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## Mark Scheme (Results)

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In Japanese (9JA0)

Paper 1: Translation into English, Reading  
comprehension and Writing (research task)

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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.

## Marking principles for Section A

Misspelling 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	今、日本の小・中学生は	Currently Japanese primary and middle school pupils	(1)
	持って行ってはいけません。	are not allowed to bring	(1)
	学校にスマートフォンを	smartphones to school.	(1)
	これは文部科学省が決めました。	This was decided by the Ministry of Education	(1)
	2009年に	in 2009	(1)
	でも、最近のニュースで	However, in the recent news	(1)
	と聞きました。	I heard that	(1)
	これを考えなおしている	this is being reconsidered.	(1)
	日本の教室は	Japanese classrooms	(1)
	昔から変わっていません。	have not changed from the past	(1)
	アメリカや中国に比べて、	compared to America and China.	(1)
	ですから、私の意見では、	Therefore, in my opinion	(1)
	教えたほうがいいと思います。	it would be better to teach	(1)
	小学生から情報技術の使いかたを	the use of information technology from primary school / from when pupils are primary school students	(1)
	例えば、	for example,	(1)
することができます。	pupils can	(1)	

	社会の授業ではスマートフォンで地図を見たり、	look at maps on their smart phones in social science lessons,	<b>(1)</b>
	理科では動物について調べたり	and research animals in science.	<b>(1)</b>
	私はこんな教育が必要だと思いますが、	I think such education is necessary, but	<b>(1)</b>
	みなさんはどうですか。	what about you / what does everyone (else) think?	<b>(1)</b>

## 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と  
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)	C	(1)

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

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

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

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

Question number	Answer	Reject	Mark
4(a)	実験だからです。		(1)

Question number	Answer	Reject	Mark
4(b)	アルバイトをする人が足りないからです。		(1)

Question number	Answer	Reject	Mark
4(c)	アプリをダウンロードしなければなりません。		(1)

Question number	Answer	Reject	Mark
4(d)	One mark each for any two of <ul style="list-style-type: none"> <li>• ドアを開けるのに使います (1)</li> <li>• 商品のバーコードを読みます(1)</li> <li>• お金を払います(1)</li> </ul>		(2)



Question number	Answer	Reject	Mark
4(e)	店内にカメラがありますから		(1)

Question number	Answer	Reject	Mark
5(a)	アイディアマンとして (有名でした)		(1)

Question number	Answer	Reject	Mark
5(b)	同じ発音だが、違う漢字を書いて テストの問題と関係しているが、答えではない漢字を書いて Accept any answers which get across the key idea that you have to write extra kanji to get the bonus marks.		(1)

Question number	Answer	Reject	Mark
5(c)	Either 暗記する力 OR 調べる力		(1)

Question number	Answer	Reject	Mark
5(d)	いつもチャンピオン (になる喜び) OR まわりの子に勝つ (喜び)		(1)

Question number	Answer	Reject	Mark
5(e)	Either 漢字熟語/ 言葉がたくさんのもつて/入っているから OR 「ぼく」の辞書は漢字熟語の数があまり多 くなかったから		(1)

Question number	Answer	Reject	Mark
5(f)	(小学生で) お金が足りなかったからです。 。 (小学生で) 値段が無理だったからです。		(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"> <li>Limited, straightforward, predictable ideas expressed on culture and society; limited information/ examples/references from research to support ideas; limited focus on the research subject.</li> <li>Limited evidence of critical analysis of culture and society; points of view have little justification; limited/ brief conclusions that are frequently contradictory; frequently relies on description rather than analysis.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>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.</li> </ul>
5-8	<ul style="list-style-type: none"> <li>Occasionally relevant, straightforward ideas</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Occasionally uses relevant information/examples/references from the text to contribute to</li> </ul>

	<p>expressed about culture and society, mostly generalised, occasionally supported by information/examples/references from research; some loss of focus on the research subject.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>		<p>ideas, arguments and conclusions about society and culture; sometimes information used is contradictory/irrelevant.</p>
9-12	<ul style="list-style-type: none"> <li>Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/examples/references from research; occasional loss of focus on the research subject.</li> <li>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.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>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.</li> </ul>
13-16	<ul style="list-style-type: none"> <li>Relevant, occasionally perceptive ideas expressed about</li> </ul>	7-8	<ul style="list-style-type: none"> <li>Frequently uses relevant information/examples/references from the text to contribute to</li> </ul>

	<p>culture and society, frequently supported by pertinent information/examples/reference from research; focus predominantly maintained on the research subject.</p> <ul style="list-style-type: none"> <li>• Critical analysis of culture and society demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li> </ul>		<p>ideas, arguments and conclusions about society and culture.</p>
17-20	<ul style="list-style-type: none"> <li>• Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information /examples/references from research; focused on the research subject throughout.</li> <li>• Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>• Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.</li> </ul>

