

ResultsPlus

Examiners' Report June 2010

GCE Japanese 6JA02 Paper 1

ResultsPlus
look forward to better exam results
www.resultsplus.org.uk

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 US024396

All the material in this publication is copyright

© Edexcel Ltd 2010

Introduction

This was the first year of the new A2 examination. The style and format of the paper has not changed significantly from the legacy specification, and seems to have posed very few problems for teachers and candidates.

Candidates appeared well prepared for the comprehension questions and the essays on the set topics and texts. The translation in Section B seemed to be more challenging than in previous years and was not, on the whole, completed particularly well. This may be because teachers and candidates have put more effort into the reading comprehension questions and less into the translation, to reflect the changed weighting of these sections of the paper. However, teachers and candidates are encouraged to spend some time on practicing techniques for translation and to make sure candidates are well prepared for this section of the paper. This is particularly important for candidates who are aiming for the top grades.

Question 1

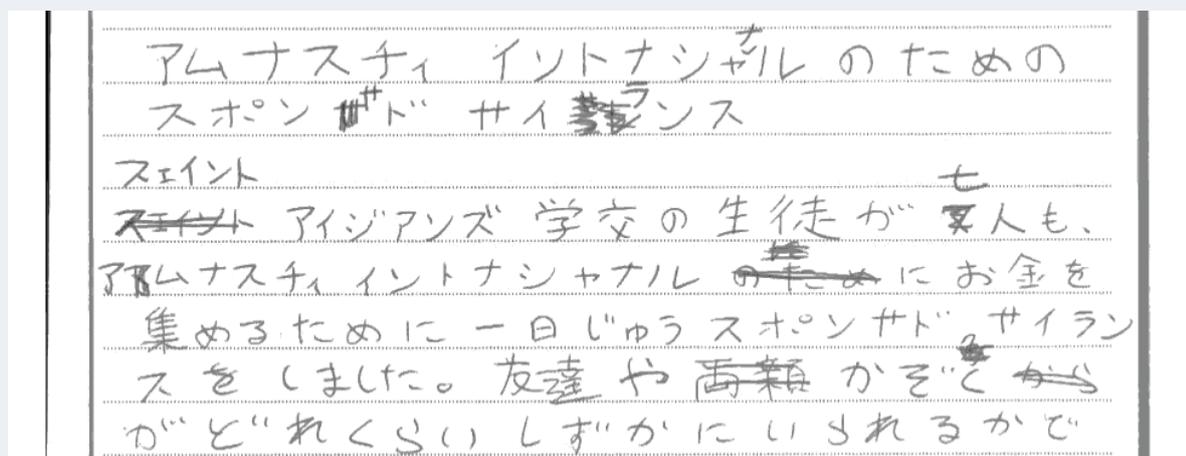
It is very pleasing to note that the majority of candidates attempted to answer most parts of Q1. Part (c) and (d) proved to be the hardest. In (f) the question word *いくつ* was often not recognised. Part (g) was often not recognized as a yes/no question.

Question 2

Candidates appeared to find the translation exercise challenging this year. Examiners were disappointed by candidate performance overall, and would advise that they must always attempt some, if not all, of the translation. Candidates are encouraged to re-cast any sections they find difficult into simpler, more direct sentences. For example, an attempt such as 「七人の高校生はみんなに「ありがとうございました。」と言いました。」 would have scored something on the penultimate sentence, yet far too many candidates wrote nothing.

The passage is split into 10 sections, and each section is marked 1 (maru), 1/2 (sankaku) or 0 (batsu) to come to the total mark.

This is an example of a candidate who has done reasonably well despite some very obvious errors in katakana.



This is fairly typical of a candidate who would score 4 or 5 out of 10. The candidate has tried the whole way through; there is evidence of thinking about the original English and trying to logically work out how to put it into Japanese; nevertheless the passage is hard to understand if it is read just in Japanese with no reference to the original English.

②グループの一人は、「たしさんのせいじは、その国の人口を
 請されたいんです。本当にきらいことですから、
 せない一日間をあげました。しまったから、話すことができたい
 の気持ちを感じる事ができました。」と言いました。

③生徒
 の7人はお金があげた人口に「ありがとう」と言いた
 ぎあみがある人は金曜日のひるごはんの時間
 行って、てがみを書いてくださいと言いました。

①最後に、「スエント・アイダレス」学校には、国際システムに、
 お金をあつめるために、12年生や13年生の生徒の7人は、一
 日間で、しずかにいれた。おそくや友達は、できるのしずか
 時間で、お金をあげました。このようにスポンサーでしずかを
 したら、世界のひまじやない人に、てがみをあげる事が
 できます。



ResultsPlus

Examiner Comments

The candidate is clearly thinking about the original and working out how to reflect this in the Japanese eg the use of お金をあつめるために、このように、したら、ことができます。



ResultsPlus

Examiner Tip

Learn vocabulary accurately and carefully: せいじ is not government, ひま means free as in "nothing to do" not free as in "not in prison".

