

# ResultsPlus

Examiners' Report  
June 2011

GCSE Japanese 5JA04 01

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## **Introduction**

This was the first year that the great majority of schools entered candidates for this paper. On the whole, candidates coped well - it is clear that teachers have continued to teach candidates to write using more difficult grammatical structures and as many kanji as they could. This was rewarded in the marking.





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### Examiner Tip

Candidates should ensure they address both the bullet points in the question.

They should think creatively about how to tackle the question. If this candidate had invented a Japanese friend (given a description), who had come to the house to watch Youtube and eat snacks, this would have opened whole new areas of vocabulary, added length, and introduced past tense into this piece. All of this would have resulted in higher marks being awarded.

## Question 1 (b)

The greatest problem with Q1(b) was that candidates were often unclear whether they were writing about one place (eg. there is a great youth hostel) or several. "What the places have to offer" was interpreted very generously, and could be a description of the hotel / hostel (eg. has a swimming pool, great restaurant...) or the place (eg. has a big cinema and a new shopping centre).

Start here  
↓

**Answer space for Section A (short writing task)**

る	で	く	こ	く	す	た	し	の	な	い	よ	ち
べ	ま	こ	こ	し	る	く	ん	こ	り	キ	に	か
き		天	が	い	こ	さ	せ	こ	よ	ャ	と	も
こ	あ	気	好	山	と	ん	つ	ろ	か	ン	ま	の
ま	な	は	き	を	が	の	な	は	かん	プ	る	は
	た	と	こ	ハ	で	楽	ひ	こ	か	じ	が	せ
ぼ	は	こ	す	イ	き		と	こ	あ	よ	ま	く
く	キ	も		キ	ま	し	が	も	り	う	り	さ
は	ャ	よ	お	ン	す	い	い	や	ま	や	ま	ん
キ	ッ	か	も	グ		こ	ま	す	す	き	す	の
ャ	プ	っ	し	す	す	こ	ま	く		れ	大	ほ
ン	す	た	ろ	る	つ	を		こ	そ	い	き	し



### **Question 1 (c)**

Q1(c) was not very popular. Presumably candidates did not know what to write for the incident that happened during the sports match. The candidates who attempted this question typically wrote about someone getting injured, or about winning a major tournament.

### **Question 1 (d)**

Q1(d) was overwhelmingly the most popular question. Clearly this is a topic candidates were likely to have practiced in class and felt comfortable with. Most candidates were able to answer both the bullet points. If they did not go beyond simply answering the bullet points, their answers tended to be very short. Quite a few candidates had difficulty with katakana, for example the word 'rugby'. If this was their hobby and thus the word recurred throughout the piece, it tended to give a poor impression. This would have been the time to use the dictionary to check the transcription of a key word.

## Question 2 (a)

Q2(a) gave candidates the scope to give examples of what they enjoy doing in town, thus giving them the chance to narrate in the past tense. Most candidates were able to do this, although sometimes this section could have been better linked to the piece as a whole.

Start here  
↓

**Answer space for Section B (longer writing task)**

ま	イ	は	ハ	ち	私	い	か	ん	と	い	で	
き	ス	公	ク	。	の	と	かん	又	え	ろ	い	私
。	ク	園	で	公	家	お	こ	レ	ば	な	ま	は
と	リ	に	さ	園	の	も	グ	ス	'	こ	さ	母
て	ー	サ	。	の	前	い	き	ト	た	と	。	と
も	ム	カ	か	名	に	ま	ヤ	ラ	く	が	ダ	ダ
楽	を	を	かん	前	公	あ	く	ソ	こ	あり	リ	リ
し	食	し	こ	は	園	。	け	が	び	り	ッ	ッ
い	べ	た	こ	ダ	が	そ	お	あ	じ	ま	チ	チ
で	た	り	き	リ	が	れ	も	り	ウ	さ	に	に
き	り	'	ヤ	ッ	り	か	し	ま	フ	。	い	住
。	し	ア	く	チ	ま	ら	ろ	る。	か	た	ろ	ん

Answer space for Section B (longer writing task) - (continued)

ル		い	を	よ	し	や	じ	こ	え	さ	あ	ダ
ガ	ロ	で	飲	グ	ス	け	た	こ	ば	ん	り	リ
ホ	ソ	き	ん	リ	ト	を	り	を		の	ま	ッ
リ	ド	。	だ	を	ラ	買	じ	じ	は	こ	ち	チ
ま	ソ		り	食	ソ	い	ま	た	く	と	。	は
ま	に		し	べ	に	ま	ち	り	ぶ	を	ロ	ロ
	た		ま	だ	イ	ち	。	い	つ	し	ソ	ソ
た	く		ち	り	キ	。	家	買	か	ま	ド	ド
と	さ		。	。	リ	を	族	い	かん	ち	ソ	ソ
え	人		お	ビ	ス	れ	に	も	に	。	に	の
ば	ホ		い	ー	の	か	お	の	行	た	た	中
	テ		し	ル	り	ら	み	を	く	と	く	が

