

Mark Scheme (Results) Summer 2010

GCE

GCE Japanese (6JA01) Paper 1

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Unit 1 (6JA01): Understanding and Written Response in Japanese

Section A

Question Number	Answer	Mark
1(a)	アメリカ	(1)

Question Number	Answer	Mark
1(b)	分けて	(1)

Question Number	Answer	Mark
1(c)	ごみ	(1)

Question Number	Answer	Mark
1(d)	洋服	(1)

Question Number	Answer	Mark
1(e)	文房具	(1)

Question Number	Answer	Mark
2(a)	がくしゅう One mark each for がく and しゅう	(2)

Question Number	Answer	Mark
2(b)	こた (える)	(1)

Question Number	Answer	Mark
2(c)	もんだい One mark each for もん and だい	(2)

Question Number	Answer	Mark
3(a)	むずかしく	(1)

Question Number	Answer	Mark
3(b)	遊びながら	(1)

Question Number	Answer	Mark
3 (c)	3000	(1)

Question Number	Answer	Mark
3 (d)	選んだり	(1)

Question Number	Answer	Mark
3 (e)	なる	(1)

Question Number	Answer	Mark
4	(a), (b), (d), (e), (g) 1 mark each	(5)

Question Number	Answer	Mark
5 (a)	千葉県に住んでいます。	(1)

Question Number	Answer	Mark
5 (b)	タイです。	(1)

Question Number	Answer	Mark
5 (c)	先生です。	(1)

Question Number	Answer	Mark
5 (d)	息子のゆうた君が英国に留学したからです。 Accept 留学生の力になりたいからです。	(1)

Question Number	Answer	Mark
5 (e)	はい。	(1)

Question Number	Answer	Mark
5 (f)	洗濯をしています。	(1)

Question Number	Answer	Mark
5 (g)	親を大切にすることです。	(1)

Question Number	Answer	Mark
5 (h)	タナンヤさんがいろいろ質問するからです。	(1)

Question Number	Answer	Mark
5 (i)	中国からのほうが多いです。	(1)

Question Number	Answer	Mark
5 (j)	ホストファミリーの家族が足りません。	(1)

Mark	Quality of language (short-answer questions) (AO3)
1	Grammar and structure so inaccurate that communication only occasionally takes place.
2	Limited knowledge of grammar and structures with frequent errors even in basic language; communication often impeded.
3	Errors in grammar and structures, although these do not impede communication.
4	Grammar and structures generally accurate; communication almost always effective.
5	Grammar and structures very accurate; communication always effective.

Section B

Question Number	Answer	Mark
6	It's now the middle of the summer holidays. Are you all keeping healthy?	(1)

Question Number	Answer	Mark
6	Are there some of you who get up early to go to "Rajio Taisō?" (Accept variations such as exercises, exercises to the radio, community exercises)	(1)

Question Number	Answer	Mark
6	When I was in primary school, a day in the summer holidays always started with "rajio taisō" (Again, any translation is okay, but it must be consistent with above)	(1)

Question Number	Answer	Mark
6	One mustn't be late for the 6:30 start. Even if I was a little tired, every morning I made the effort to run to the nearby park.	(1)

Question Number	Answer	Mark
6	We all exercised together to the loud sound of the radio.	(1)

Question Number	Answer	Mark
6	As you exercised, it felt that your body was gradually waking up.	(1)

Question Number	Answer	Mark
6	When the exercises were over, I got my card stamped, and then ran back home again.	(1)

Question Number	Answer	Mark
6	By the time I got home, I was hungry and breakfast was delicious.	(1)

Question Number	Answer	Mark
6	How about your summer holidays nowadays? Are you getting up early and leading a healthy lifestyle?	(1)

Section C

Mark	Content and response (AO2)
0	No rewardable material
1-4	Task mostly misunderstood and answer barely relevant.
5-10	Task not fully grasped or developed; much irrelevance and/or irrelevance
11-16	Task understood and some points developed satisfactorily; some omission and/or irrelevance.
17-22	Task understood and developed successfully
23-28	Task fully grasped; answer wholly relevant; convincing and well developed.

Mark	Quality of language (AO3)
0	No rewardable language.
1-3	Limited communication; highly inaccurate; language very basic with much repetition.
4-7	Some communication; language often inaccurate; limited variety of lexis and structures.
8-11	Satisfactory communication; basic language generally satisfactory, some attempt at variety of lexis and structures.
12-15	Good communication; good level of accuracy; generally successful use of a variety of lexis and structures
16-18	Excellent communication; high level of accuracy; language almost always fluent, varies and appropriate.

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