

Examiners' Report
June 2012

GCE Japanese 6JA01 01

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Introduction

Candidates' performance on this year's paper was very pleasing. Candidates seem to have prepared very well for the examination, and coped very well with the demands of the exam. The first passage introduced three different websites which help people to use their money better. Candidates had to give the readings for certain kanji, and in question 2 had to choose which bank the various statements applied to. The second passage dealt with the rising cost of school meals in Japan. Question 3 was of the "choose X correct statements" type, and question 4 was a series of multiple choice questions. The third passage dealt with young people carrying out environmental activities: candidates had to answer short questions on these. The fourth passage, which needed to be translated into English, was triggered by memories of the Tokyo Olympics and dealt with the relationship between Japan and Africa. The long writing question required candidates to write a passage introducing a small business (young enterprise) they were setting up.

Question 1

Most candidates were familiar with the requirements of the kanji pronunciation question, and there were few blank responses or responses in romaji.

よてい was often given as a wrong answer to (a), and かす to part (c), but on the whole most candidates performed well on this question.

Question 3

Candidates now seem very familiar with this question type. The last three choices, F, G and H, seemed to cause candidates the greatest difficulty, with candidates quite often choosing "F" as a correct answer.

Question 5

Most candidates had a good attempt at answering these questions.

The two part question (e) seemed to cause the greatest difficulty. Candidates need to be careful that they find exactly the right part of the text on which to base their answer - for example, いつも電気をけしています was sometimes given as the answer to (g), which is incorrect without the 部屋を出るとき. It was also noticeable that, compared to previous years, not many candidates were scoring top marks for the Quality of Language / kanji. Candidates should write in their own words, using ambitious sentence structures if possible, to gain the marks for Quality of Language.

This candidate was awarded 8 / 10 of the content marks (the candidate was not awarded marks for (a) and (e) (i)).

5 質問に日本語の文で答えなさい。

(a) 星山さんは、100年後の子どもたちについて、何を心配していますか。 (1)
200年後の子供は雪に心配しています。

(b) 星山さんは、どうやって自分の心配を人に伝えましたか。 (1)
動画作品を作りました。

(c) 星山さんは、だれとスキー教室に行きますか。 (1)
星山さんの学校の全人です。

(d) 去年のスキー教室では、なぜスキーができませんでしたか。 (1)
去年教室では雪が降りませんでした。

(e) 星山さんは かんきょうについて いろいろ考えています。
星山さんの意見では、

(i) みんながもうできている事は、何ですか。 (1)

みんなに行動をよびかけます。

(ii) まだ足りない事は、何ですか。 (1)

行動をしている人です。

(f) 楠田さんは、いすを作るとき、何を使いましたか。 (1)

牛乳パックを使いました。

(g) 楠田さんは、いつ電気を けしていますか。 (1)

部屋を出る時

(h) 楠田さんは、イギリスの学校と交流して、どんな事を習いましたか。 (1)

イギリスのごみの出し方について学びました。

(i) 楠田さんは、世界中のみんなに、何をしようと言っていますか。 (1)

地球のゴミを良くする方法を考えたい事です。



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Examiner Comments

The candidate was not awarded more than a 3 for the Quality of Language, because although the sentence patterns are generally correct, almost all of the answers have been copied straight from the text.



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Examiner Tip

Do make sure you answer in your own words, and that you include some AS grammatical structures if you can, to score high marks for the Quality of Language.

Question 6

Most candidates attempted to answer this question, however, a few did misunderstand the meaning of the passage. In the second paragraph, the 会社員になってから caused a few issues, with many candidates confusing てから and たから, and consequently offering translations such as "Because I worked in a company". 機会 also seemed to be a word unknown by many, with "machine" often offered as an incorrect translation. Weaker candidates managed 日本に帰りませんでした。The long sentence beginning 首都のナイロビ did cause a few problems for candidates, common errors included the misspelling of Nairobi, writing "the capital of Africa", and there were a few sentences with very awkward word orders in English which may be due to an over-dependence on the original Japanese.

This candidate was awarded a mark of 5.

At the time of the 1964 Olympics in Tokyo, there was a middle-school graduate of 2 years. At this time, ~~he saw~~ ^{he saw} the African runners, and was amazed, ~~so~~ ^{Afterwards} he ~~decided~~ ^{wanted} to go to Africa.

