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Edexcel

Mark Scheme (Stage 8 Sign Off)

October 2020

Pearson Edexcel GCE

In Japanese (9JA0)

Paper 3: Listening, reading and writing

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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 3 Marking principles and mark scheme

Marking principles for Section A

- 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:
 - 仕事着 1 着
 - 10,000 人ぐらい
- When responding to open response questions, candidates may use words from the listening passage or reading extract but they must not transcribe or copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

Example:

Text: ボランティアの数は地震の 3 か月後からどんどん減っています。
Question: ボランティアの数はいつが一番多かったですか。**Rewardable answer:** 地震の直後の 3 か月です。
Non-rewardable answer: ボランティアの数は地震の 3 か月後からどんどん減っています。

Candidates who write out the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without replacing or changing 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 listening passage or reading extract.

- There are no marks for quality of language in Section A or questions 5a) and 5b) in Section B. Therefore, errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication. However, there are marks for quality of language in question 5c) in Section B (see mark grid for *Accuracy and range of language*).
- 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: 仕事を見つけること / 仕事を見つけられない
- 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:

さびしい

OR

心配

- Any parts of an answer that are not essential are bracketed, for example: (物価が) 安い
- 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 amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

SECTION A mark scheme (listening comprehension)

Question number	Answer	Mark
1(i)	C	(1)

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

Question number	Answer	Mark
1(iii)	B	(1)

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

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

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

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

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

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

Question number	Answer	Reject	Mark
3(a)(i)	(アメリカ人の)大学生です。		(1)

Question number	Answer	Reject	Mark
3(a)(ii)	英語の作文（の書きかた）です。		(1)

Question number	Answer	Reject	Mark
3(a)(iii)	大学レベルの授業でした。(1 mark) 英語を聞くチャンスがあまりありません/ 全部英語でした。(1 mark)		(2)

Question number	Answer	Reject	Mark
3(a)(iv)	津波で家がなくなってしまったから。		(1)

Question number	Answer	Reject	Mark
3(a)(v)	津波はこわい。		(1)

Question number	Answer	Reject	Mark
3(b)(i)	一つか二つは残しておくべきだ。		(1)

Question number	Answer	Reject	Mark
3(b)(i)	(地震のことを) みんなに伝える責任がある。		(1)

Question number	Answer	Reject	Mark
3(b)(i)	教科書を作る	写真を入れる 思い出話をたくさん入れる	(1)

Question number	Answer	Reject	Mark

3(b)(ii)	全部壊す OR 新しく作り直す		(1)
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Question number	Answer	Reject	Mark
3(b)(ii)	一番いい/最新の町にする OR 人に来てもらう		(1)

Question number	Answer	Reject	Mark
3(b)(iii)	博物館を建てる	外国人に来てもらう	(1)

Question number	Answer	Reject	Mark
4(a)	いい高校に行く/入る。		1

Question number	Answer	Reject	Mark
4(b)	勉強が難しい。(1 mark) 友だちがいない。(1 mark) 途中からクラスに入った。(1 mark)		2

Question number	Answer	Reject	Mark
4(c)	(駅前)のトイレのかべ		1

Question number	Answer	Reject	Mark
4(d)	だれかが返事を書いた OR 「どうしたの?」という言葉 OR だれかからの返事/メッセージ		1

Question number	Answer	Reject	Mark
4(e)	違うペンで書いてあったから。 OR 話し手が「みなさん」と書いたので。		1

Question number	Answer	Reject	Mark
4(f)	みんなの優しい気持ちが伝わったので		1

Question number	Answer	Reject	Mark
4(g)	Any TWO of the following: 他の落書きを全部消した OR この人の言葉を消さなかった OR 他の人/励ましてくれた人が書いたコメントを消さなかった		2

SECTION B mark scheme (listening, reading and writing)

Question number	Answer	Reject	Mark
5(a), (i), (ii), (iii), (iv)	<p>Any four of the following:</p> <p>エマさんの意見：</p> <p>ビジネス日本語は難しい(1) ラッシュアワーの電車は疲れる (1) 何かを決めるときに色々な人と相談する (1) 何か決めるときに時間がかかる(1) 一日の仕事が長い(1)</p> <p>(Any other appropriate phrasing of the above points is acceptable)</p>	<p>Specific, factual details that do not express what she thinks about working in Japan, e.g. 旅行会社に勤めている。 イギリスで日本語を少し勉強した。</p>	(4)

