



Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE

In Japanese (9JA0)

Paper 3: Listening, Reading and Writing

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Summer 2025

Question Paper Log Number P75637A

Publications Code 9JA0_03_2506_MS

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General Marking Guidance

- 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.

Paper 3 marking principles and mark scheme

Marking principles for Section A

- For open response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.
- Example of short phrases with two or more words:
 - 仕事着 1 着
 - 10,000 人ぐらい
- When responding to open response questions, candidates may use words from the listening passage or reading extract but they must not transcribe or copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

Example:

Text:	ボランティアの数は地震の 3 か月後からどんどん減っています。
Question:	ボランティアの数はいつが一番多かったですか。
Rewardable answer:	地震の直後の 3 か月です。
Non-rewardable answer:	ボランティアの数は地震の 3 か月後からどんどん減っています。

Candidates who write out the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without replacing or changing the verb in the sentence. This is because it does not render an accurate answer to the question. However as the exemplified *Rewardable answer* shows, candidates may still use words from the listening passage or reading extract.

- There are no marks for quality of language in Section A or questions 5a) and 5b) in Section B. Therefore errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication. However there are marks for quality of language in question 5c) in Section B (see mark grid for *Accuracy and range of language*).
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: 仕事を見つけること / 仕事を見つけられない
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

給料がいい (1)

AND

建物が新しい (1)

Any **one** of:

さびしい

OR

心配

- Any parts of an answer that are not essential are bracketed, for example: (物価が) 安い
- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

SECTION A mark scheme (listening comprehension)

Question number	Answer	Mark
1(i)	D 古い建物が多いと思いました。	(1)

Question number	Answer	Mark
1(ii)	A その場を離れました。	(1)

Question number	Answer	Mark
1(iii)	C 世界中の人に知られているからです。	(1)

Question number	Answer	Mark
1(iv)	B 子どもがお金をくれたことです。	(1)

Question number	Answer	Mark
2(i)	D 「ありがとうございます」です。	(1)

Question number	Answer	Mark
2(ii)	C 両親に見つけてほしかったからです。	(1)

Question number	Answer	Mark
2(iii)	B お父さんが以前していたことと同じことをしました。 。	(1)

Question number	Answer	Mark
2(iv)	A 元気で活気がある人でした。	(1)

Question number	Answer	Mark
2(v)	B この村を もっと よく しようと思っています。	(1)

Question number	Answer	Reject	Mark
3(a)(i)	日本の北部で遊べる場所		(1)

Question number	Answer	Reject	Mark
3(a)(ii)	シルクのスカーフやバッグ		(1)

Question number	Answer	Reject	Mark
3(a)(iii)	商品を知らない人は店にあまり来ない/ この店は町の中心から少し離れている		(1)

Question number	Answer	Reject	Mark
3(a)(iv) (a)	2, 3 秒の短いビデオをたくさんつなげる - 自分を入れる		(2)

Question number	Answer	Reject	Mark
3(a)(iv) (b)	今は SNS には動画がたくさんあるから / つまらない動画はだれも見ませんから		(1)

Question number	Answer	Reject	Mark
3(b)(i)	若い人に住みに来てもらう		(1)

Question number	Answer	Reject	Mark
3(b)(i)	毎日の生活を紹介した / 市のマスコットと体操した (Accept 市長のイメージを変える only if not given below.)		(1)

Question number	Answer	Reject	Mark
3(b)(i)	市長の（まじめな仕事をする固い人だという）イメージを変える Accept 今の若い人は楽しむためにビデオを見るから		(1)

Question number	Answer	Reject	Mark
3(b)(ii)	今までビデオに出たことがないので / 市長が頑張っているの / 手伝いたいと思ったので		(1)

Question number	Answer	Reject	Mark
3(b)(ii)	自然が豊かで緑が多い		(1)

Question number	Answer	Reject	Mark
3(b)(ii)	赤ちゃんが生まれると、市から5万円もらえる		(1)

