



Examiners' Report June 2012

GCE Japanese 6JA02 01

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#### Introduction

The A2 paper was very similar to that of previous years, and so candidates seemed to cope well with all parts of the paper. In particular, it was pleasing to see that candidates continue to prepare very thoroughly for their topics and texts.

The reading comprehension passage dealt with a Japanese book . Informal feedback from centres suggests that candidates found the topic of this passage familiar, which encouraged them to "get into" the reading and try hard to answer the questions. The translation passage dealt with the London Olympics. Most candidates made an attempt to write something for the translation, although poor katakana, errors in numbers and errors in basic sentence construction led to many poor translations. Candidates are encouraged to think very carefully about their translations, and to focus on writing grammatically correct Japanese sentences even if they do not know every word.

#### Question 1

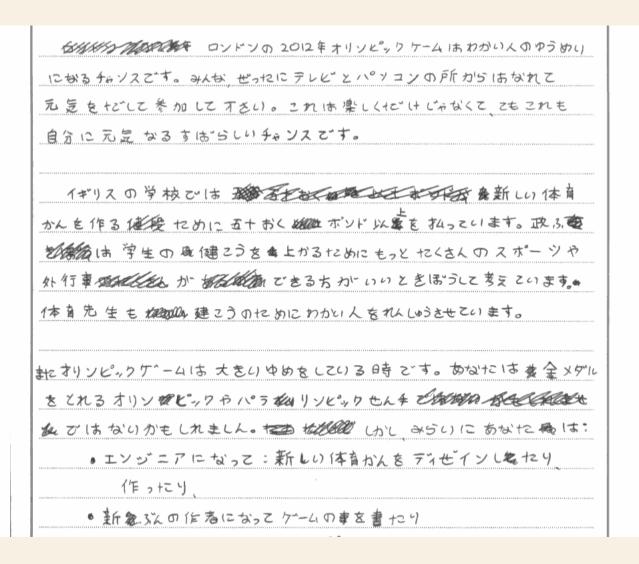
Most candidates managed to answer some of the questions in section A. Surprisingly, one of the hardest questions was the "Yes / No" question (c). Candidates also found (e) difficult, perhaps because they were unfamiliar with the word  $\pm$ . There was evidence that the candidates were really focussing on the question words - for example by underlining them, or writing in the English translation and so on.

### Question 2

Most candidates were able to attempt some of the translation. Many candidates did not seem to know the words "government", "pilot" or "engineer, however knew the idiomatic phrases for "make sure you don't miss out". The number £500 million caused did cause a few issues with candidates.

Candidates should be encouraged not to give up on the translation, and make sure that they do write something, even if they find the translation difficult. There is a tendency for candidates to "make up" words in katakana, and so are encouraged to really search for the correct Japanese word if they can. Candidates should also make an effort to write genuine katakana words with the correct transcription.

This is an example of a candidate who was awarded a mark of 6.



• ひ空きのパイロットになって、訪問者やせん手をこの国に

行せたり

・ コソピューターの上巻になっこケー4 伽をやさしくて行こなっ

たりしましす。

2012年は変ぜったいにわくかくな量車ですからぜったこし参加してね!



This piece of work shows a careful and systematic approach to translation. The candidate is clearly familiar with a range of grammatical structures, and is making an effort to use them in the correct contexts - eg ほうがいい, ために, かもしれません etc.



Do write in kanji wherever you can - 若い and 有 a would be expected at A2.

オリンピク・好点スのロンドンの2012年にはわかもののためにうんどうします。テレビも見たり、コンピューターが大いりしません。しかし、テンマもなりたり、スポツもしたりしますして、楽しくて気気もりりません。

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また、オリンピク・ケブムスは与かんレン大きりかにありましょう。あなった様オリンピクダパラリンピクズボシ者はコルド・メドルなしたいがありません。しかし、最かかしこ。

デザルマ3<こ ・エンジニアになる:スポッ・スティデアンを外値かくし ましょう。

。書き物にはなるくてガムスについて書きましょう。

。ひこうきのパイロトになることはが人光もりくとアフリトも 東りましょう。(近分-tame

。アー・チー者になることはゲムスにつくるいいでじょう。

2012にはとてもすばらいがありましょう。この楽してくたいさい。

# Results lus Examiner Comments

If one just reads the Japanese, most of it is incomprehensible. There are some correct items of vocabulary, but most of the time meaning cannot be discerned at a sentence level. This candidate needs to do further basic work on constructing grammatically accurate sentences.



