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Edexcel

Mark Scheme (Results)

October 2020

Pearson Edexcel International Advanced Level
In Japanese (9JA0/01)
Paper 1: Translation into English, reading
comprehension and writing (research question)

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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.

GCE A Level Japanese October 2020

Paper 1 Marking principles and mark scheme

Marking principles for Section A

Mis-spelling is tolerated as long as it does not lead to ambiguity, for example drought
mis-spelled as drowght would be acceptable but mis-spelled as draught would be unacceptable as this is a real word with a different meaning.

Learners are likely to write variants on the acceptable answers listed and these should be currently this statement could be made society throughout the world about many countries in the world currently considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

Section A mark scheme (translation)

Question number		Acceptable answers	Mark
1	二人の生徒が	Two students / pupils	(1)
	作りました。	made	(1)
	新しいロボットを	a new robot.	(1)
	このロボットは、自動で動きます	This robot moves automatically	(1)
	センサーで調べてから	after using a sensor to check	(1)
	下の地面の色を	the colour of the ground below	(1)
	行く方向を選んで	to choose the direction to move.	(1)
	今はインターネットで売っています	It is now being sold on the internet. / They are now selling it on the internet.	(1)
	二人はだれかに教えてもらったのではなく	The two of them were not taught by anyone	(1)
	ロボットの作りかたを	how to make robots	(1)
	自分たちで考えて作りました。	but thought of how to do it themselves.	(1)
レーザーカッターの強さを何回も間違えて	They got the strength of the laser cutter wrong many times	(1)	

	色々試しながら作りました。	and made it through trial and error.	(1)
	最後に成功して	When they finally succeeded	(1)
	ロボットが動き始めたとき	And the robot started to move	(1)
	「やった！」と言って	they said 'hurray / we've done it!'	(1)
	喜びました。	and was pleased / rejoiced.	(1)
	生徒は成長します	Students / pupils grow	(1)
	自由にもものづくりができると	If / when they can make things freely	(1)
	このように	In this way	(1)

Paper 1 marking principles for Section B

- 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:

- 弟がその場にいるから
 - 福島県の子をはげますため
- When responding to open response questions, candidates may use words from the reading extract but they must not copy whole sections where the question requires them to manipulate the language in order to give an accurate response to the question.

Example:

Text:	無料の音楽教室を開くことで、お金がある家庭の子も ない家庭の子も、やりたければ音楽を学ぶことができ ます。
Question:	「エル・システム」の目的は何ですか。
Rewardable answer:	音楽を勉強したい子に（無料で）勉強させてあげるこ です。
Non-rewardable answer:	やりたければ音楽を学ぶことができます。

Candidates who copy the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating 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 reading extract.

- There are no marks for quality of language in Section B so errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication.
- 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: 外国 / アメリカのオーケストラと演奏すること。
- 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

世界で活躍する音楽家を作り出しています。

OR

50 か国以上に広がっています。

Any parts of an answer that are not essential are bracketed, for example: 本当は絵よりも(百倍も千倍も)きれいだ。

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 number of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

SECTION B mark scheme (reading comprehension)

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

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

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

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

Question number	Answer	Mark
3	Award one mark each for the below. Only four answers are required. One mark will be deducted for each additional answer. B C G H	(4)

Question number	Answer	Reject	Mark
4(a)	病院にいます。		(1)

Question number	Answer	Reject	Mark
4(b)	お母さんの部屋を探したい		(1)

Question number	Answer	Reject	Mark
4(c)	お母さんの部屋が分かるから/ かげが映って見えるから/		(1)

Question number	Answer	Reject	Mark
4(d)	もう一度さよならと言いたいから OR もっとお母さんと話したいから		(1)

Question number	Answer	Reject	Mark
4(e)	弟がそばにいるので		(1)

Question number	Answer	Reject	Mark
4(f)	ケーキ / カステラ		(1)

Question number	Answer	Reject	Mark
5(a)	東北大会で一位になりましたから		(1)

Question number	Answer	Reject	Mark
5(b)	小学生のとき		(1)

Question number	Answer	Reject	Mark
5(c)	地震 / 津波 / 震災があったから		(1)

Question number	Answer	Reject	Mark
5(d)	チームとしての力が強い OR アタックするスピードがとても速い		(1)

Question number	Answer	Reject	Mark
5(e)	男子のチームと試合をした		(1)

Question number	Answer	Reject	Mark
5(f)	何があってもがんばって立ち直る力		(1)

SECTION C mark scheme (written research task)

There are three levels-based mark grids to be applied to this task. These are:

- knowledge and understanding of society and culture (via research) (AO4)
- understand and respond to written language in writing (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 13-16 with a small amount of band 17-20 material, it would be placed in band 13-16 but be awarded a mark near the top of the band because of the band 17-20 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

Knowledge and understanding of society and culture (AO4 – 20 marks)

- This mark grid assesses the content of the student's answer in relation to the knowledge and understanding of culture and society they have demonstrated, based on their research. It also assesses their ability to critically analyse by sustaining a line of argument and drawing conclusions about aspects of culture and society, based on the question related to the research subject.

Understand and respond to written language (AO2 – 10 marks)

- This grid assesses student's understanding of the unseen text by their ability to use relevant information from it to contribute to the ideas, arguments and conclusions presented on society and culture.

Indicative content

- When deciding how to reward the answer for content, you should consult both of these mark grids as well as the indicative content associated with each 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. The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than about the text (understand and respond in writing to written language - AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks).