Because the graduate was the company's boss, ~~he~~ he had the opportunity to go to Kenya in Africa. After that, he did not return to Japan for five years. He heard ~~that~~ ^{of} ~~the capital Nairobi~~ a "children's library" ^{tree top} ~~the~~ located in the capital, Nairobi - ~~the~~ at the top of a big tree, in a tent rather like a home, children read books.

~~Everybody doesn't~~ Doesn't everybody think "Africa is so far away, I don't have an interest"? But, 70 years previous, there were Japanese doctors working in Africa. Everybody should learn more about Africa, and ~~learn~~ ^{know} more about Japan and Africa.



ResultsPlus Examiner Comments

Some phrases have been misunderstood, however, the candidate has made sure that they constantly come back to the original passage to check, rather than making guesses based on key words, enabling them to get back on track in the third paragraph.



ResultsPlus Examiner Tip

Don't make wild guesses during the translation, try and stick closely to the original text.

Children's library under the tree.

I was a second-year secondary school student during the 1964 Tokyo Olympics. At that time, I saw the African athletes who tried their best to run, and I was really moved. Afterwards, I really wanted to go to Africa. ^{emotionally}

Because I was a company employee, I had the chance to go to Kenya in Africa. After that I did not return to Japan for five years. I opened the "Children's library under the tree" in Nairobi, the capital. The children read books under the big tree, in the tent, and from the courtyard of the house.

Every^{one} day you might be thinking, "Africa is far away and have no relations with us". However, even seventy years ago there were Japanese doctors working in Africa. Therefore we should all learn about Africa, and think about the relationship between Japan and Africa. please



ResultsPlus Examiner Comments

The candidate has tried to produce good, flowing English, for example in the section about the library. There is only one major mistake, which is the から issue referred to above. There are several minor errors - for example "tried their best to run" sounds as though the athletes could not run; and the word "decided" was unknown.



ResultsPlus Examiner Tip

It's good to produce fluent, flowing English in your translation, but don't do that at the expense of really analysing the original Japanese and making sure that you understand it.

This translation was awarded a mark of 2.

AT THE TIME OF THE 1964 TOKYO OLYMPICS, I WAS A SECOND
YEAR MIDDLE SCHOOL STUDENT.
AT THAT TIME, I WISHED AFRICA THE BEST OF LUCK WHILST
WATCHING THE GAMES AND I WOULD VERY MUCH LIKE TO
TRAVEL TO AFRICA.
AFTER LEAVING SCHOOL, I WENT AND LIVED IN KENYA AND
DO NOT RETURNED TO JAPAN FOR FIVE YEARS.
I LIVED JUST OUTSIDE NAIROBI, THE CAPITAL CITY, IN A TENT
BUT I WOULD WRITE A LETTER HOME TO FAMILY AND
FRIENDS, ESPECIALLY MY GRANDFATHER.
NOT EVERYONE KNOWS ABOUT AFRICA, WE CERTAINLY DID
NOT. BUT AFTER 70 YEARS THE JAPANESE PEOPLE ARE
LIVING, SO IF YOU GET THE CHANCE PLEASE THINK ABOUT
OR VISIT AFRICA.



ResultsPlus

Examiner Comments

Certain words have been understood, but the passage as a whole has not been understood.

Question 7

Candidates did extremely well on question 7 this year. Generally speaking their content was good, with few candidates seeming to have difficulty in understanding the bullet points. Most candidates answered the bullet points, with some producing detailed and imaginative responses. Candidates are reminded of the importance of answering each of the bullet points (ideally in one paragraph each) and of expanding their answers if they can. They should also be taught the correct use of 原稿用紙, together with how to structure their writing appropriately using paragraphs. Many candidates seem to focus entirely on how many grammatical structures they can include, and are thus losing out on content marks. Therefore it is worth highlighting to candidates that there are more marks contributed to Content than Quality of Language.

This piece was awarded a 7 for the Content and a 4 for the Quality of Language.