Question number	Answer	Reject	Mark
4(a)	前を向いている		1

Question number	Answer	Reject	Mark
4(b)	栄養は取れる		1

Question number	Answer	Reject	Mark
4(c)	心の健康につながらない		1

Question number	Answer	Reject	Mark
4(d)	自分の困っていること		1

Question number	Answer	Reject	Mark
4(e)	(嫌いな物を) 食べてみようと思う		1

Question number	Answer	Reject	Mark
4(f)	ありがたい気持ち(を持つ) / 尊敬の気持ち(を持つ)		1

Question number	Answer	Reject	Mark
4(g)	協力する大切さ		1

Question number	Answer	Reject	Mark
4(h)	食事のバランス/ 正しい食生活		1

Question number	Answer	Reject	Mark
4(i)	食べすぎない/ 太りすぎない / 食べすぎを防ぐ / 太りすぎを防ぐ		1

SECTION B mark scheme (listening, reading and writing)

Question number	Answer	Reject	Mark
5(a), (i), (ii), (iii), (iv)	Any four of the following: 小川さんの意見： 店員の仕事が楽になって良かった (1) どんなおいしいパンが食べられるか楽しみ (1) お金に触らなくて衛生的でいい (1) サービスが速くてすばらしかった (1) AI を使うレジは便利 (1) (Any other appropriate phrasing of the above points is acceptable)	Specific, factual details that do not express her opinions e.g. お客さんが並んでいる	(4)

Question number	Answer	Reject	Mark
5(b) (i), (ii), (iii), (iv)	Any four of the following : 村上さんの意見： (トマト無しのパンを作ってもらえなくて) がっかりした (1) 飲み物を運ぶのは不便 (1) 店員とあまり話せないのは良くない (1) ゆっくりできなくて残念(1) 現金で払おうとして困った (1) (Any other appropriate phrasing of the above points is acceptable)	Specific, factual details that do not express her opinion e.g. すっかり変わっていた	(4)

Section B, question 5C– Listening, reading and writing task

There are three levels-based mark grids applied to question 5C. The mark grids are:

- understand and respond to spoken language (AO1)
- understand and respond to written language, (AO2)
- accuracy and range of language (AO3)

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark near the top of the band because of the band 5-6 content.

Step 2: Decide on a mark

- Once you have decided on a band you will need to decide on a mark within the band.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Mark grids

Understand and respond to spoken language (AO1 – 6 marks)

- This mark grid assesses the content of the students' answer through their ability to evaluate the viewpoints in the spoken source through making judgements and drawing conclusions.

Understand and respond to written language (AO2 – 6 marks)

- This mark grid assesses students' ability to evaluate the viewpoints in the written source through making judgements and drawing conclusions.

Indicative content

- When deciding how to reward the answer for content, you should consult these mark grids as well as the indicative content associated with the question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Understand and respond to spoken language (AO1)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material		
1-2	• Occasionally relevant judgement expressed on the viewpoints in the spoken source; often strays into description of content without evaluation. • Limited conclusions drawn on spoken source, sometimes inconsistent with evaluation of viewpoints.	1-2	• Occasionally relevant judgement expressed on the viewpoints in the written source; often strays into description of content without evaluation. (AO2) • Limited conclusions drawn on written source, sometimes inconsistent with evaluation of viewpoints.
3-4	• Expresses some relevant judgements on the viewpoints in the spoken source, some of which are substantiated; occasionally strays into description of content without evaluation. • Draws straightforward conclusions on spoken source, occasionally inconsistency with evaluation of viewpoints.	3-4	• Expresses some relevant judgements on the viewpoints in the written source, some of which are substantiated; occasionally strays into description of content without evaluation. (AO2) • Draws straightforward conclusions on written source, occasionally inconsistency with evaluation of viewpoints.
5-6	• Expresses relevant and substantiated judgements on the viewpoints in the spoken source showing clear evaluation. • Draws convincing conclusions on spoken source, consistent with evaluation of viewpoints.	5-6	• Expresses relevant and substantiated judgements on the viewpoints in the written source showing clear evaluation. (AO2) • Draws convincing conclusions on written source, consistent with evaluation of viewpoints.