Question 3a

Section C: Topics and Texts

It is clear that candidates and teachers put a lot of effort into studying the topics and texts, and preparing essays. Many of the pieces this year showed evidence of good knowledge of the topic/text.

Please continue to encourage candidates to write in response to the question posed in the examination rather than just responding with a pre-learnt essay. Please note the words "relevant point in response to the question" in all the mark bands above 5 in the criterion for marking content.

Candidates should write in paragraphs. There was a very curious phenomenon this year where candidates wrote (in English) "new paragraph" in one of the squares of the 原稿用紙. The only reason the examiners could imagine for doing this is fear of running out of printed boxes on the exam paper, but quite often candidates had a whole page of 原稿用紙 left over and still did this. Please discourage candidates from doing this, and encourage them to follow the correct conventions for using 原稿用紙.

The quality of language was generally very high, with many candidates able to use specialist vocabulary written in kanji. Please continue to encourage accuracy of kanji and particles.

This has been included in the report to show the performance of a weaker candidate in the organisation and development and quality of language assessment criteria.

It also shows that the candidate has not learnt how to use 原稿用紙 correctly, with the commas at the top of the line.

This essay achieved a total mark of 15; 7 for content, 6 for organisation and development and 2 for quality of language.

ラ	位	、	る	に	東	と	て	、	に	の	い	私
ソ	で	ア	大	ま	京	を	、	六	江	重	と	は
ス	こ	メ	者	た	は	重	取	住	戸	部	思	
シ	れ	リ	市	る	日	負	消	ま	時	に	い	東
イ	ね	カ	が	1200	本	担	と	で	化	あ	ま	京
タ	イ	に	す	万	ん	こ	紅	日	が	り	す	に
リ	イ	大	。	人	の	こ	酒	本	始		。	っ
ア	ギ	い	日	が	人	き	に	の	ま	1	東	て
も	リ	て	本	住	お	ま	お	昔		6	京	郊
合	ス	世	ん	ん	の	し	り	都	て	0	は	介
わ	と	界	緒	で	10	た	て	都	か	3	本	し
せ	フ	2	は	い	%	。	重	と	り	年	州	た



ResultsPlus

Examiner Comments

Organisation and development was given 6, as there is an attempt for each sentence to link onto the next. The first square should have been indented, and the essay would have been improved by a clear introductory paragraph (it looks as though this is what the candidate was trying to do).

The language was given 2, because although there is evidence of more ambitious grammatical structures, the kanji are often so poorly written that it is hard to understand what the candidate was trying to say, ie "communication is sometimes achieved" rather than "communication is achieved most of the time".



ResultsPlus

Examiner Tip

If you're going to attempt to learn difficult kanji, learn them thoroughly and correctly.

Question 7a

This has been included to show the work of a candidate who scored highly on the content grid. This is the third page of the essay; the first two pages have given an introduction and an outline of the story.

This essay achieved a total mark of 24; 12 for content, 8 for organisation and development and 4 for quality of language.

心	わ	そ	す	う	ま	の	し	人	た	き		た。
配	な	れ	る	の	し	機	し	は	い	め	ま	
し	け	に	が	文	た	か	て	特	と	す	ず	
ま	れ		も	明		い		許	思	む		
し	ば	特	し	の	そ	き	考	権	い	こ	作	
た。	な	許	れ	進	の	た	え	が	ま	と	者	
	ら	の	ま	歩	結	く	き	あ	す。	が	は	
	な	お	せ	は	果	さ	ぬ	る	せ	悪	他	
	い	金	ん	ス		ん	す	こ	き	い	人	
	こ	を	で	ト	せ	っ	ん	と	き	と	の	
	と	は	し	ッ	き	く	ぞ	を	ハ	言	考	
	き	ら	た。	プ	ハ	リ	そ	む	う	い	え	



ResultsPlus

Examiner Comments

Note how the candidate has directly addressed the question 「星新一の作品は現代人の生活について、どのような事を教えてください。」 An opinion is given, and it is immediately justified with reference to the text. The next page is not shown here, but the **まず** shows that this is the first reason, and other reasons will also be given (as indeed they were). A piece like this would score top marks (excellent knowledge of the topic/text) on the content criterion.

All too often candidates just put down the outline and re-tell the story of the text they have studied, and work of this nature, showing argument and thought, is rare.



ResultsPlus

Examiner Tip

The quality of language mark could have been improved by using a few more kanji - 地球 and 作る, for example.

Candidates appear to have been very well prepared for the topics and texts, so please continue to teach them in the same way, perhaps with added emphasis on the correct use of 原稿用紙.

Please encourage candidates to try the translation, and equip them with some strategies for doing so.

Grade boundaries

Grade	Max. Mark	A*	A	B	C	D	E	N	U
Raw mark boundary	80	67	58	49	41	33	25	17	0
Uniform mark scale boundary	100	90	80	70	60	50	40	30	0

a* is only used in conversion from raw to uniform marks. It is not a published unit grade.

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 US024396 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

