



Examiners' Report

June 2010

GCE Japanese 6JA01 Paper 1



Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com. If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated Modern Foreign Languages telephone line: 0844 576 0035

ResultsPlus

ResultsPlus is Edexcel's free online tool that offers teachers unrivalled insight into exam performance.

You can use this valuable service to see how your students performed according to a range of criteria - at cohort, class or individual student level.

- Question-by-question exam analysis
- Skills maps linking exam performance back to areas of the specification
- Downloadable exam papers, mark schemes and examiner reports
- Comparisons to national performance

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus.

To set up your ResultsPlus account, call 0844 576 0024

June 2010

Publications Code US024393

All the material in this publication is copyright
© Edexcel Ltd 2010

Introduction

This was the second year of examination for 6JA01. The standard achieved by candidates rose slightly and there was evidence that both teachers and candidates were more familiar with the type of questions that would appear in the paper.

Question 1

Most candidates attempted this question. (e) turned out to be the easiest while parts (b) and (c) proved to be the hardest.

Question 2

The stronger candidates all attempted this question. "もんだい" was generally recognized by candidates. "がくしゅう" caused a lot of problems, with variations including "がくなら". "こたえる" was often confused with "おしえる".

Question 3

It was pleasing that the majority of candidates attempted the whole of this question. However, (a) むずかしく seemed to cause a lot of problems, presumably because candidates were more familiar with the form むずかしくありません. "選んで" was often chosen for (d), perhaps because candidates missed the 書いたり earlier in the sentence.

Question 5

It was pleasing that even the weakest candidates attempted to respond to some of these questions, if not all.

Candidates should be reminded that there are 5 marks for the quality of language used in this question, and so they should make every effort to write in grammatically correct sentences.

This is a typical response by a strong candidate. Note that all the questions have been answered in full sentences.

5 下の質問に日本語の文で答えなさい。

(a) 林さん家族はどこに住んでいますか。

(1)

林さん家族は千葉県に住んでいます。

(b) タナンヤさんは、どこから来ましたか。

(1)

~~タナンヤさんはタイからの~~ タナンヤさんはタイから来ました。

(c) 林さんのうちのお母さんの仕事は何ですか。

(1)

林さんのうちのお母さんは先生です。

(d) 林さんたちは どうしてホームステイの家族になりましたか。

(1)

~~自分~~ 自分たちも留学生の力になるう、と思^{林さんたち}います。と思^{林さんたち}います。

(e) タナンヤさんは よろこんで和食を食べますか。

(1)

はい、食事は家族と同じ物を食べます。

(f) タナンヤさんは、家事は、何をしていますか。

(1)

せんたくなど をしています。

(g) お母さんはタイ文化のいい点は何だと思っていますか。

(1)

お母さんはタイ文化のいい点はたくさんだと思っています。

(h) お母さんはどうして日本文化について調べましたか。

(1)

お母さんは日本文化の新しい事を学びたいです。
~~新しい事を学びたいです。~~

(i) 日本に来る^{リョウガクせい}留学生は、中国からと、オーストラリアからと、どちらの ほうが多いですか。

(1)

日本に来る^{リョウガクせい}留学生は中国からのほうが多いです。

(j) 日本に来る^{リョウガクせい}高校留学生の数をふやすには、どんな問題がありますか。

(1)

日本に来る^{リョウガクせい}高校留学生の数をふやすには、ホストファミリーは足りません。

**ResultsPlus**

Examiner Comments

The content mark is 8/10 as (g) and (h) are incorrect. The quality of language recieved 4/5, mainly for the correct and complex grammar in (i).

**ResultsPlus**

Examiner Tip

To score well on quality of language, remember to (1) write in sentences and (2) use a couple of AS grammatical structures where appropriate.

