

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE

Japanese (5JA04)

Paper 01: Writing in Japanese

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 or 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.

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

Summer 2015

Publications Code UG041910

All the material in this publication is copyright

© Pearson Education Ltd 2015

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.

Writing task 1

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	9-10
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious. 	7-8
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole. 	5-6
<ul style="list-style-type: none"> • Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read. 	3-4
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker. 	1-2
<ul style="list-style-type: none"> • No content worthy of credit. 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	7-8
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	5-6
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task. 	3-4
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0

A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy.

Writing task 2

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	13-15
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious. 	10-12
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole. 	7-9
<ul style="list-style-type: none"> • Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read. 	4-6
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker. 	1-3
<ul style="list-style-type: none"> • No content worthy of credit. 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	7-8
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	5-6
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task. 	3-4
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0