

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE
in Japanese (6JA02/01) Paper 2

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Publications Code US041917 *

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General Marking Guidance

- This mark scheme provides a list of acceptable answers for this paper. Candidates will receive credit for all correct responses but will be penalised if they give more than one answer where only one is required (e.g. putting an additional cross in a set of boxes). If a candidate produces more written answers than the required number (two instead of one, three instead of two etc), only the first answers will be accepted. Free responses are marked for the effective communication of the correct answer rather than for quality of language but it is possible that, on some occasions, the quality of English or poor presentation can impede communication and lose candidate marks. It is sometimes possible for a candidate to produce a written response that does not feature in the mark scheme but which is nevertheless correct. If this were to occur, an examiner would, of course, give full credit to that answer.
- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1 (a)	カンボジアです。	1

Question Number	Answer	Mark
1 (b)	「とても大切だから、みんなで守っていこう」というものです。	1

Question Number	Answer	Mark
1 (c)	富士山には神様がいると信じているからです。	1

Question Number	Answer	Mark
1 (d)	富士山から（わいて、わき出て、出て）きていて、登山者が体や心を清めるのに使われています。	1 mark each point

Question Number	Answer	Mark
1 (e)	その形が美しいからです。	1

Question Number	Answer	Mark
1 (f)	気に入りました。または 好きでした。または人気でした。	1

Question Number	Answer	Mark
1 (g)	画家でした。	1

Question Number	Answer	Mark
1 (h)	登山者の安全を守るためです。	1

Question Number	Answer	Mark
1 (i)	安全指導員に払うお金です。	1

Question Number	Answer	Mark
1 (j)	道路が特に混雑する日だったからです。 または 自家用車で富士山に行くことができない日だったからです。	1

Question Number	Answer	Mark
1 (k)	登山道（の近く）です。	1

Question Number	Answer	Mark
1 (l)	登山しながら、そうじをするツアーに参加できます。	1

Question Number	Answer	Mark
1 (m)	排水を出しません。	1

Question Number	Question		
Translation	St. Edmund Hall is a college of the University of Oxford		
	Answer	Acceptable Answers	Mark
	セイント・エドムンド・ホールはオックスフォード大学のカレッジです。		1

Question Number	Question		
Translation	At St. Edmund Hall, creative writing workshops are often held, open to students from any discipline.		
	Answer	Acceptable Answers	Mark
	ここでは、どの学部からの学生も参加できる、(創造的な) 作文のワークショップがよく開かれています。	作文ワークショップ	1

Question Number	Question		
Translation	As term drew to a close last week, three special guests were welcomed to the workshop.		
	Answer	Acceptable Answers	Mark
	学期末も迫る先週、このワークショップに特別なお客さんが3人招待されました。	ゲスト	1

Question Number	Question		
Translation	The guests were sixth form students, George, Tess and Lucy, who presented poems which they had drafted to Hall students.		
	Answer	Acceptable Answers	Mark
	高校生のジョージ君と、テスさんとルシーさんと、自分たちが書いた詩を大学の学生に発表しました。	見せました	1

Question Number	Question		
Translation	A lively discussion of the work followed.		
	Answer	Acceptable Answers	Mark
	その後、詩について活発に話し合いました。		1

Question Number	Question		
Translation	The workshop gave the sixth formers a fantastic opportunity to see how small group teaching works at university.		
	Answer	Acceptable Answers	Mark
	高校生にとって、このワークショップは大学でのグループ学習を体験してみるすばらしい機会になりました。	少人数で教わることがどんなものかを見る	1

Question Number	Question		
Translation	The university lecturer praised the students, saying “The sixth formers brought along three outstandingly good poems.”		
	Answer	Acceptable Answers	Mark
	大学の講師も、高校生をほめて、「高校生たちはすばらしい詩を3つ書いてきました。	大学の先生	1

Question Number	Question		
Translation	They were rather nervous to start with, but gained confidence to talk about their work.”		
	Answer	Acceptable Answers	Mark
	最初は少し不安だったようですが、自信がついてきました。」と話しました。	緊張した	1

Question Number	Question		
Translation	The sixth form students came away fizzing with energy, and very keen to come back for another workshop next year.		
	Answer	Acceptable Answers	Mark
	高校生はこの活動に参加して、やる気満々になり、来年もまた参加したいと言っています。		1

Question Number	Question		
Translation	One student who had never considered applying to Oxford has now decided to give it a go.		
	Answer	Acceptable Answers	Mark
	高校生の一人は、今までこんなことは考えてもいなかったが、オックスフォード大学に挑戦してみよう、という気になりました。	決心しました。	1

Section C

Mark	Content (A02)
0	No rewardable material.
1-2	Minimal knowledge of the topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has not addressed the question. ■ There is little correct factual information about the topic/text.
3-4	Limited knowledge of the topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has addressed the general topic area, but not the specific question. ■ There is some basic factual information about the topic/text.
5-7	Some knowledge of the topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has made at least one relevant point in response to the question; however, there is, no substantiation of this point(s). ■ The factual information about the topic/text is correct, but may be basic and/or irrelevant.
8-10	Good knowledge of topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has made several relevant points in response to the question; at least one of the points has been substantiated. ■ The factual information about the topic/text is correct and mostly relevant. ■ There may be some evidence of independent thought.
11-13	Excellent knowledge of topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has made several relevant points in response to the question; most of the points have been substantiated. ■ The factual information about the topic/text is correct, relevant, and well integrated into the essay. ■ There is evidence of a good degree of independent thought.

Mark	Organisation and development (A02)
0	No rewardable organisation and development.
1-2	Minimal organisation and development; answer largely disorganised.
3-4	Limited organisation and development; structure lacks coherence.
5-6	Organisation and development not always logical and clear.
7-8	Organisation and development logical and clear.
9-10	Extremely clear and effective organisation and development of ideas.

Mark	Quality of language (A03)
0	No rewardable language.
1	Quality of language is poor. <ul style="list-style-type: none"> ■ Communication is only occasionally achieved. ■ Grammatical structures are basic, and often used incorrectly. ■ The vocabulary is often lacking or incorrect.
2	Quality of language is basic. <ul style="list-style-type: none"> ■ Communication is sometimes achieved at a basic level. ■ Grammatical structures are mainly AS ones, but are sometimes used correctly. ■ There is a limited range of vocabulary.
3	Quality of language is adequate. <ul style="list-style-type: none"> ■ Communication is achieved most of the time. ■ AS grammatical structures are mostly used correctly; there is some use of A2 structures, but there are errors in these. ■ There is an adequate range of vocabulary.
4	Quality of language is good. <ul style="list-style-type: none"> ■ Communication is achieved almost all of the time. ■ A good range of grammatical structures are used; many A2 structures are used correctly. ■ There is a good range of vocabulary, including some specialised terms relevant to the topic/text.
5	Quality of language is excellent. <ul style="list-style-type: none"> ■ Fluent and varied communication is achieved throughout. ■ A wide range of grammatical structures are used; most of these are correct. ■ There is an excellent range of vocabulary; the student knows many specialised terms relevant to the topic/text.