Answer space for Section B (longer writing task) – (continued)

						が	カ	ソ	こ	の	名	ド
						女子	かん	の	で	か	で	ア
						です	こ	天	あ	ん	ち	チ
						。	う	気	。	こ	が	ス
							々	は	そ	づ	高	タ
							々	い	れ	々	で	カ
							く	つ	か	々	ず	が
							は	も	ら	く	。	リ
							ロ	い	。	が	ガ	ま
							ソ	い	ロ	一	ね	ま
							ド	で	ソ	番	も	。
							ソ	あ	ド	好	ち	有



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**Examiner Comments**

This response was given 14 for content and communication. It covers a lot of ground (a description of Dulwich, activities you can do there, hotels, weather etc.); it is coherent and pleasant to read. There is a clear ability to narrate, describe and expand.

The knowledge and application of language was given 10, since the candidate has used harder structures such as *とおもいます* and *たり たり*. Another good thing this candidate has done is to use connectives such as *たとえば* and *それから* effectively.

The accuracy was given a 5.



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**Examiner Tip**

Write in paragraphs.  
Learn a range of connectives (linking words) - these help to structure the piece and make it flow.

## Question 2 (b)

Q2b was not very popular. Candidates may have felt that explaining why someone would be a good role model was linguistically quite challenging.

There is no doubt that this candidate is trying really hard. You can see that they have ideas they want to get across and have used their dictionary to look up words they do not know.

Start here  
↓

**Answer space for Section B (longer writing task)**

一	ド	さ	星	レ	う	レ	<del>物</del>	。	か	く	<del>は</del>	こ
二	さ	あ	で	ト	頭	ト	物	レ	ら	モ	ち	ん
い	ん	う	す	は	が	も	ろ	一	さ	テ	に	に
さ	は	を	。	か	い	や	わ	テ	れ	ル	し	ち
あ	テ	助	ヅ	し	( )	く	し	ケ	り	<del>は</del>	は	は
う	<del>テ</del>	け	レ	ゆ	で	モ	ゆ	ケ	と	こ	レ	'
を	一	ま	ド	は	し	テ	で	は	し	お	一	
あ	ン	し	さ	三	た	ル	す	ゆ	ん	も	テ	
た	エ	た	ん	十	。	で	。	う	せ	い	ケ	
え	一	。	は	秒	ヅ	し	ヅ	ぬ	っ	ま	ケ	
る	ン	ツ	か	に	レ	た	レ	( )	で	(孝)	は	
。	ヤ	レ	ん	火	ト	か	ド	な	す	た	や	

Answer space for Section B (longer writing task) – (continued)

	ま	さ	わ	デ	ち	る	ほ	い	か	も	し	ツ
	い	あ	ら	ケ	た	わ	う	は	の	ゆ	あ	レ
	ま	う	じ	ケ	し	う	と	た	じ	め	し	ド
	あ	あ	ゆ	と	あ	い	も	う	あ	ご	た	さ
	.	う	う	ん	ツ	い	や	く	い	あ	。	ん
		'	あ	愛	レ	あ	く	で	っ	り	レ	は
		あ	る	し	ド	を	モ	し	し	に	あ	ゆ
		り	人	あ	さ	人	テ	た	あ	し	あ	め
		が	々	う	ん	々	ル	。	う	ま	ゲ	ご
		と	で	で	と	で	で	り	け	し	ケ	あ
		う	す	あ	レ	す	し	あ	ん	た	さ	り
		ご	。	す	一	。	た	う	め	。	ん	に



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Examiner Comments

The content was given 11. Whilst the quality of language makes it hard to read in places, the candidate has said who their role models are and given a range of reasons (kind, beautiful, famous, environmentally friendly, followed own dreams, worked hard). There is evidence of description and expansion, although the piece is over-ambitious in places.

The knowledge and application of language was given 5. Basic sentences including *です* and *助けました* are in the correct word order and comprehensible, but the syntax is not correct in longer sentences (including the *から* for reason).

2 marks were given for accuracy since there are frequent mis-spellings and incorrect verb forms, although the main points are communicated.

## Question 2 (c)

This question was quite popular. Some candidates were over ambitious and tried to write about things they did not really have the vocabulary for (eg. a round the world trip). Candidates who stuck with more routine dreams - eg. go to university, become a doctor, have a big house - tended to do better, as the vocabulary was more within their reach. The more creative candidates were able to pull together a range of content from across the GCSE specification to include in their writing (jobs, daily routines, places to go on holiday, description of a house, etc.)

This candidate would have benefited from thinking through an essay plan before they started writing. They are clearly able to talk about a holiday (end of first page) and daily routines (second page); if they had thought through how to apply these to the question of a future dream, the score for content would have been higher.