Question number	Answer	Reject	Mark
5(b) (i), (ii), (iii), (iv)	<p>Any four of the following :</p> <p>カルキさんの意見：</p> <p>日本語の勉強になる(1) 将来もっといい仕事が見つかるかもしれない(1) 困ったときはすぐ質問できるから、心配ない(1) 給料が母国よりいい(1) 日本は仕事を見つけやすい(1) 日本は安全だ(1)</p> <p>(Any other appropriate phrasing of the above points is acceptable)</p>	<p>Specific, factual details that do not express what he thinks about working in Japan e.g. 店員として働いている。</p>	(4)

Section B, question 5C– Listening, reading and writing task

There are three levels-based mark grids applied to question 5C. The mark grids are:

- understand and respond to spoken language (AO1)
- understand and respond to written language, (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 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark near the top of the band because of the band 5-6 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

Understand and respond to spoken language (AO1 – 6 marks)

- This mark grid assesses the content of the students' answer through their ability to evaluate the viewpoints in the spoken source through making judgements and drawing conclusions.

Understand and respond to written language (AO2 – 6 marks)

- This mark grid assesses students' ability to evaluate the viewpoints in the written source through making judgements and drawing conclusions.

Indicative content

- When deciding how to reward the answer for content, you should consult these mark grids as well as the indicative content associated with the 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.

Understand and respond to spoken language (AO1)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material		
1-2	<ul style="list-style-type: none">• Occasionally relevant judgement expressed on the viewpoints in the spoken source; often strays into description of content without evaluation.• Limited conclusions drawn on spoken source, sometimes inconsistent with evaluation of viewpoints.	1-2	<ul style="list-style-type: none">• Occasionally relevant judgement expressed on the viewpoints in the written source; often strays into description of content without evaluation. (AO2)• Limited conclusions drawn on written source, sometimes inconsistent with evaluation of viewpoints.
3-4	<ul style="list-style-type: none">• Expresses some relevant judgements on the viewpoints in the spoken source, some of which are substantiated; occasionally strays into description of content without evaluation.• Draws straightforward conclusions on spoken source, occasionally inconsistency with evaluation of viewpoints.	3-4	<ul style="list-style-type: none">• Expresses some relevant judgements on the viewpoints in the written source, some of which are substantiated; occasionally strays into description of content without evaluation. (AO2)• Draws straightforward conclusions on written source, occasionally inconsistency with evaluation of viewpoints.
5-6	<ul style="list-style-type: none">• Expresses relevant and substantiated judgements on the viewpoints in the spoken source showing clear evaluation.• Draws convincing conclusions on spoken source, consistent with evaluation of viewpoints.	5-6	<ul style="list-style-type: none">• Expresses relevant and substantiated judgements on the viewpoints in the written source showing clear evaluation. (AO2)• Draws convincing conclusions on written source, consistent with evaluation of viewpoints.

Accuracy and range of language mark grid (A03)

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 evaluating 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 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/interest the reader. The writing will become more difficult to read 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.

Indicative content: Question 5c

Students must evaluate the points of view in both 5a) and 5b)

Question number	Indicative content
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5(c)

- Any answer that describes Emma's point of view in positive or negative terms, consistent with the information presented in the source material, e.g. disagreement with the view that the Japanese work long hours and the Japanese language is difficult
- Any answer that describes Mr. Kalki's point of view in positive or negative terms, consistent with the information presented in the source material, e.g. agreement with the view that there are lots of jobs and the money is good in Japan
- Conclusions consistent with candidate's line of argument, e.g. It's good to work in Japan because your Japanese will improve and you will earn a lot of money OR the working culture in Japan is very difficult to learn for a foreigner and you have to work long hours

Pearson Edexcel Level 3 GCE

Japanese

Advanced

Paper 3: Listening, reading and writing

Transcript (Questions 1 to 5a)

2020

Time: 2 hours 15 minutes

Paper Reference(s)

