

# Mark Scheme (Results)

## Summer 2010

GCE

### GCE Japanese (6JA02) Paper 1

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## Unit 2 (6JA02): Understanding, Written Response and Research

Question Number	Answer	Mark
1(a)	大和川校です。	(1)

Question Number	Answer	Mark
1(b)	赤ちゃんが夜泣くのを、治す力があります。	(1)

Question Number	Answer	Mark
1(c)	お地蔵さんに鶏をあげなければいけません。	(1)

Question Number	Answer	Mark
1(d)	まずしかったからです。	(1)

Question Number	Answer	Mark
1(e)	国際デジタル絵本学会です。	(1)

Question Number	Answer	Mark
1(f)	100 以上見ることができます。	(1)

Question Number	Answer	Mark
1(g)	いいえ	(1)

Question Number	Answer	Mark
1(h)	写真や感想文を見ることができます。	(1)

Question Number	Answer	Mark
1(i)	1 年ぐらいかかりました。	(1)

Question Number	Answer	Mark
1(j)	地元のめずらしいものをさがしたかったからです。	(1)

Question Number	Answer	Mark
1(k)	お年寄りの人に聞いて、さがしました。	(1)

Question Number	Answer	Mark
1(l)	絵本の文字を書くのに使われました。	(1)

Question Number	Answer	Mark
1(m)	喜ぶでしょう。「いろいろな人に知ってほしい」と書いてありますから。	(2) 1 mark for opinion, 1 mark for justification. Justification must be from text, and must match opinion.

### Section B (Question 2)

「アムネスティ・インターナショナル」のために、だまって行動

St.Aidan 学校の高校生が 7 人、最近アムネスティ・インターナショナルのための寄付金を集めるために、一日中だまっていました。どのぐらい長く静かにできるかによって、家族や友達が寄付金をあげたのです。（この活動は、「スポンサード・サイレンス」と呼ばれますが、）このような活動をすることによって、世界各地で刑務所に入っている人に手紙を送るためのお金を集めたのです。

グループの一人、クリス・シュースター君は「多くの政府は国民が自由に発言する権利を与えないのです。これはひどいと思ったので、一日何も言わないで黙っていることにしました。これを通して、発言できない人の気持ちが少しは分かってきました」。

7 人の生徒は、お金を寄付した人にお礼を言いました。興味ある人には、金曜日の昼休みに来て、手紙を書くのを手伝うようによびかけました。

## Section C (Questions 3-8)

Mark	Content (A02)
0	No rewardable material.
1-2	Minimal knowledge of the topic/text is demonstrated. <ul style="list-style-type: none"> <li>■ The student has not addressed the question.</li> <li>■ There is little correct factual information about the topic/text.</li> </ul>
3-4	Limited knowledge of the topic/text is demonstrated. <ul style="list-style-type: none"> <li>■ The student has addressed the general topic area, but not the specific question.</li> <li>■ There is some basic factual information about the topic/text.</li> </ul>
5-7	Some knowledge of the topic/text is demonstrated. <ul style="list-style-type: none"> <li>■ The student has made at least one relevant point in response to the question: however, there is, no substantiation of this point(s).</li> <li>■ The factual information about the topic/text is correct, but may be basic and/or irrelevant.</li> </ul>
8-10	Good knowledge of topic/text is demonstrated. <ul style="list-style-type: none"> <li>■ The student has made several relevant points in response to the question; at least one of the points has been substantiated.</li> <li>■ The factual information about the topic/text is correct and mostly relevant.</li> <li>■ There may be some evidence of independent thought.</li> </ul>
11-13	Excellent knowledge of topic/text is demonstrated. <ul style="list-style-type: none"> <li>■ The student has made several relevant points in response to the question; most of the points have been substantiated.</li> <li>■ The factual information about the topic/text is correct, relevant, and well integrated into the essay.</li> <li>■ There is evidence of a good degree of independent thought.</li> </ul>

Mark	Organisation and development (A02)
0	No rewardable organisation and development.
1-2	Minimal organisation and development; answer largely disorganised.
3-4	Limited organisation and development; structure lacks coherence.
5-6	Organisation and development not always logical and clear.
7-8	Organisation and development logical and clear.
9-10	Extremely clear and effective organisation and development of ideas.

Mark	Quality of language (A03)
0	No rewardable language.
1	Quality of language is poor. <ul style="list-style-type: none"> <li>■ Communication is only occasionally achieved.</li> <li>■ Grammatical structures are basic, and often used incorrectly.</li> <li>■ The vocabulary is often lacking or incorrect.</li> </ul>
2	Quality of language is basic. <ul style="list-style-type: none"> <li>■ Communication is sometimes achieved at a basic level.</li> <li>■ Grammatical structures are mainly AS ones, but are sometimes used correctly.</li> <li>■ There is a limited range of vocabulary.</li> </ul>
3	Quality of language is adequate. <ul style="list-style-type: none"> <li>■ Communication is achieved most of the time.</li> <li>■ AS grammatical structures are mostly used correctly; there is some use of A2 structures, but there are errors in these.</li> <li>■ There is an adequate range of vocabulary.</li> </ul>
4	Quality of language is good. <ul style="list-style-type: none"> <li>■ Communication is achieved almost all of the time.</li> <li>■ A good range of grammatical structures are used; many A2 structures are used correctly.</li> <li>■ There is a good range of vocabulary, including some specialised terms relevant to the topic/text.</li> </ul>
5	Quality of language is excellent. <ul style="list-style-type: none"> <li>■ Fluent and varied communication is achieved throughout.</li> <li>■ A wide range of grammatical structures are used; most of these are correct.</li> <li>■ There is an excellent range of vocabulary; the student knows many specialised terms relevant to the topic/text.</li> </ul>



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