciate the elderly more, because they will want to listen to their advice. Mayu does this when she asks her grandfather for advice about her crocheting hobby, and also when she asks about her granddad's hip hop music. • The young don't always enjoy or appreciate the elderly, so when they have a shared hobby, they begin to understand each other. • When we teach others about our hobbies, we have shared experiences, which help us to understand each other. • <i>Explains similar situations with their grandparents or other older people, and explains how the hobbies helped them to relate.</i>

	• Mayu's grandad will teach her mahjong because she doesn't know the rules and thinks it looks difficult. • Learning new things is good for older people's brains. • <i>Explains what hobbies they share with their grandparents or other older people.</i> • No, the generation gap remains due to different values/experiences growing up (in different times). • The age gap can lessen but will not disappear/be eliminated.	• We can deepen/broaden relationships through shared hobbies, but this will not totally eliminate the generation gap.
--	--	---

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

In what ways are hobbies related to our identity?

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.

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.	- You can join clubs, such as the bowling club. In the club you can meet new people and make new friends. - Clubs often have events where new people are invited – just like at the bowling club – so you get to try the club and meet new people. <i>Own experience of going to a club.</i> - Even though Aiden Takarua is a young person, he has been included in the New Zealand bowling scene – he has developed a sense of belonging to that community because of the hobby he is doing. - When you are able to do your traditional crafts, such as the Ainu patterns, it is a way to learn about your traditional culture. This creates a sense of identify and belonging. - There are hobbies to suit every person. The bowling club is suitable for people who don't like to run but enjoy sport. - When you talk to people you have a shared interest with, it makes you happy. - When you take part in events such as the yabusame competition online or the bowling club event, you meet new people and make new friendships. - For Māori and the Ainu people, doing hobbies is a way to practise their culture and express their identity. - Yabusame was shown at the Olympics to tell other countries about traditional Japan. <i>Discusses their own hobbies and club activities and how they have shaped their identity – could include activities, friends.</i>	- When people have been discriminated against in the past, like the Ainu people were, it has been difficult for them to practise their traditional hobbies. Because of this, they may lose their sense of belonging <i>OR</i> participating in traditional hobbies is a way to build/regain cultural identity. - I think that in New Zealand, Māori have a strong sense of belonging because their culture is protected. We learn the language in schools and we try traditional arts and crafts. For Māori, when these things become their hobbies and are a part of their everyday life, they develop a strong sense of belonging. - You can express who you are by finding the right hobby to match your interests and personality. - Your hobby can determine your future – the person who wants to do yabusame is determined to go to Japan in order to follow their hobby. <i>Description of other people whose hobby has become their career.</i> - Yabusame has become more popular in Japan. This could be because they want to connect with their traditional roots and identity as Japanese people. - Symbiotic relationship where hobbies help build identity and/or deepen connection to identity and in turn the hobbies help shape aspects of identity/personality.

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 listening passage and/or the reading texts.

Are traditional hobbies still relevant in a digital society?

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

- Traditional hobbies are good for our minds and bodies. You need to think about what you do and to make decisions.
- Traditional hobbies, such as crochet, have become popular again among young people because they like to make things for other people and give them as gifts.
- When you experience traditional hobbies, such as making the Ainu phone stand, you learn about traditional cultures.
- Yes, traditional activities like yabusame are still very popular. Yabusame is exciting because you ride a horse while doing it. You dress up in a traditional costume, etc.
- Playing the digital game encouraged the person to try yabusame in real life.
- Yabusame was shown at the Tokyo Olympics. Traditional hobbies can show people from other countries about our culture.
- People don't want to play just digital games, they also want to do physical activities, such as yabusame or lawn bowls.
- Even traditional sports, like bowling, are fun for young people. Aiden Takarua is very successful at bowls and plays in other countries.
- No, you can take up new hobbies, like hip hop. Even the elderly don't need to stick to the hobbies they had in the past, like ikebana and origami, they can try new things like hip hop.
- No, the person could try yabusame by playing a digital game and doesn't need to play the real game.
- *Includes own experiences with traditional hobbies.*

7–8

- Traditional hobbies bring the generations together. They are important to make connections between the generations.
- Traditional hobbies teach us about the things that our grandparents enjoy, so they are important if we are going to be able to connect with them.
- Traditional hobbies, such as yabusame, have been made popular by video games. In this way people learn about them and then want to try them in real life.
- You understand more about traditional/indigenous cultures by trying their hobbies. Sometimes you have to learn some of the language in order to be able to do the hobby.
- Traditional hobbies can be shared through the digital world and therefore made/kept alive
- Traditional hobbies help to protect indigenous cultures and their identity.
Example of karakia and weaving.
- *Includes examples of traditional hobbies that are relevant today and the reason.*

Scholarship	Outstanding Scholarship
17–21	22–24