Answer space for Section B (longer writing task)

Start here  
↓

た	<del>母</del>	は	か	行	の	レ	す	す	に	行	で	将
が	<del>母</del>	<del>母</del>	で	き	家	ジ	。	。	ご	<del>重</del>	す	来
ホ	<del>母</del>	<del>母</del>	父	ま	族	ト	山	山	う	<del>重</del>	。	の
ニ	ひ	ん	と	し	は	に	の	山	か	<del>重</del>	未	夢
ム	と	<del>母</del>	私	た	あ	と	な	山	し	<del>重</del>	来	に
ノ	り	す	と	、	い	ま	か	山	を	す	に	つ
カ	で	わ	好	ひ	だ	た	の	山	ス	る	、	い
プ	す	り	の	こ	り	い	う	見	キ	前	<del>母</del>	て
IV	わ	ま	エ	う	よ	で	あ	た	ー	に	<del>母</del>	書
と	り	し	ミ	き	こ	す	く	た	を	し	外	き
友	ま	た	リ	の	う	。	し	い	し	け	国	た
達	し	か	ー	な	に	こ	い	い	ま	ん	旅	い

Answer space for Section B (longer writing task) – (continued)

ち	し	ス	一	に	テ	ら	毎	<del>毎</del>	い	で	う	に
は	た	の	ヒ	、	レ	っ	あ	<del>毎</del>	山	す	き	な
<del>毎</del>	い、	レ	一	分	ビ	こ	さ	<del>毎</del>	か	。	で	り
	で	ス	を	じ	を	、	、	<del>毎</del>	ら	私	り	ま
	す	ト	飲	さ	見	朝	私	す	私	た	よ	し
	。	ラ	ん	ん	た	ご	た	る	も	ち	こ	た
	ゴ	ン	だ	を	い	は	ち	つ	母	は	う	か
	ゴ	を	り	行	で	ん	は	も	も	暑	に	ら
	に、	行	、	行	た	す	か	り	け	い	行	母
	私	た	ラ	、	十	食	お	で	ん	く	き	と
	た	リ	ン	コ	時	ベ	を	す	が	て	た	ひ
						て	あ	。	つ	古	い	こ



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**Examiner Comments**

The communication and content was given 9. The response starts by addressing the question (wants to pass her exam, then go on a foreign skiing trip), but then does not really link to the rest of the response very well. The piece is comprehensible and does go beyond the minimal, but is not really clear and coherent.

The knowledge and application of language was given 9, since there is a range of structures including て forms, a たり たり sentence and つもりです。 These do come across as pre-learnt, thus contributing to the problem mentioned above of lack of flow / structure. The candidate has also written a good number of GCSE kanji.

The piece was given 5 for accuracy. Looking at it sentence by sentence, the writing is generally accurate, including using correct particles.



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**Examiner Tip**

Plan before starting to write. Candidates should think carefully about how they are going to include bits of language they know (eg. describing a holiday, describing daily routine) into the particular essay they are writing.

This is fairly typical of a less able candidate, although they are to be commended for trying the harder question, and producing something of relevance. Note how the candidate has copied out words from the dictionary in English word order - eg in the last sentence: I / want / attend / university.

Start here  
↓

**Answer space for Section B (longer writing task)**

		で	ほ	ガ	ッ	し	に	ご	。	す	の	し
		あ	し	く	の	S	かん	う	。	。	な	よ
			い	<del>あ</del>	を	F	せん	で		。	ま	う
			か	<del>あ</del>	と	イ	は	あ		。	い	ら
			よ	で	イ	ル	は	の		。	は	い
			う	す	ヤ	ツ	四	ほ		。	十	の
			あ	。	リ	カ	A	し		。	六	ゆ
			は	あ	ス	ー	L	の		。	い	め
			だ	た	と	エ	e	ほ		。	ウ	。
			い	レ	す	と	v	し		。	ロ	あ
			が	の	う	う	e	い		。	ト	た
			く			イ	e	い		。	で	し



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Examiner Comments

The communication and content was given a 4, since the candidate has conveyed the main point (I want to be a nurse), but with lots of ambiguity, no description or opinion, and the piece is difficult to read.

The knowledge and application of language was given a 3, since sentences are short, the language is basic, and the range of structures is limited.

The accuracy was given a 1, since there is not one error free sentence; even the pre-learnt sentences about name and age contain errors.

## **Question 2 (d)**

This question was not very popular. The examiners had expected 'for' and 'against' style essays. However, hardly any candidates wrote along these lines. A description of the candidates' own work experience, together with their reflections on it, was accepted.

## Sumamary

To get a good mark, candidates should:

- (1) Be familiar with the correct use of 原稿用紙.
- (2) Address the bullet points given in the question. As a rule of thumb, candidates should try to write just under a page for each of the bullet points given in the question. Candidates do currently seem to be well trained to write using a variety of grammatical structures and kanji, so the "content" criterion is probably the one on which they could score better with least effort.
- (3) Be familiar with the convention that the line for the long vowel in katakana is written across when writing across (ie in their dictionaries) and written down when writing down (eg on the paper).
- (4) Be trained in how to use a dictionary correctly. In particular, being aware of whether a word is a noun, adjective, verb etc. before they look it up, and adapting what they find in the dictionary accordingly.
- (5) Aim to write most of the two pages for the shorter question, and most of the three pages for the longer question.

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