Accuracy and range of language mark grid (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language
1-2	- Limited variation of straightforward grammatical structures, vocabulary and kanji, with much repetition; repetitive expression, writing is often restricted and stilted. - Limited sequences of accurate language; errors occur that often prevent meaning being conveyed.
3-4	- Occasional variation in the use of mostly straightforward grammatical structures, vocabulary and kanji, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted. - Some accurate sequences of language; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
5-6	- Some variation in the use of grammatical structures, vocabulary and kanji, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing. - Frequent sequences of accurate language; errors occur that occasionally hinder clarity of communication.
7-8	- Frequent variation in use of grammatical structures, vocabulary and kanji, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response. - Accurate language throughout most of the response; errors occur that rarely hinder clarity of communication.
9-10	- Consistent variation in use of grammatical structures, vocabulary and kanji, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing. - Accurate language throughout; any errors do not hinder clarity of the communication

Additional guidance

Complex language is considered to include the following:

- Verb endings which are conceptually challenging as they do not have an exact equivalent in English such as ~てしまう
- the passive
- the causative
- relative clauses
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example using two separate grammatical endings together such as 行ってみることができる
- using synonyms and a variety of expressions to say things in different ways

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. You should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments/interest the reader. The writing will become more difficult to read with ease as the reader has to stop and re-read to understand the message.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example minor errors in character formation
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect particles with verbs of giving and receiving, a sentence in which the main verb does not match an implied subject
- frequent errors that hinder clarity as they distract the reader from the content of the writing, for example the kanji 白 instead of 自

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example failing to mark a change of subject where one is needed.
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Indicative content: Question 5c**Students must evaluate the points of view in both 5a) and 5b)**

Question number	Indicative content
5(c)	- Any answer that describes Ogawa san's point of view in positive or negative terms, consistent with the information presented in the source material, e.g. enthusiasm for the new AI technology with reasons - Any answer that describes Murakami san's point of view in positive or negative terms, consistent with the information presented in the source material, e.g. a negative view of the automated café with reasons - Conclusions consistent with candidate's line of argument, e.g. Ogawa san's argument is better as the service is quicker, faster and more accurate, OR Murakami san's argument is better as it takes into account the experience of some customers.



Summer 2506

Transcript

Summer 2025

Pearson Edexcel GCE

In Japanese (9JA0) Paper 03

SECTION A: LISTENING

問題 1 ロンドンの道で琴を弾いて

(M2) みなさん、こんにちは。コトメンです。今日は小さい琴を持って、ロンドンに来ています。イギリスは初めてですが、ロンドンは歴史的な町ですね。今、外のベンチに座って琴を出しましたが、隣のベンチの女の人立って向こうへ行ってしまいました。ここで琴を弾くのはちょっと心配です。日本の音楽で、世界中で有名な「となりのトトロ」の曲を弾いてみました。ロンドンではミュージカルが有名ですから。琴を弾いていると、男の子が立ち止まってお金を置いて行きました。びっくりしました。イギリス人に琴を知ってもらうことができ、うれしかったです。

