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Examiners' Report June 2010

GCE Japanese 6JA02 Paper 1

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Introduction

This was the first year of the new A2 examination. The style and format of the paper has not changed significantly from the legacy specification, and seems to have posed very few problems for teachers and candidates.

Candidates appeared well prepared for the comprehension questions and the essays on the set topics and texts. The translation in Section B seemed to be more challenging than in previous years and was not, on the whole, completed particularly well. This may be because teachers and candidates have put more effort into the reading comprehension questions and less into the translation, to reflect the changed weighting of these sections of the paper. However, teachers and candidates are encouraged to spend some time on practicing techniques for translation and to make sure candidates are well prepared for this section of the paper. This is particularly important for candidates who are aiming for the top grades.

Question 1

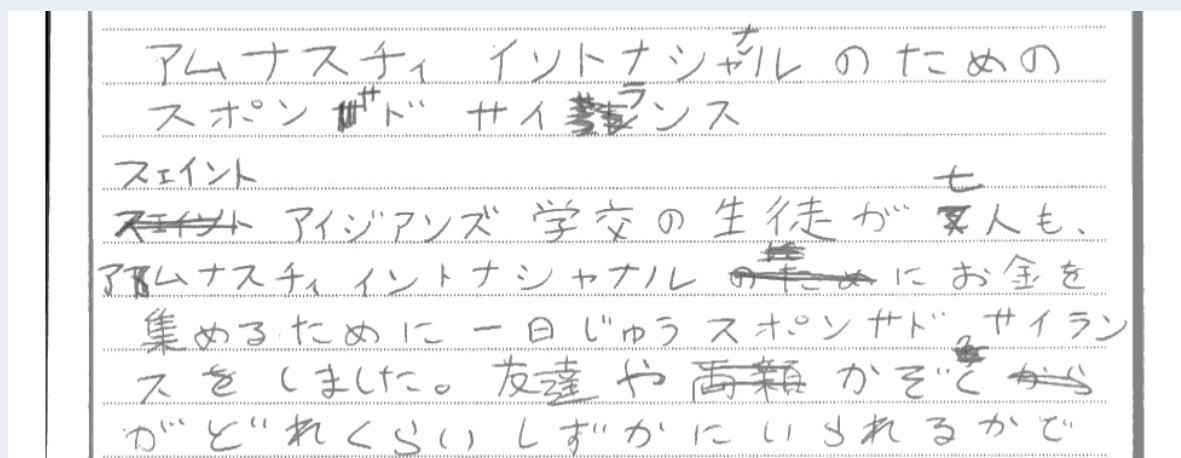
It is very pleasing to note that the majority of candidates attempted to answer most parts of Q1. Part (c) and (d) proved to be the hardest. In (f) the question word *いくつ* was often not recognised. Part (g) was often not recognized as a yes/no question.

Question 2

Candidates appeared to find the translation exercise challenging this year. Examiners were disappointed by candidate performance overall, and would advise that they must always attempt some, if not all, of the translation. Candidates are encouraged to re-cast any sections they find difficult into simpler, more direct sentences. For example, an attempt such as 「七人の高校生はみんなに「ありがとうございました。」と言いました。」 would have scored something on the penultimate sentence, yet far too many candidates wrote nothing.

The passage is split into 10 sections, and each section is marked 1 (maru), 1/2 (sankaku) or 0 (batsu) to come to the total mark.

This is an example of a candidate who has done reasonably well despite some very obvious errors in katakana.



お金をあげました。こういうスポンサード サイレンスをしたから、世界じゅうのプリズナを助けるための手紙がおくることができました。

一つのグループの、クリス シュスターはこう言いました「いっは、いっは、カブナントがその国の人にじゅうに言さ^いれな^いとな^らちやう法律が作^られます。これはとても悪いと思^いいます。だから一日じゅう言さな^かたです。言さ^いれな^い気持ち^がもっと深くわかるためにしました。

七人の生徒はお金をくれた人におれい^を言^いました。手紙を書く^のために金^を日^々にみんなをさ^そいました。の昼飯^の時間



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Examiner Comments

The first English sentence was given 1/2 (sankaku) mainly because スポンサー・サイレンス would probably not be understood by a native Japanese speaker without further explanation. The "to raise money for Amnesty International" was given 1 (maru). The sections "Family and friends" and "By holding a sponsored silence in this way" were given 1 each, but "they raised money for postage" was given 0, as the meaning of the sentence was changed (プリズナ would also probably not be understood by a native speaker).