### 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 (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"><li>Limited variation of straightforward grammatical structures, vocabulary and kanji, with much repetition; repetitive expression, writing is often restricted and stilted.</li><li>Limited sequences of accurate language; errors occur that often prevent meaning being conveyed.</li></ul>
3-4	<ul style="list-style-type: none"><li>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.</li><li>Some accurate sequences of language; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
5-6	<ul style="list-style-type: none"><li>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.</li><li>Frequent sequences of accurate language; errors occur that occasionally hinder clarity of communication.</li></ul>
7-8	<ul style="list-style-type: none"><li>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.</li><li>Accurate language throughout most of the response; errors occur that rarely hinder clarity of communication.</li></ul>
9-10	<ul style="list-style-type: none"><li>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.</li><li>Accurate language throughout; any errors do not hinder clarity of the communication</li></ul>

### 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.

***It is incorrect to think of the Japanese family as consisting of father, mother and 2 children. Critically analyse this statement in relation to your research and the text.***

Question number	Indicative content
6	<ul style="list-style-type: none"><li>• information <b>from research</b> on traditional and nuclear family patterns (AO4) ; students may refer to the nuclear family in the <b>text</b> which consists of 3 people (AO2).</li><li>• reference <b>from research</b> to the loss of the traditional nuclear family, (AO4); students may make reference to the information in the <b>text</b> that the Sakamoto’s family consists of 8 people (AO2).</li><li>• reference <b>from research</b> to the image of the traditional nuclear family (AO4); students may make reference to Susumu wanting to continue to live at home for university in the <b>text</b> to link to this point (AO2).</li><li>• Information from research about how parenting continues to change in response to the needs of society (AO4); students may make reference to the increased need for foster families in the <b>text</b> to link to this point (AO2).</li><li>• Arguments and conclusions consistent with the students’ ideas/information/references/examples included within the response (AO4)</li></ul>



***Unless new initiatives are included, traditional Japanese events will probably disappear. Critically analyse this statement in relation to your research and the text.***

Question number	Indicative content
7	<ul style="list-style-type: none"><li>• reference from <b>research</b> to the traditional role of festivals in Japan (AO4); students may refer to the tradition of eating noodles to symbolise long life in the <b>text</b> (AO2).</li><li>• reference from <b>research</b> giving information about the importance of tourism in maintaining traditional festivals (AO4); students may refer to the reference to Ibaraki in the <b>text</b> (AO2).</li><li>• information from <b>research</b> about efforts to maintain traditional events by updating them (AO4); students may refer to lighting up of Tokyo Tower in the <b>text</b> as evidence of this. (AO2).</li><li>• reference to the fact that customs change over time (AO4); students may refer to the information in the <b>text</b> about new year noodles being eaten out as evidence of this.</li><li>• Arguments and conclusions consistent with the students' ideas/information/references/examples included within the response (AO4)</li></ul>

***You don't need to do anything special to create a society which is easy for elderly people to live in. Critically analyse this statement in relation to your research and the text.***

Question number	Indicative content
8	<ul style="list-style-type: none"> <li>• information <b>from research</b> about the increasing number of elderly people in Japan, and the efforts made to provide facilities for them (AO4); students may link this to details in the <b>text</b> about leaving Sugamo as it was in the past – ie no new facilities were created but it is good for elderly people.(AO2)</li> <li>• reference <b>from research</b> about what support the elderly need (AO4); students may link this to information in the <b>text</b> about having large signs.(AO2).</li> <li>• information <b>from research</b> about the problems of loneliness and isolation of the elderly. (AO4); students may link this to information in the <b>text</b> about shop assistants chatting to customers (AO2).</li> <li>• reference <b>from research</b> about the social needs elderly (AO4); students may link this to the information in the <b>text</b> about meeting up with friends. (AO2).</li> <li>• Arguments and conclusions consistent with the students' ideas/information/references/examples included within the response.</li> </ul>

***Unless there are continuous new efforts, it is hard to save energy.'***  
**Evaluate this statement in relation to your research and the text.**

Question number	Indicative content
9	<ul style="list-style-type: none"> <li>• information <b>from research</b> on how people are trying to save energy post Fukushima (AO4); students may refer to information in the <b>text</b> about geothermal generation to link to this (AO2).</li> <li>• information <b>from research</b> on how Japan has had to work hard to supply energy post Fukushima (AO4); students may refer to information in the <b>text</b> about having the 3<sup>rd</sup> richest source of geothermal energy to illustrate this (AO2).</li> <li>• information <b>from research</b> about how energy companies trying to educate people into using less energy (AO4); information from the <b>text</b> about how the fun graphs are helping people to do this.</li> <li>• information <b>from research</b> 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 <b>text</b> about forgetting to switch off the air conditioning. (AO2).</li> <li>• Arguments and conclusions consistent with the students' ideas/information/references/examples included within the response.</li> </ul>



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