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material.	0	No rewardable material
1-4	<ul style="list-style-type: none">• Limited, straightforward, predictable ideas expressed on culture and society; limited information/ examples/references from research to support ideas; limited focus on the research subject.• Limited evidence of critical analysis of culture and society; points of view have	1-2	<ul style="list-style-type: none">• Limited use of relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; information used is frequently contradictory/irrelevant.

	<p>little justification; limited/ brief conclusions that are frequently contradictory; frequently relies on description rather than analysis.</p>		
5-8	<ul style="list-style-type: none"> Occasionally relevant, straightforward ideas expressed about culture and society, mostly generalised, occasionally supported by information/ examples/references from research; some loss of focus on the research subject. Occasional evidence of critical analysis of culture and society; points of view are given with occasional justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may include contradictions; some reliance on description rather than analysis. 	3-4	<ul style="list-style-type: none"> Occasionally uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; sometimes information used is contradictory/irrelevant.
9-12	<ul style="list-style-type: none"> Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/ examples/references from research; 	5-6	<ul style="list-style-type: none"> Sometimes uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; occasionally information used is contradictory/irrelevant.

	<p>occasional loss of focus on the research subject.</p> <ul style="list-style-type: none"> • Some critical analysis of culture and society is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; occasionally relies on description rather than analysis. 		
13-16	<ul style="list-style-type: none"> • Relevant, occasionally perceptive ideas expressed about culture and society, frequently supported by pertinent information/ examples/reference from research; focus predominantly maintained on the research subject. • Critical analysis of culture and society demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions. 	7-8	<ul style="list-style-type: none"> • Frequently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.
17-20	<ul style="list-style-type: none"> • Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information /examples/references 	9-10	<ul style="list-style-type: none"> • Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.

	<p>from research; focused on the research subject throughout.</p> <ul style="list-style-type: none"> • Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions. 		
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Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, arguments, conclusions, are deemed to be those that give the standard, predictable response.

Accuracy and range of language mark grid (AO3)

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 evaluate 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 and more quickly 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. The writing will become more difficult to read quickly and 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.

SECTION C indicative content

In their response, students are expected to demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must refer to information in the text that contributes to their ideas, arguments and conclusions thereby showing understanding of the text.

The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than about the text (understand and respond in writing to written language - AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks). Students can demonstrate their knowledge and understanding of society and culture by providing relevant ideas/information/references /examples related to aspects such as:

- lifestyle/customs/events both current and historical
- important figures both current and historical
- public opinion, feelings, reactions and behaviour

Such aspects are illustrated in the indicative content below.

It is possible for an answer to be constructed without mentioning some or all of the points given below, as long as students provide alternative responses that fulfil the requirements of the question.

If grandparents are nearby, both families and children are at ease. Critically analyse this statement in relation to your research and the text.

Question number	Indicative content
6	<ul style="list-style-type: none">• information from research on traditional and nuclear family patterns (AO4)• reference from research to the loss of the traditional nuclear family, ie fewer families are now living with the grandparents' generation (AO4); to link to this point, students may make reference to the simplification of the ceremonies surrounding the gods mentioned in the text to link to this point (AO2).

	<ul style="list-style-type: none">• reference from research to the role the extended family played eg in looking after children (AO4); students may make reference to the things the grandmother does mentioned in the text to link to this point (AO2).• Information from research about how nuclear families organise the various functions previously carried out by members of the nuclear family. (AO4)• Arguments and conclusions consistent with the students' ideas/information/references/examples included within the response (AO4)
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Western festivals change as they enter Japan. Critically analyse this statement in relation to your research and the text.

Question number	Indicative content
7	<ul style="list-style-type: none">• reference to how Western festivals are popular in Japan(AO4); students may refer to the example of Valentine’s day in the text (AO2).• information about how events may or may not change as they come into Japan (AO4); students may refer to customs surrounding White Day from the text as evidence of this. (AO2).• reference to Japanese customs such as returning a present when you have been given one; or that presents need to be beautifully wrapped. (AO4)• reference to the fact that festivals and events change over time(AO4); students may refer to the social media referred to in the text in support of this point.• Arguments and conclusions consistent with the students’ ideas/information/references/examples included within the response (AO4)

It's important in contemporary Japanese society that the elderly can look after themselves. Critically analyse this statement in relation to your research and the text.

Question number	Indicative content
8	<ul style="list-style-type: none"> • information from research about the increasing number of elderly people in Japan, and how many of these are living alone(AO4); students may link this to details in the text about people suddenly having to learn to cook for themselves.(AO2) • reference from research about social support available to the elderly(AO4); studnets may link this to information in the text about attending classes.(AO2). • information from research about the problems of loneliness and isolation of the elderly. (AO4); students may link this to information in the text about meeting new people. • reference from research about the health care needs of the elderly(AO4); students may link this to the information in the text about eating healthy meals. (AO2). • Arguments and conclusions consistent with the students' ideas/information/references/examples included within the response.

***Japan still makes to make more efforts towards saving energy.'* Evaluate this statement in relation to your research and the text.**

Question number	Indicative content
9	<ul style="list-style-type: none">• information from research on how people are trying to save energy post Fukushima (AO4); students may refer to information in the text about building a wind powered generator to link to this (AO2).• information from research about how energy companies trying to educate people into using less energy (AO4); the text itself may be cited as an example of this.• information from research on how everyone in the community was urged to conserve energy post the 2011 Fukushima nuclear accident (AO4); students may refer to mention in the text about not opening and closing the fridge door or only putting the washing machine on when it is full. (AO2). <p>Arguments and conclusions consistent with the students' ideas/information/references/examples included within the response.</p>