The sentence starting "One of the group" was also given 0, partly because the word "government" was not known. The next sentence was given 1. The sentence "This helped us understand..." was given 1/2, mainly because the phrase ためにしました does not reflect the implication of the English. The last two sentences were given 1 each.

The final total mark was a very good 7/10.



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Examiner Tip

Do try to learn as much specific vocabulary as you can on the A2 topic areas.
Make sure you can write really basic things such as katakana accurately.

This is fairly typical of a candidate who would score 4 or 5 out of 10. The candidate has tried the whole way through; there is evidence of thinking about the original English and trying to logically work out how to put it into Japanese; nevertheless the passage is hard to understand if it is read just in Japanese with no reference to the original English.

②グループの一人は、「たしさんのせいじは、その国の人口を
 請されたいんです。本当にきらいことですから、
 せない一日間をあげました。しまったから、話すことができない
 の気持ちを分ることができました。」と言いました。

③生徒
 の7人はお金があげた人口に「ありがとう」と言いた
 ぎあみがある人は金曜日のひるごはくの時間に
 行って、てがみを書いてくださいと言いました。

①最後に、「スエント・アイダレス」学校には、国際システムに、
 お金をあつめるために、12年生や13年生の生徒の7人は、一
 日間で、しずかにいれた。かぞくや友達は、できるのしずか
 時間で、お金をあげました。このようにスポンサーでしずかを
 したら、世界のひまじやない人に、てがみをあげることが
 できます。



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Examiner Comments

The candidate is clearly thinking about the original and working out how to reflect this in the Japanese eg the use of お金をあつめるために、このように、したら、ことができます。



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Examiner Tip

Learn vocabulary accurately and carefully: せいじ is not government, ひま means free as in "nothing to do" not free as in "not in prison".

This is fairly typical of a weak candidate, although it is better than some of the weakest. This piece scored 2, for the following sections: アムネステインタナショナルに金をあげるために、一日話しませんでした、金をあげた人々にこのせいは「ありがとう」と言いました。

イン
アムネステ ~~インタ~~ ナショナルのため
にスポンソルド
サイランス

最近
おきん、アムネステインタナショナルのためにエー
トンの交学にその大のフォーラスは全日のサイランス
をました。がそれとともにはサイレントの時によ
るとスポンソルドをました。お金の スポンソルド
サイランスをまたから、~~世界~~ 世界にフリサナ
をてつた。うせいは金を借りました。
↑ てがみ ↑ ホスタジ

おきん 「グループに
一人のクリススクウスタンは「おきん」が「ムソトス」の
国民権が話しやらないはいけません。私達はこれ
が「きん」で「おきん」一日に話しませんでした。この人々のきもち
をてつた。ておきん。この人々が話しはいけま
せんから」と言いました。

金をあげた人々にそのせいは「ありがとう」と言いました。
てがみを書きたい。金曜日の昼間は人のフレクにインハイ
ミスは
おきんは
トをします。



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Examiner Comments

It is very hard to understand most of the Japanese. This is because many unknown words have just been transcribed into katakana. There is also a lack of focus on "subject - verb" so it is unclear as to who is doing what.



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Examiner Tip

Write in short sentences. Make sure the verb is clear. (WHO is doing WHAT?) Think if you know any appropriate verb endings to reflect more complex grammar.

Question 3a

Section C: Topics and Texts

It is clear that candidates and teachers put a lot of effort into studying the topics and texts, and preparing essays. Many of the pieces this year showed evidence of good knowledge of the topic/text.

Please continue to encourage candidates to write in response to the question posed in the examination rather than just responding with a pre-learnt essay. Please note the words "relevant point in response to the question" in all the mark bands above 5 in the criterion for marking content.

Candidates should write in paragraphs. There was a very curious phenomenon this year where candidates wrote (in English) "new paragraph" in one of the squares of the 原稿用紙. The only reason the examiners could imagine for doing this is fear of running out of printed boxes on the exam paper, but quite often candidates had a whole page of 原稿用紙 left over and still did this. Please discourage candidates from doing this, and encourage them to follow the correct conventions for using 原稿用紙.