9JA0/03

SECTION A: LISTENING

問題 1

重いかばん

(F1): 山田君、どうしましたか。

(M1): このかばん、重いです。

(F1): 山田君は今、学校の帰り道ですね。中を見せてください。体操着や

お弁当ばこ、辞書、教科書やノート、全部必要な物ですね。

(M1): ええ、今の教科書は、前の教科書より大きいです。文部科学省が

勉強の内容を多くしたからです。

(F1): そんな荷物を毎日持って歩いて、大丈夫ですか。

(M1): 足が痛いですね。友だちは首が痛いと言っていました。

(F1): それは困りますね。

(M1): ええ、ですから、先生は教科書を学校に置いて帰ってもいい、と

言いました。これは、「置き勉」と言います。宿題に必要な教科書

だけうちに持って帰ります。

(F1): いいですね。

問題 2

けいたい電話を使うとき

(M1) ぼくの名前はカンタで、23才のデザイナーです。この話はこの間聞きました。今の中学生は、みんな携帯をいつも使っているんですね。ある学校では、テニス部の練習の前に先生がみんなの携帯を全部集めるそうです。そうしないと、練習の時間に見てしまいますから。それで、1時間のテニスの練習が終わると、中学生はメッセージが70も入っているそうです。70！今の中学生はそれが普通なんです。だから携帯でいじめがすぐに広まってしまって、とても怖いです。みなさん、携帯でいじめを見かけたら、スクショ、(笑)、スクリーンショットをとってください。それは電源ボタンとホーム・ボタンをいっしょに押すと、すぐできます。そして、すぐ、だれかに相談してください。

問題 3(a)

仙台の高校で

(M1) 今日、仙台市の高校で面白い授業がありました。アメリカ人の大学生が学校に来て英語の授業をしました。授業は作文の書き方についてで、全部英語でやりました。大学レベルの授業で、高校生たちは英語を聞くチャンスがあまりないので、授業は難しかったようです。

高校生の伊藤さんは地震の後の生活について、英語で作文を書きました。伊藤さんの家族はつなみのとき、家をなくしてしまいました。それで、伊藤さんは今、学校の寮に住んでいます。伊藤さんはつなみは怖いとみんなに伝えたいと思っています。

問題 3(b) 震災の後、どうする？

(F1) 私は震災で壊れた建物を一つか二つそのまま残しておくほうがいいと思います。その建物があると、みんなそれを見て地震の事を忘れないからです。忘れないように人に話すことが私たち被災者の責任だと思います。そこで私は将来、大震災についての教科書を作ろうと思っています。写真や人の思い出をたくさん入れるつもりです。

(M1) 忘れないことは大切です。でも、明るい将来のためにきれいな町を作ることも大切です。ですから、建物は全部壊して新しく作りなおしましょう。そして人が来るように家や学校、工場や店も全部最新のいい物にしましょう。新しい博物館も建てて、震災の写真やビデオをそこに入れると、海外からもお客さんが来てみんなに伝えることができます。

問題 4

中学生のころの私

F1: これは私が中学生だったときの話です。私は勉強ができるタイプでした。ですから、両親はいい高校に入ることを期待していました。それで塾に行っていたのですが、塾の勉強は難しいし、途中から塾に入ったので友だちもできなくて、塾は大嫌いでした。ある日、塾の帰りに駅前のトイレに入りました。そのトイレのかべには「吉本君大好き」とか、いろいろ落書きがありました。ですから、私がかべに「自分の生活辛くて大嫌い」と書きました。次の日トイレに行くと、自分が書いた言葉の下に「どうしたの？」と書いてあったので、「勉強ばかりはもう嫌だ。塾も大嫌い。」と書きました。その次の日は同じペンで「勉強は大変だよね。でも、これから楽しいことがたくさんあるから、将来の事を考えて。」と書いてありました。そして、違うペンでも「がんばって」とか「あきらめないで」とか書いていました。私はその人たちの優しい気持ちが伝わって泣きました。そして、「みなさんありがとう。がんばります。」と書きました。それから気がつきました。他にいろいろ書いてあったことはもうありませんでした。掃除の人が消したのでしょう。でも、私の言葉と励ましてくれた人の言葉は消さないで残してありました。

SECTION B: Listening, reading and writing

問題 5 (a)

エマさんの仕事

F1: 私はエマです。イギリス人ですが、今、東京の旅行会社に勤めています。イギリスで日本語を少し勉強しましたが、ビジネスの日本語はとても難しいですね。それに、ラッシュアワーの日本の電車はとても混んでいて、毎日本当に疲れます。席に座っている日本人は寝たりマンガを読んだりしていますが……。それから、イギリスの会社に比べて、日本の会社は何かを決めるときに、いろいろな人と相談します。ですから、時間がたくさんかかって大変です。それに、会社には色々な国の人がありますが、日本ではみんな仕事のあと一緒に飲みに行くんですね。一日の仕事が本当に長くなりますね。