レ	ト	花	を	買	う	く	だ	さ	い	！	
で	ま	る	と	思	い	ま	す	。	モ	オ	コ
ま	す	。	モ	オ	コ	し	ト	花	を	古	い
他	の	人	買	ま	す	！	」	話	し	て	い
オ	コ	レ	ト	花	が	わ	い	い	で	す	！
ね	ま	す	。	私	の	家	族	は	「	」	モ
但	是	と	て	モ	人	は	買	っ	た	ま	げ
し	ト	花	た	く	さ	ん	高	い	で	す	。
モ	し	ろ	い	で	す	、	の	で	モ	オ	コ
し	ト	花	は	と	て	モ	ま	た	く	て	お
は	十	八	羊	ニ	と	で	す	。	モ	オ	コ
お	金	を	集	め	た	り	で	す	。	商	品

。	の	商	品	は	下	手	ア	イ	デ	ア	で	す
で	モ	モ	オ	コ	レ	ト	花	を	買	う		
ま	す	。	モ	オ	コ	レ	ト	と	リ	ん	ニ	よ
り	楽	る	い	で	す	。	モ	ち	ろ	ん	、	
自	分	た	ち	で	、	小	さ	な	会	社	を	
作	り	ま	す	が	ら	仕	事	は	た	く	さ	
ん	ま	り	ま	す	。	で	モ	モ	オ	コ	レ	ト
花	は	作	っ	て	お	ず	か	じ	い	で	す	
。	作	っ	た	商	品	は	私	の	友	だ	ち	
売	り	ま	す	。	モ	オ	コ	レ	ト	花	と	て
モ	羊	の	で	、	私	の	友	だ	ち	買	っ	
て	お	げ	た	ま	せん	。	そ	ね	が	ら	私	

Start here



私	コ	り	毛	レ	ぢ	好	私	元	レ		
は	シ	ま	オ	モ	ち	き	は	気	イ	ニ	商
毛	ト	す	オ	コ	は	で	毛	で	ス	ン	品
コ	ガ	。	コ	レ	は	す	オ	す		ニ	を
レ	大	私	ト	ト	社	。	コ	カ	私	ち	作
ト	好	は	花	。	知	私	レ	。	は	や	っ
花	き	花	商	她	例	と	ト	食	十	。	て
を	で	と	品	の	レ	私	ガ	バ	六	私	勉
作	カ	毛	を	人	イ	の	一	物	オ	は	強
り	ら	オ	作	は	ア	友	番	は	。	ゲ	



ResultsPlus Examiner Comments

The candidate has answered the questions for the 1st and 3rd bullet point, if only rather basically (making chocolate and selling to friends). However, for the 2nd and 4th bullet points they have not directly addressed the points raised in the question. There are also some errors with the Quality of Language.

However, the passage is well linked with good use of connectives.



ResultsPlus Examiner Tip

Make sure you address all the bullet points.

This piece was awarded 16 for the content and 11 for the quality of language.

	金	い	こ	た	げ	を	私		私	い	り
	を	ま		り	ど	ち	を	を	を	時	ま
	上	す	、			と	ち	く	ち		す
	げ	か	疲	か	少	も	が	さ	か	色	。
	ま	ろ	ら	い	な	っ	旅	人	服	マ	た
	す		は	し	く	と	行	商	を	服	れ
		私	を	い	商	人	に	品	作	を	カ
		は	く	食	品	を	行	を	り	選	服
		両	さ	事	し	働	っ	売	ま	ば	を
		親	ん	を	か	き	て	っ	す	れ	買
		に	物	買	売	ま		た		こ	い
		お	を	っ	っ	す	私	り			た

ま	て	夜	で	い	し	ウ	は	ブ	サ	校	ケ
す	次	前	主	を	、	ウ	色	サ	イ	で	ー
。	の	に	に	売	ウ	エ	マ	イ	ト	商	キ
ウ	日	た	ケ	り	エ	ブ	所	ト	で	品	と
エ	学	と	ー	ま	エ	ほ	に	を	も	を	服
ブ	校	く	キ	す	ブ	ケ	買	作	売	っ	を
で	に	さ	を		ケ	ー	い	っ	り	て	作
主	持	ん	売	を	キ	キ	っ	た	ま	、	っ
に	っ	ケ	り	か	は	は	こ	り	す	ウ	こ
服	て	ー	ま	か	難	商	、	、	。	エ	後
を	行	き	す	ら	し	品	商	人	ウ	ブ	、
売	き	作	。	学	か	を	を	マ	エ	学	学