The quality of language was generally very high, with many candidates able to use specialist vocabulary written in kanji. Please continue to encourage accuracy of kanji and particles.

This has been included in the report to show the performance of a weaker candidate in the organisation and development and quality of language assessment criteria.

It also shows that the candidate has not learnt how to use 原稿用紙 correctly, with the commas at the top of the line.

This essay achieved a total mark of 15; 7 for content, 6 for organisation and development and 2 for quality of language.

ラ	位		る	に	東	と	て		に	の	い	私
ソ	で	ア	大	ま	京	を	六	江	重	と	は	
ス	こ	メ	者	た	は	重	住	戸	部	思		
シ	れ	リ	市	る	日	信	ま	時	に	い	東	
イ	ね	カ	が	1200	本	担	で	化	あ	ま	京	
タ	イ	に	す	万	ん	こ	日	が	り	す	に	
リ	イ	大	。	人	の	こ	本	始			っ	
ア	ギ	い	日	が	人	き	の	ま	1	東	て	
も	リ	て	本	住	お	ま	替		6	京	郊	
合	ス	世	ん	ん	の	し	都	て	0	は	介	
わ	と	界	緒	で	10	た	と	か	3	本	し	
せ	フ	2	は	い	%		し	り	年	州	た	



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Examiner Comments

Organisation and development was given 6, as there is an attempt for each sentence to link onto the next. The first square should have been indented, and the essay would have been improved by a clear introductory paragraph (it looks as though this is what the candidate was trying to do).

The language was given 2, because although there is evidence of more ambitious grammatical structures, the kanji are often so poorly written that it is hard to understand what the candidate was trying to say, ie "communication is sometimes achieved" rather than "communication is achieved most of the time".



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Examiner Tip

If you're going to attempt to learn difficult kanji, learn them thoroughly and correctly.

Question 7a

This has been included to show the work of a candidate who scored highly on the content grid. This is the third page of the essay; the first two pages have given an introduction and an outline of the story.

This essay achieved a total mark of 24; 12 for content, 8 for organisation and development and 4 for quality of language.

心	わ	そ	す	う	ま	の	し	人	た	き		た。
配	な	れ	る	の	し	機	し	は	い	め	ま	
し	け	に	が	文	た	か	て	特	と	す	ず	
ま	れ		も	明	。	い		許	思	む		
し	ば	特	し	の	そ	き	考	権	い	こ	作	
た	な	許	れ	進	の	た	え	が	ま	と	者	
。	ら	の	ま	歩	結	く	き	あ	す	が	は	
	な	お	せ	は	果	さ	ぬ	る		悪	他	
	い	金	ん	ス		ん	す	こ	せ	い	人	
	こ	を	で	ト	せ	っ	ん	と	き	と	の	
	と	は	し	ッ	き	く	ど	を	ハ	言	考	
	き	ら	た。	プ	ハ	リ	そ	む	う	い	え	



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Examiner Comments

Note how the candidate has directly addressed the question 「星新一の作品は現代人の生活について、どのような事を教えてください。」 An opinion is given, and it is immediately justified with reference to the text. The next page is not shown here, but the **まず** shows that this is the first reason, and other reasons will also be given (as indeed they were). A piece like this would score top marks (excellent knowledge of the topic/text) on the content criterion.

All too often candidates just put down the outline and re-tell the story of the text they have studied, and work of this nature, showing argument and thought, is rare.



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Examiner Tip

The quality of language mark could have been improved by using a few more kanji - 地球 and 作る, for example.

Candidates appear to have been very well prepared for the topics and texts, so please continue to teach them in the same way, perhaps with added emphasis on the correct use of 原稿用紙.

Please encourage candidates to try the translation, and equip them with some strategies for doing so.

Grade boundaries

Grade	Max. Mark	A*	A	B	C	D	E	N	U
Raw mark boundary	80	67	58	49	41	33	25	17	0
Uniform mark scale boundary	100	90	80	70	60	50	40	30	0

a* is only used in conversion from raw to uniform marks. It is not a published unit grade.

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