

Examiners' Report/  
Principal Examiner Feedback

Summer 2014

Pearson Edexcel GCE  
in Japanese (6JA02) Paper 2

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2014

Publications Code US039261\*

All the material in this publication is copyright

© Pearson Education Ltd 2014

## Examiner's Report on A Level Japanese 6JA02

### Introduction

The standards achieved by candidates remain good, with some outstanding work produced on topics and text essays by candidates. It is clear that candidates have been prepared very thoroughly for this examination by their teachers.

### Question 1

Candidates did not seem to experience any major difficulties with question 1. Perhaps surprisingly, question (d) which asked for a number was often incorrectly answered. Questions (h) to (n) were generally well answered.

### Question 2

Candidates had evidently been taught approaches to translation, and tried very hard on this question. Inaccurate kanji, and in particular inaccurate katakana, remains a problem. The number of candidates who wrote 一日五月 for May the 1<sup>st</sup> was notable. The interpretation of "free" in "many people will be free" was a common mistake.

### Question 3

Question (a) on local transport links was generally well tackled, with some candidates demonstrating very specific knowledge of train lines, road links and so on. In part (b), the main difficulty was that candidates wrote about too many events and so they did not offer enough detail for any one of those events. Some candidates did not notice the requirement of the question and instead of answering how local people enjoy the festival, they based their answer on what foreign tourists might find interesting.

### Question 4

Both these questions were well answered by candidates who had studied the topic. However, the impression the examiners get from marking is that there are far too many candidates who tackle these questions seemingly without any preparation or background knowledge. Their essays tend not to look deeper into the topic to score high marks as a piece of academic work.

### Question 5

The question on 学校行事 proved to be very popular, with many candidates being able to explain the various educational benefits of taking a trip out of school. There was again a tendency from some candidates towards a narration of a personal story about a school trip they had been on. Candidates who tackled the climate question in (b) demonstrated very good knowledge of the regional variations of the Japanese climate.

### Question 6

The Akutagawa text continues to be popular, and it was clear that candidates had studied the text in depth and had many opinions about the text, the characters and the message of the text.

### **Question 7**

The Hoshi text(s) also remain popular. It seems that schools and candidates are choosing a very wide variety of short stories by Hoshi to study, and a range of creative and interesting essays was presented.

### **Question 8**

The Ekuni text also remains popular. In part (b) far too many candidates just re-told the story, and did not do the second part of the question which required evaluation.

### **Advice for teaching future candidates**

Candidates must write in coherent paragraphs for their topics and text essays. An outline of the story (あらすじ) will not suffice to score high marks on the text essays. Whilst it is expected that candidates will want to include at least a partial introduction to the text in their essays, this should take up an absolute maximum of 2 pages of the squared Japanese paper in the A2 examination booklet, leaving at least 2 pages for reflection, evaluation and comment.

Candidates should also be taught the correct use of 原稿用紙.

**Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

