



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE

In Japanese (9JA0)

Paper 3: Listening, reading and writing

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 2022

Question Paper Log Number P70727

Publications Code 9JA0_03_2206_MS

All the material in this publication is copyright

© Pearson Education Ltd 2021

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)	C	(1)

Question number	Answer	Mark
1(ii)	B	(1)

Question number	Answer	Mark
1(iii)	D	(1)

Question number	Answer	Mark
1(iv)	D	(1)

Question number	Answer	Mark
2(i)	D	(1)

Question number	Answer	Mark
2(ii)	B	(1)

Question number	Answer	Mark
2(iii)	A	(1)

Question number	Answer	Mark
2(iv)	A	(1)

Question number	Answer	Mark
2(v)	D	(1)

Question number	Answer	Reject	Mark
3(a)(i)	(毎日毎日練習を)がんばっていた (人)		(1)

Question number	Answer	Reject	Mark
3(a)(ii)	宇佐美選手が一位をとったと聞いたとき		(1)

Question number	Answer	Reject	Mark
3(a)(iii)	井上先生から教わるために 井上先生の道場があるから		(1)

Question number	Answer	Reject	Mark
3(a)(iv)	鳥取県のマスコットです。		(1)

Question number	Answer	Reject	Mark
3(a)(v)	大会があったからです。/大会に参加したから からです。		(1)

Question number	Answer	Reject	Mark
3(a)(vi)	宇佐美選手を迎えました。/(宇佐美選手と 二人で)写真を撮りました。		(1)

Question number	Answer	Reject	Mark
3(b)(i)	世界で楽しまれている / 世界的なスポーツ /世界 187 の国で 6000 万人以上に楽し まれている		(1)

Question number	Answer	Reject	Mark
3(b)(i)	おじぎ		(1)

Question number	Answer	Reject	Mark
3(b)(i)	(3 回もノミネートされたのに) オリンピ ック・スポーツに選ばれなかった		(1)

Question number	Answer	Reject	Mark

3(b)(ii)	空手が若い人に人気がない		(1)
-----------------	--------------	--	------------

Question number	Answer	Reject	Mark
3(b)(ii)	金メダルが期待できるから		(1)

Question number	Answer	Reject	Mark
3(b)(iii)	フィットネスなどで知られている	世界中に知られている	(1)

Question number	Answer	Reject	Mark
4(a)	夏休みが終わるとやせている AND 給食室の前で立っている		(2)

Question number	Answer	Reject	Mark
4(b)	(自分で) おにぎりを(作って)学校に持ってくる		(1)

Question number	Answer	Reject	Mark
4(c)	クラブ	サポートする活動	(1)

Question number	Answer	Reject	Mark
4(d)	お母さんが仕事をしているので/買い物や晩ご飯の準備(家事)で忙しいので		(1)

Question number	Answer	Reject	Mark
4(e)	(食事ができなくて困っている家庭に) 食べ物を持っていく		(1)

Question number	Answer	Reject	Mark
4(f)	口コミで / 一つの家庭が次の家庭を紹介して		(1)

Question number	Answer	Reject	Mark
4(g)	Any two of: <ul style="list-style-type: none">• (安くて体にいい)料理の作りかたを覚える• 他の人と話す• 友だちを作る		(2)

SECTION B mark scheme (listening, reading and writing)

Question number	Answer	Reject	Mark
5(a), (i), (ii), (iii), (iv)	<p>Any four of the following:</p> <p>森本先生の意見 :</p> <p>9月入学に大賛成(1) 遅れを取り戻すのはいい (1) いろいろな力をのばすいいチャンス (1) 雪が降る心配がない(1) 風邪をひいたりする心配はない (1) 外国に留学しやすくなる(1) 国際的な考えかたを習うといい (1)</p> <p>(Any other appropriate phrasing of the above points is acceptable)</p>	<p>Specific, factual details that do not express what he thinks about changing the school year, e.g. コロナで休校になった</p>	(4)

Question number	Answer	Reject	Mark
5(b) (i), (ii), (iii), (iv)	<p>Any four of the following :</p> <p>Hayashi's opinion :</p> <p>9月入学に反対(1) もう受験勉強をしている(1) 急に大学入試の時期が変わったら大変(1) あと半年の学費を払うのは無理 (1) 仕事が決まっている人には迷惑(1) 暑い中、制服で入試を受けるのは大変(1) さくらのない入学式はさびしすぎる (1)</p> <p>(Any other appropriate phrasing of the above points is acceptable)</p>	<p>Specific, factual details that do not express what she thinks about changing the school year e.g. 私は私立高校に通っている 9月入学になったら、大学入試は夏になる</p>	(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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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)	<ul style="list-style-type: none">• Any answer that describes Mr. Morimoto's point of view in positive or negative terms, consistent with the information presented in the source material, e.g. enthusiasm for changing the school year to a September start with reasons• Any answer that describes Hayashi's point of view in positive or negative terms, consistent with the information presented in the source material, e.g. a negative view of changing the school year to a September start with reasons• Conclusions consistent with candidate's line of argument, e.g. It's good to start the school year in September as it would be easier to study abroad OR it's better not to change the school year and keep up the Japanese traditions such as taking photos with the cherry blossoms