Make sure you can write simple katakana words such as X - y correctly.

## Question 3 (a)

Question 3 (a) led to a variety of interesting responses, covering many different regions of Japan. Candidates must know specific facts, such as names of castles / temples, their historical background, any special features and so on. Simply saying "Japan is a beautiful country and you must visit the many temples" does not suffice.

This candidate was awarded 4 for Content, 6 for Organisation and Development and 4 for Language.





Although the candidate is demonstrating some knowledge of Japan, the issues of 過労死 and ゴミ箱 are not relevant to the question that has been asked. Therefore they were awarded a low mark for Content.



Make sure you write in paragraphs. Make sure you make specific points with reference to the question that has been asked.

# Question 3 (b)

Candidates displayed the same errors as in 3 (a), namely writing in very general terms along the lines of "Region X is known for its farming", without demonstrating specific knowledge.

# Question 4 (a)

Questions 4 (a) and 4 (b) were both popular with candidates who appeared to be native speakers of Japanese. However they often scored poorly as they wrote from their personal experiences. Candidates that answer the questions on "contemporary Japanese society", are reminded that evidence of having studied modern Japan (in terms of its sociology) is expected, and writing purely from personal experience is unlikely to result in high marks.

This candidate was awarded 3 for Content, 5 for Organisation and Development and 4 for Quality of Language.





This page expresses a personal opinion on the subject of bullying, and is not relevant to the question asked in the examination.



If a question asks for an evaluation / opinion, you must carefully construct a case, starting with facts and argue your points.

## Question 5 (a)

Question 5 (a) was very popular, with many candidates writing about 花見、卒業式、入学式 and so on. The candidates who scored the highest marks followed the instructions and included both school and non-school based events. There was a lot that candidates could write on this question, so the selection of events to write about, and making sure that each of the events was introduced and explained was key to doing well in this question.

# Question 5 (b)

Candidates stretched the definition of  $\Re 9$  and in order to attain marks, must remember to demonstrate a good knowledge of the event they are discussing.

This candidate is writing about お盆. This was awarded 11 for Content.





The candidate has clearly put a good effort into learning the specifics of the お盆 festival, as demonstrated by their knowledge of 迎え火、盆踊り and so on.



It's very impressive if you can not only manage to learn specific facts, but also the kanji that are needed to write about them.

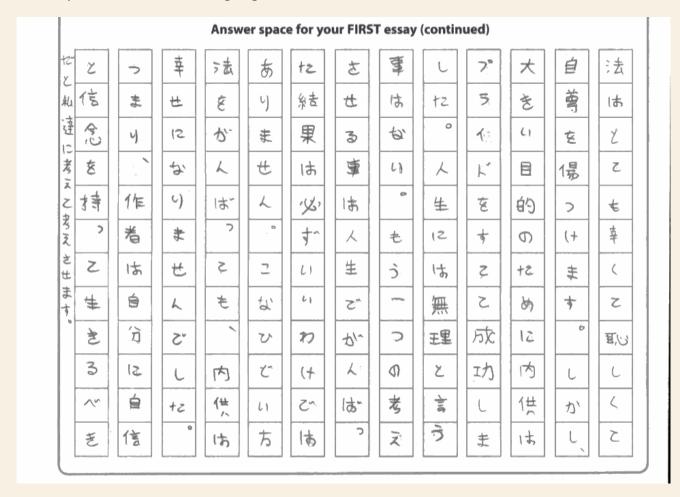
## Question 6 (a)

Candidates did struggle with this question and were unable to include all the information about 为供, his experience(s) and how he changed through this experience. Many candidates lost marks as they tackled one part of the question well, but failed to address other parts of the question.

# Question 6 (b)

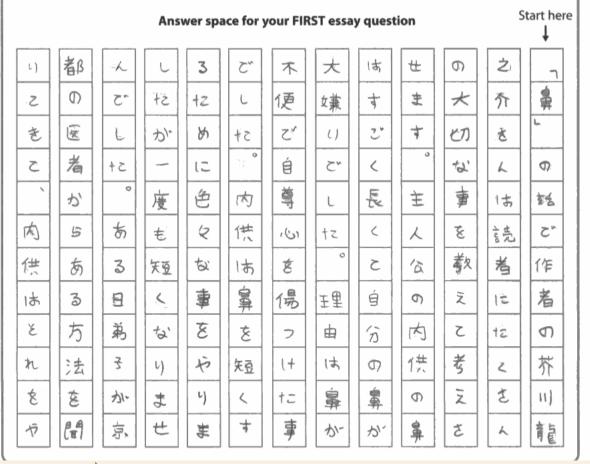
There were a range of impressive answers to 6 (b), some relying on the point 5 makes in the text; others from the candidates' own reading of the text. Both approaches were accepted.