5 下の質問に日本語の文で答えなさい。

- 千葉県 (1)

- 留学生, ~~那里~~ ^{where} come from 英国 (1)

- 林さんの家族は二人とも先生をしているお父さん

- (d) 林さんたちは どうしてホームステイの家族になりましたか。
~~親を大切に育てる文化に感~~ ^{why home stay house muse} ⁽¹⁾ ~~と~~ 高木君に通っていただきますか。

- はい。

- 食事は家族と同じものを食べます。

- (9) お母さんはタイ文化のいい点は何だと思っていますか。
木村ちゃんのお母さんは「親を孝行にさせる」^{good}タイの文化に^{what}「^{think}」
感じています。

- (h) お母さんはどうして日本文化について調べましたか。
 Mum's cooking rap
- 日本の様々な文化について新しい事を学びました。(1)

- (i) Japan come 留学生, mid-country 中国から, Australia from オーストラリアから, どちらの ほうが多いですか。
 how much 多い, lots 多い, 日本に 来る 留学生 一番多いのは 中国からの 留学生です。
 日本に 来る 留学生 一番多いのは 中国からの 留学生です。
 日本に 来る 留学生 一番多いのは 中国からの 留学生です。

- (1) Japan came ^{リョウがくせい} 日本に来る高校留学生の数をふやすには、どんな 問題 ^{what type} がありますか。 ^{school}

~~留学生~~ 留学生 (1)

**ResultsPlus**

Examiner Comments

The content mark was 5/10, with (a), (c), (e), (g) and (i) being correct. The quality of language was given 2/5 mainly because (a) and (b) were not written in full sentences, even though these are GCSE level language questions. Judging by the English writing on the script, it is clear that the candidate did understand what these questions were, so it is a shame that they did not write out the answer in a sentence - these must be sentence patterns that had been practiced in class.

**ResultsPlus**

Examiner Tip

Remember to write in full sentences when responding to the reading comprehension questions.

Question 6

This translation proved harder than the examiners originally expected. The difficulties seemed to be around moving from the general (みなさん) in the opening and closing paragraphs to the particular experiences of one person in the middle two paragraphs. The tenses also caused a lot of difficulty. The easiest paragraph was perhaps the third one: some of the weakest candidates had given up by this stage, so a message to candidates would be to keep trying the whole way through.

Please note that this question is no longer marked overall by criteria, but sentence by sentence. Please see the mark scheme for how the passage was split up into 9 smaller parts.

This is fairly typical of a good candidate. The candidate has tried all the way through, and has clearly understood the passage correctly. However, when you look at it in more detail quite a few errors emerge.

Get ~~back~~ healthy with radio warm up exercises

It's ~~already~~ the summer holidays already! Is everyone feeling lively? Are you one of the people who will get up early to come and do radio warm up exercises?

When I was in elementary school, I started to always do radio warm up on the first day of the summer holidays. It must not start any later than 6:30. Even ~~if~~ ^{when I'd} not had much sleep, I did my best and went to the nearest park every morning. We ^{team} ~~we~~ would meet by the loud sound of the radio, and everyone did warm up exercises. As ~~we~~ ^I was doing the exercises, my body was gradually warming up, I was becoming more energised.

When we'd finished the exercises, ~~we~~ ^I received a stamp on ~~my~~ card, before walking home again. I was hungry by the time I got home, and so breakfast was really delicious.

~~What~~ what might people's summer holidays be like now? Do they rise early and everyday be a bit healthy?

**ResultsPlus**

Examiner Comments

The first two sentences gained 1/2 (or sankaku if you are thinking in Japanese), because the 真ん中 had not been understood. The next sentence recieved 1 (maru).

In the second paragraph, the first sentence was given 1/2, because of the misunderstanding over the "first day of the summer holidays". The next two sentences were taken together and given zero (or batsu if you are thinking in Japanese), because of the "it must not (wrong subject) and "even when I'd not had much sleep". The next sentence was given 1/2 (you can't meet by a sound). The following sentence was also awarded 1/2, partly for the missing "felt as if" and partly for the odd use of the continuous tense in English.

On the third paragraph, the first sentence gained 1/2 (it was very typical for candidates to muddle up the "walk" and "run" kanji), and the second sentence was given 1.

The last paragraph was given 1/2, since the idea of addressing the reader coveyed by みなさん had been lost.

Adding this all up gives a mark of 5/9.

**ResultsPlus**

Examiner Tip

Read the Japanese very carefully. Keep working through right to the end. Make sure you write in good quality English.