Pearson Edexcel Level 3 GCE

Japanese

Advanced

Paper 3: Listening, reading and writing

Transcript (Questions 1 to 5a)

2022

Time: 2 hours 15 minutes

Paper Reference(s)

9JA0/03

SECTION A: LISTENING

問題 1 苦楽園中学校

イン(M1)： 校長先生、こんにちは。苦楽園中学校はおもしろいですね。

校長 (F1)： ええ、毎年生徒全員で登山に行くので有名です。

イン： でも、今日はこの学校でいじめゼロ宣言をしましたね。

校長： ええ、両親も学校に来て、みんなで校内からいじめをなくす約束をしました。

イン： いいですね。

校長： まず一時間目に、どのクラスも詩を読みました。

その詩は子供を産んだときのお父さんやお母さんの気持ちについてでした。

イン： へえ。

校長： それから三時間目に一人一人がいじめについてのスローガンを考えて、クラスで

一つ選びました。そして、それを全校集会で発表しました。

イン： いいですね。

問題 2 大震災で知ったこと

(M2) こんにちは。東北大学の今村です。つなみについて調べています。2011年のつなみの高さは、荒浜でも10mをこえました。これは私たち研究者が津波のまえに考えていたことと、大きく違いました。ですから、津波のときは高いところへ逃げなければいけません。例えば、仙台市では多くの人荒浜小学校へ避難して、屋根に登って、助かりました。ところが今はそのような避難所があまりないのが問題です。これからは避難タワーを建てたほうがいいかもしれません。でも、災害のときは違う問題がたくさん発生します。ですから、避難方法が一つだけでは危ないです。みなさんも日常生活の中で色々な避難のしかたを考えておきましょう。

問題 3(a) 宇佐美選手

(F2)

空手で優勝した宇佐美選手の先生、井上先生にお話を聞きました。先生の話では宇佐美選手は毎日毎日練習をがんばっていたそうです。井上先生は宇佐美選手が一位を取ったと聞いたとき、うれしくて泣いたと話していました。宇佐美選手は東京出身ですが、井上先生の道場がある鳥取県に引っ越しました。ここに来てから、鳥取県のマスコットのトリピーが大好きになりました。トリピーは昨日、東京の大会から帰ってきた宇佐美選手を迎えに空港へ行きました。そして、二人でかわいいポーズで写真を撮りました。

問題 3(b) オリンピック・スポーツとしての空手

(F2) 空手は今、世界 187 の国で 6000 万人以上に楽しまれている世界的なスポーツなので、東京オリンピックの種目に選ばれてよかったです。試合の前と後の丁寧なおじぎなど、日本の伝統も世界に紹介することができます。また、今まで 3 回もオリンピック・スポーツにノミネートされたのに選ばれなかったので、今度はオリンピックのスポーツに決まってうれしかったです。

(M1) でも、空手も野球も 2024 年のパリ・オリンピックからは外されてしまいました。理由の一つは空手が若い人に人気がないからです。日本が金メダルを期待できるスポーツなのに、残念ですね。でも韓国のテコンドーはオリンピックの種目ですね。フィットネスなどで世界中に知られているからでしょう。

問題 4 沖縄の子供の貧困

(F1) 沖縄では長い間、貧困の問題が続いています。例えば、学校の先生から聞いた話ですが、夏休みが終わると生徒が前と比べてずいぶんやせて学校に来るそうです。夏休み中は給食がないので、一日三食の食事をきちんととることができない生徒がいるからです。また朝から給食室の前に立って、何かを待っている生徒もいました。そんな子どもたちのために、自分の家でお

にぎりを作って学校に持って来る先生もいました。

私たちはそんな家庭をサポートする活動を始めました。クラブなどを開いて、子どもたちをサポートする予定でした。でも、お母さんたちが仕事をしているので、子どもは買い物や晩ご飯の準備で忙しくて、来ることができませんでした。

9月からは食事がとれなくて困っている家庭に食べ物を持っていきました。このときに次の家庭を紹介してもらいます。この活動は口コミで広がりました。その後、10月からはお母さんたちのために料理教室を始めました。お母さんたちは安くて体にいい料理を覚えながら他の人と話して友だちを作ることもできます。

この活動はこれからも必要なので、もっと多くの人に手伝ってほしいと思っています。

SECTION B: Listening, reading and writing

問題 5 (a) 森本さんの意見

(M2) みなさん、こんにちは。森本です。私は9月入学に大賛成です。まず、今コロナで学校が休校になったので、全国のみんながもう4か月勉強して遅れをとりもどすのはいいことだと思います。そして、その時間を利用して勉強だけではなく、そろばんとかサッカーとか色々な力をのばすいいチャンスです。それから、今の入試は1月から始まりますが、試験が夏になったら、雪が降ったり、かぜをひいたりする心配はないでしょう。でも一番いい点は外国に留学しやすくなることです。留学して国際的な考えかたを学ぶのはいいことです。日本の高校生や大学生は海外に飛び出していかなければなりません。

これで録音を終わります。