問題 2 はると 晴翔君

イン (F1) : 晴翔君、高校卒業おめでとうございます。今日はどんな気持ちですか。

晴翔 (M1) : 多くの人に助けてもらって、ここまで来ました。感謝しています。

イン : 大震災の後は大変でしたね。

晴翔 : はい。兄と二人で避難所にいました。明るくしていたら両親が僕たちを探しに来てくれるだろうと思っていました。

イン : なるほど。今日は、村長さんが卒業式に来ていますが…。

晴翔 : はい。去年の七夕祭りで村長さんと太鼓を打ちました。父も毎年七夕祭りで太鼓を打っていましたから。

イン : お父さんが、ですか。

晴翔 : はい。父が太鼓を打っている生き生きした姿は、大切な思い出です。

イン : 将来の計画は？

晴翔 : 大学で地域学を勉強するつもりです。卒業したら村に戻って、その知識をこの村の発展に役立てたいです。

イン : がんばってください。

問題 3(a) インフルエンサーの仕事

(F2) 平吹^{ひらぶきりょう} 諒^{りょう}さんと実歩^{みほ}さんは夫婦でインフルエンサーの仕事をしています。主に日本の北部で遊べる場所を紹介しています。今日の仕事は、シルクのスカーフやバッグを売る店を宣伝することです。この店は町の中心から少し離れているので、商品を知らない人は店にあまり来ません。実歩さんは店の中で、2, 3 秒の短いビデオをたくさん撮っていました。これらをたくさんつなげて、見る人があきないようにします。もう一つの工夫は、ビデオに自分を入れることです。今は SNS には動画がたくさんあって、つまらないのはだれも見ませんから。

問題 3(b) インフルエンサーと協力して

(M1) 市長として、この市に若い人に住みに来てもらうことが一番大切だと考えています。平吹さんたちから、今の若い世代はエンターテインメントとしてビデオを見ると聞きました。ですから、ビデオでは自分の毎日の生活を紹介したり、市のマスコットと体操したりして、市長はまじめな仕事をする固い人だというイメージを変えました。

(F2) 私も市役所の職員で、今までビデオに出たことはありませんでした。でも、市長が本当にがんばっているので、私もビデオに出て手伝いたいと思いました。それから、ここは自然がゆたかで緑も多いので、本当に気に入っています。それに、最近は赤ちゃんが生まれると、市から 5 万円もらえます。ぜひ若い人に引っ越してきてもらいたいです。

問題 4 黙食の見直し

(F1) ここ 2 年間ぐらい、学校の生徒は給食を食べるとき前を向いて静かに食べなければなりません。これは黙食といいます。しかし、このように食べるのは栄養をとることにはなりますが、生徒の心の健康にはつながりません。ですから、最近、黙食は本当に必要かどうか見直されています。

例えば、友だちとの会話を通して生徒は自分が困っていることを聞いてもらい、気持ちが明るくなります。また、嫌いな物がある生徒が他の生徒と一緒に食べると、周りの人が給食を全部食べているのを見て、自分も嫌いな物を食べてみようと思います。さらに、給食を作った人や材料を育てた人にありがたい気持ちと尊敬の気持ちが出てきます。

本来、給食の時間には色々な目的があります。生徒はみんなで給食を運んだり片づけたりすることで協力する大切さを知ります。また、給食のメニューは栄養士が考えていますから、食事のバランスなど正しい食生活について知る機会にもなります。そして、テレビを見ながら食べるのではなくしっかり座ってゆっくり食べることで、食べすぎや太りすぎを防ぐこともできます。

楽しい給食の時間に一日も早くもどれるといいですね。

SECTION B: LISTENING, READING AND WRITING

問題 5 (a)

(F2) 最近、駅のパン屋へ行ったんですが、ここはいつもお客さんが並んでいます。パンを選んでレジへ行くと、レジのカメラがパンの種類を認識して、合計の値段が出ます。店員がパンの名前を覚えなくてもいいので仕事が楽になって良かったそうです。そしてパンの種類も増えてこれからどんなおいしいパンが食べられるか楽しみです。このパン屋ではレジでカードをスキャンして払うので、店員もお客さんもお金にさわりません。衛生的でいいと思いました。サービスもコンピューターのほうが速くてすばらしかったです。駅ではお客さんはいつも急いでいるので、AIを使うレジは便利ですね。

これで録音を終わります。