This is a fairly typical example of the performance of a weaker candidate. However, the candidate should be commended for not giving up but working through to the end. The candidate has understood a lot of the vocabulary, but has often missed the full meaning of the sentence.

Be lively everyday in Radio exercise.

It's still the summer holidays. Is everyone still energetic?
Are there people who wakes up early and ^{are going} ~~go~~ to radio exercise?

When I was at primary school, I started ^{doing} radio exercise ~~at the~~ all the time on the first day of the summer holidays. I start at 6:30, and I am never late. I was only a little bit tired. Every morning, I tried my best, and ran to a ~~part~~ nearby park. Together with loud radio music, everyone did radio exercise. ~~Es~~ when I did the radio exercise, ~~my~~ ^{my} body ~~gradually~~ would feel lighter. when ~~I~~ wake up.

When ~~I~~ ^I completed the exercise, you ~~got~~ ^{got} a card and stamp, and ~~I~~ ^I would've had to run back home. When ~~I~~ ^I arrived ~~had~~ home, I felt hungry, and breakfast was very tasty.

~~How are everybody's summer~~
~~How I E~~
How ~~is~~ ^{are} everyone's summer holidays now?
Do you wake up early and are you being healthy?



ResultsPlus

Examiner Comments

Typical errors include the "still" in the first couple of sentences; the confusion of subject in "I must start at 6:30, and I am never late"; the incorrect tense in "I would've had to run back home".

Overall this translation scored 3/9.

This is the work of a strong candidate. It is a careful translation in which the candidate has made sure no information was omitted.

With Rajio exercise lets be healthy everyday.
 It is already the middle of the summer holidays. Are you all living healthily? Are there people who wake up early in the morning and go to do Rajio exercise?
 When I was a primary school student, I would start each day of the summer holidays doing Rajio exercise. I couldn't be late for the six o'clock exercise. Even if I was tired I would try hard and run to the park. We did exercises matching to the loud music ~~pieces~~ which were played whilst doing exercises you gradually feel more awake.
 When we had finished doing the exercises we were given a stamp on a card. Then I ran back home again. When I arrived home I would be extremely hungry and the breakfast would be really tasty.
 How are your summer holidays now? Are you waking up early and living each day healthily?



ResultsPlus

Examiner Comments

The piece scored 7/10; several small mistakes can be seen eg six o'clock (the passage said 6:30), music which were played (grammar), and you gradually feel more awake (tense).



ResultsPlus

Examiner Tip

Re-read the Japanese to make sure you've not missed anything out. It's a real shame to get the time wrong by failing to read one simple kanji. Re-read your work when you have finished, to make sure there are no mistakes in the English.

Question 7

The continuous writing was generally tackled better than last year. Most candidates were able to write on the first bullet point (why high school students should not smoke), with the best candidates offering several different reasons. The second bullet point was not fully explored by many candidates, and it often ran into the third bullet point (giving advice to Akiko). Sometimes the advice was confused as to whether it was advice to Akiko or Akira.

Candidates do need to make sure they address ALL the bullet points, to score well on the "content and response" criterion.

There is evidence that candidates are making a big effort to use AS grammar and kanji in their essays. Many candidates lose marks because they use the grammar, but it is not used correctly or comprehensibly in context. It comes across that they know they should write "ことができます" somewhere, so they duly put in a "ことができます", but seem totally unaware that this structure means "can", and it's not in a sentence where "can" would make sense.

This year the verbs する and する, with many inaccurate variations on their te forms, caused a lot of problems. The grammar of permission and prohibition also caused a lot of confusion - a very large number of candidates wrote that they had to smoke in their schools.

Candidates need further guidance on the use of punctuation and 原稿用紙. Candidates need to be aware that かつこい conjugates.

This is the first page of an essay and is a fairly typical example of a candidate who would score 11 for quality of language. There is clearly evidence of an attempt to use AS grammar, but there are so many little errors that it cannot be described as "good level of accuracy" in order to be awarded 12.