頼む 頼人

変化

Start here



品	安	イ	ま	る	ま	が	に	私	ケ	き	
は	い	い	り	時	す	好	「	を	い	作	私
ユ	で	ン	ま	、	。	き	ど	ち	キ	つ	も
ニ	す	を	す	商	色	で	人	は	と	た	、
一	か	変	。	品	々	す	な	を	服	羽	支
ク	ら	化	人	を	々	か	ケ	を	を	、	を
で	、	が	マ	作	返	」	一	作	私	ち	ち
す	と	で	は	っ	答	と	キ	リ	た	と	と
。	の	き	テ	こ	が	頼	と	人	ま	ち	会
	商	こ	ザ	始	あ	み	服	マ	す	は	社



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Examiner Comments

The candidate has addressed all 4 bullet points, although the 2nd bullet point has only been addressed in the most minimal way, and the 4th is not clearly stated. In terms of the Quality of Language, the kanji is good, however, the AS grammar is used inaccurately.

This piece was given a 24 for content and 16 for quality of language.

			て	し	な	せ	買	ど	と	な	集
			い	ど	い	り	っ	学	思	り	め
			ま	も	金	か	た	校	い	子	た
			あ	こ	だ	つ	り	に	ま	ど	金
			。	つ	け	を	ど	行	す	も	は
				た	と	か	ま	っ	。	た	ア
				い	、	え	ま	た	そ	ち	フ
				た	私	る	す	り	れ	に	リ
				い	た	ほ	。	、	で	あ	カ
				と	し	ど	た	食	こ	げ	の
				思	は	じ	ぶ	物	の	た	金
				っ	少	い	ん	を	金	い	が

母	の	え	ど	か	そ	が	す	ま	作	ぶ	た
に	友	た	も	ん	し	と	。	っ	っ	っ	ち
売	だ	い	た	は	こ	が	な	を	た	や	や
り	ち	ご	ち	ん	、	行	よ	作	商	色	の
ま	や	す	に	な	作	き	ら	り	品	の	ユ
す	、	。	作	の	り	ま	た	たい	は	ニ	ニ
	先	ほ	り	ど	か	す	く	いと	今	一	ク
	生	か	か	小	た	が	さ	思	月	ク	な
	や	に	た	い	は	ら	ん	い	の	な	ど
	、	、	を	いと	と	ず	の	ま	学	ど	う
	父	学	お	こ	こ	。	入	い	校	う	
	や	校	し	も	も			ま	の		
				子	も			ま	夏		

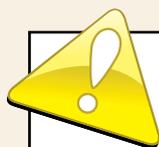
Start here
↓

こ	か	え	じ	く	ま	本	を	と	キ	ズ	私
い	た	ま	ー	さ	す	を	ウ	鬼	ー	ぞ	は
ろ	ち	す	ズ	ん	。	読	エ	い	手	作	会
い	で	。	を	の	百	ん	ブ	ま	エ	っ	社
ろ	テ	ど	と	色	円	た	で	す	ン	た	の
な	サ	ラ	こ	お	シ	り	さ	。	を	と	た
ち	イ	ぶ	も	か	カ	勉	が	作	作	う	め
が	ン	っ	安	た	プ	強	し	り	り	ぶ	に
う	を	を	く	ち	で	を	た	か	た	っ	ビ
か	し	自	買	の	た	し	り	た	い	の	ー



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Examiner Comments

Each of the bullet points has been addressed and each point has been expanded, so it was given a mark in the top category "task fully grasped". There are 3 lines left, so the candidate could have written a couple more sentences about one of the bullet points. The sentences are fluent with a good range of grammar, but there is a distinct lack of kanji.



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Examiner Tip

Write in paragraphs.

Paper Summary

Candidates should be encouraged to work hard on their Japanese.

Based on their performance on this paper, candidates are advised to

- answer the bullet points that are asked
- write in paragraphs
- organise their writing
- include the new vocabulary, kanji and grammatical structures that they have been learning throughout the year.

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