

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCE
in Japanese (6JA02/01) Paper 2

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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.

Question Number	Answer	Mark
1 (a)	自然の力を利用したエネルギーです。 or 風力や太陽の光などのエネルギーです。	(1)

Question Number	Answer	Mark
1 (b)	作っているエネルギーのほうが多いです。	(1)

Question Number	Answer	Mark
1 (c)	デンマークから輸入しました。	(1)

Question Number	Answer	Mark
1 (d)	15 あります。	(1)

Question Number	Answer	Mark
1 (e)	鉄道も高速道路もありません。	(1)

Question Number	Answer	Mark
1 (f)	(山地にあって) 寒いからです。	(1)

Question Number	Answer	Mark
1 (g)	強い風が吹くことです。	(1)

Question Number	Answer	Mark
1 (h)	切った木を使っています。	(1)

Question Number	Answer	Mark
1 (i)	屋根に (太陽の光があたる) パネルがあります。	(2)

Question Number	Answer	Mark
1 (j)	お金がかかります。or 高いです。	(1)

Question Number	Answer	Mark
1 (k)	ほこりに思っています。	(1)

Question Number	Answer	Mark
1 (l)	小学校でした。	(1)

Question Number	Answer	Mark
1 (m)	環境について勉強できます。	(1)

Question Number	Answer	Mark
1 (n)	(21世紀の私達の生活を便利にする) エネルギーがどこから来ているか、考えなければなりません。	(1)

Section B

Question Number	Question		
Translation	Would you like to join thousands of other people planting sunflower seeds?		
	Answer	Acceptable Answers	Mark
	何千人という他の人と一緒に、ひまわりを植えてみませんか。		1

Question Number	Question		
Translation	The London based Guerrilla Gardening is inviting everyone to do so on the 1st of May.		
	Answer	Acceptable Answers	Mark
	ロンドンにある「ゲリラ・ガーデニング」というグループは5月1日にみんなにそうするように呼びかけています。		1

Question Number	Question		
Translation	Their motto is "fight the filth with works and flowers".		
	Answer	Acceptable Answers	Mark
	グループのモットーは「花を植えて、きたなさと戦おう！」です。	花と活動で	1

Question Number	Question		
Translation	This is the 5th time the sunflower planting has been planned.		
	Answer	Acceptable Answers	Mark
	ひまわり植えが計画されたのはこれで5回目です。		1

Question Number	Question		
Translation	This year, however, the 1st of May falls on a Sunday, so the group hopes many people will be free and join in.		
	Answer	Acceptable Answers	Mark
	しかし、今年の5月1日は日曜日なので、多くの人が時間があって、参加してくれることをグループは期待しています。	暇で	1

Question Number	Question		
Translation	Last year over 6000 people took part in the event.		
	Answer	Acceptable Answers	Mark
	去年は6000人以上の人がこのイベントに参加しました。		1

Question Number	Question		
Translation	If you look at their photos on Flickr, you can see some of their enthusiasm shining through.		
	Answer	Acceptable Answers	Mark
	フリッカーなどで写真を見ると、どんなに積極的だったか分かります。		1

Question Number	Question		
Translation	It's great fun finding unusual places to plant sunflowers.		
	Answer	Acceptable Answers	Mark
	意外な場所を見つけてひまわりの種を植えるのは楽しいです。	珍しい(場)所 普通じゃない(場)所	1

Question Number	Question		
Translation	It's also a delight to see a tall sunflower nodding in an unexpected place after several months' wait.		
	Answer	Acceptable Answers	Mark
	また、数ヶ月待ったあと、思いがけない所に大きなひまわりを見かけるのも面白いです。	期待していない場所	1

Question Number	Question		
Translation	Get your spade ready and plant those seeds!		
	Answer	Acceptable Answers	Mark
	みなさんもスコップを持って、種を植えましょう！	道具 スペード シャベル	1

Section C

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

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"> ■ Communication is only occasionally achieved. ■ Grammatical structures are basic, and often used incorrectly. ■ The vocabulary is often lacking or incorrect.
2	Quality of language is basic. <ul style="list-style-type: none"> ■ Communication is sometimes achieved at a basic level. ■ Grammatical structures are mainly AS ones, but are sometimes used correctly. ■ There is a limited range of vocabulary.
3	Quality of language is adequate. <ul style="list-style-type: none"> ■ Communication is achieved most of the time. ■ AS grammatical structures are mostly used correctly; there is some use of A2 structures, but there are errors in these. ■ There is an adequate range of vocabulary.
4	Quality of language is good. <ul style="list-style-type: none"> ■ Communication is achieved almost all of the time. ■ A good range of grammatical structures are used; many A2 structures are used correctly. ■ There is a good range of vocabulary, including some specialised terms relevant to the topic/text.
5	Quality of language is excellent. <ul style="list-style-type: none"> ■ Fluent and varied communication is achieved throughout. ■ A wide range of grammatical structures are used; most of these are correct. ■ There is an excellent range of vocabulary; the student knows many specialised terms relevant to the topic/text.