世	校	に	こ	良	す	の	リ	校	な	か	と
ん	へ	、	と	い	。	方	一	生	い	ら	て
。	行	毎	が	の	タ	が	生	は	方	、	も
明	が	日	で	グ	バ	大	け	タ	が	タ	下
く	な	に	き	ー	コ	切	ん	バ	い	バ	け
ん	か	明	ま	レ	セ	た	命	コ	い	コ	ん
は	も	く	サ	ド	す	と	勉	を	で	を	こ
お	し	ん	ん	を	る	思	強	す	す	す	う
と	れ	は	。	と	と	い	す	う	。	っ	で
や	ま	学	ま	る	、	ま	る	よ	高	て	す

**ResultsPlus**

Examiner Comments

There is no opening sentence to introduce the essay; neither has there been one square indented.

The 下 and 不 confusion in the first line impedes communication.

The すってない in line 2/3 as well as the するの 方が are incorrect. In line 7 the する is the wrong verb, and in line 8 there is an extra の, and the word for "grade" was not known. There is an い missing in line 11.

**ResultsPlus**

Examiner Tip

Accuracy in writing is important. It is essential that candidates take time at the end to check for any mistakes.

This is the middle page of an essay which was given 24/28 for content and 16/18 for the quality of language.

た	彼	の	か		達	め	多	け	コ	方	高
の	と	友	言	本	と	に	バ	ん	を	が	校
友	お	達	っ	当	話	く	コ	こ	す	い	生
達	つ	は	た	に	す	い	を	う	っ	い	は
は	も	勉	方	「本	の	ど	す	に	た	で	本
弱	話	強	が	当	が	す	っ	悪	ら	ず	や
ん	し	を	い	の	大	。	て	く	、	。	洋
こ	ま	し	い	友	切	そ	い	な	大	生	服
う	す	な	で	達	ど	し	る	り	人	徒	を
の	。	お	す	は	す	た	時	ま	の	は	買
問	猫	と	。	何	。	ら	、	す	時	お	っ
題	か	、	私	何		友	や	。	に	バ	た



ResultsPlus

Examiner Comments

For the quality of language, you can see that every sentence contains an AS grammar structure, and there is a high level of accuracy. One final improvement would have been to use more linking words so that the piece flows better.

In terms of content, this is the end of the first bullet point and beginning of the second one. Although the linguistic signalling could be stronger, the following arguments against smoking are made in the first half of the page: expensive (you're better off buying books and clothes), you'll get ill when you're older, and it's hard to stop once you start smoking. Getting this amount of content across in 7 lines is a sign of a strong candidate.

You can also see the beginning of the second paragraph, where the candidate is arguing that a true friend should say something. The candidate is using himself as an example, and saying "if my friends are not studying I warn them", although this could have been better signalled as an example.

This is fairly typical of a candidate who would be given 7 or 8 for the quality of language. This response achieved an 8 overall.

は	す	か	き	高	は	友	っ		で		秋
タ	い	ら	で	校	い	達	て	高	す	こ	子
バ	で	。	す	生	け	は	は	校	か	ん	さ
コ	す	タ	。	は	ま	タ	い	生	。	に	ん
を	。	バ	お	,	せ	バ	け	は		ち	へ
使	で	コ	い	タ	ん	コ	ま	タ		は	
れ	も	が	し	バ	。	を	せ	バ		。	
は	,	買	い	コ	そ	す	ん	コ		お	
,	両	い	で	が	し	っ	か	を		元	
高	親	や	す	好	て	て	ら	す		気	



ResultsPlus

Examiner Comments

The language is accurate, but it is mostly GCSE language. The タバコをすってはいけません」 has not only been lifted from the question paper but it has also been repeated twice. It is good that this candidate can use から correctly, as even at AS level some candidates do get their から sentences the wrong way round. Only in the last two lines (買やすい、an attempt at a ば structure) is there evidence of AS grammar.

Grade boundaries

Grade	Max. Mark	A	B	C	D	E	N	U
Raw mark boundary	90	57	48	39	31	23	15	0
Uniform mark scale boundary	100	80	70	60	50	40	30	0

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publications@linneydirect.com

Order Code US024393 June 2010

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