This piece was given 13 marks (full marks) for Content, 6 for Organisation and Development, and 4 for Language.



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The candidate is clearly addressing the question that was asked, and both points made have been fully justified from the text. This was why the piece was awarded full marks for content.



Structure your writing into logical paragraphs.

#### Question 7 (a)

The  $\mathbb{Z}$   $\mathbb{X}$ — text does not appear to be be taught in many centres. The candidates who chose to answer question 7 mostly seemed to be native speakers. They also chose to write on a range of the author's short stories.

# Question 8 (a)

 $\vec{\tau}_1 - \mathcal{D}$  seems to be a popular text with both native speaker and non-native speaker candidates. With question 8 (a), recommending the book to a friend, candidates needed to be careful that they were doing more than just repeating an outline of the story.

As candidates do practice essays for their topics and texts, so it is unusual to find a candidate whose quality of language is poor in the topics and texts essays. This page has been included as a sample of a piece of work which was awarded 2 for Quality of Language.



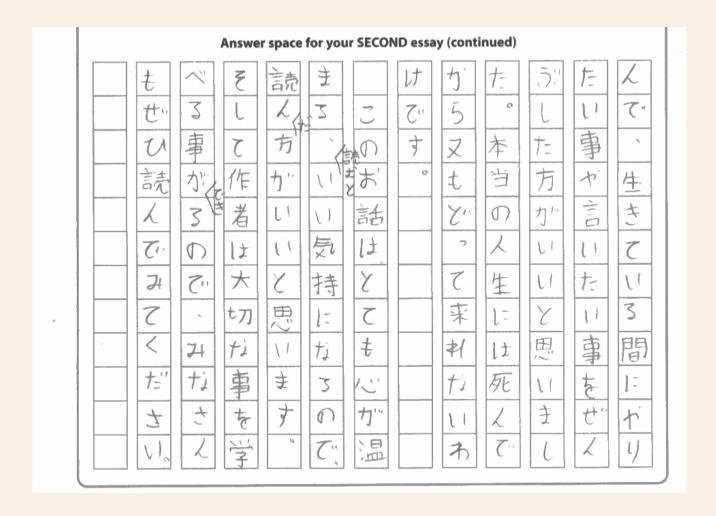


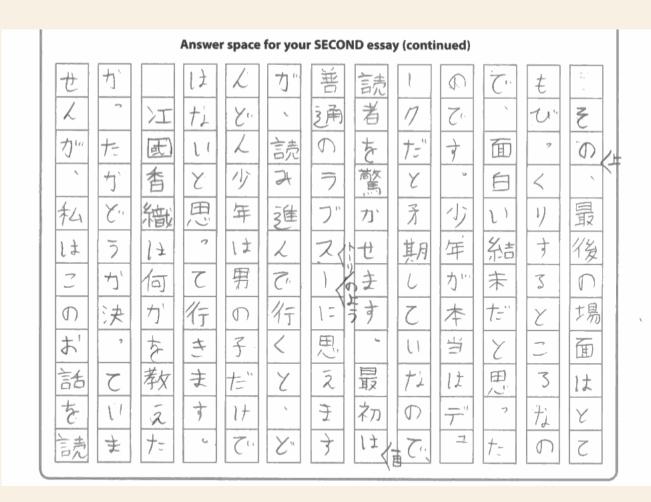
There are many errors, including words which are targeted at a GCE level.



Make sure you know how to use 原稿用紙 correctly.

This essay was given full marks in all three criteria, and is included in this report as an example of the level top candidates should be aspiring to.











The candidate has made several good points; justified their points from the text, and set the whole essay out beautifully into clear and logical paragraphs.



One of the key things in scoring top marks is to not make the あらすじ section too long, ensuring that you leave plenty of space to write the response to the question asked in the exam paper.

# **Paper Summary**

- Candidates are reminded that they need to write in language sufficiently formal for an examination.
- Candidates are also strongly urged to learn how to write correctly on 原稿用.
- Candidates are encouraged to continue to put a lot of hard work into their study of topics and texts.
- Candidates are also encouraged to try hard to keep going all the way through the translation, even if they find it difficult.

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

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