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Mark Scheme (Results)

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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.

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)	D	(1)

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

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

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

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

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

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

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

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

Question number	Answer	Reject	Mark
3(a)(i)	保育園です。		(1)

Question number	Answer	Reject	Mark
3(a)(ii)	サラリーマンです・でした。		(1)

Question number	Answer	Reject	Mark
3(a)(iii)	Any two of : 毎日会社に通うのは嫌。(1 mark) (昔から)子どもが好き。(1 mark) 子どもを育てることを通して社会を育てることもできる。(1 mark)		(2)

Question number	Answer	Reject	Mark
3(a)(iv)	毎日変わるから。		(1)

Question number	Answer	Reject	Mark
3(a)(v)	保育士の男性が増えている。		(1)

Question number	Answer	Reject	Mark
3(b)(i)	疲れる・走り回らなければならない。		(1)

Question number	Answer	Reject	Mark
3(b)(i)	(言葉があまり上手ではないので) (コミュニケーションが) 大変。		(1)

Question number	Answer	Reject	Mark
3(b)(i)	安い		(1)

Question number	Answer	Reject	Mark
3(b)(ii)	遊ぶのが仕事 (になるのは楽しい)		(1)

Question number	Answer	Reject	Mark
3(b)(ii)	中学生になって（元気ががんばって）いる子を見るとやりがいを感じる		(1)

Question number	Answer	Reject	Mark
3(b)(ii)	人間を育てる		(1)

Question number	Answer	Reject	Mark
4(a)	放課後		1

Question number	Answer	Reject	Mark
4(b)	友達 OR ボランティア		1

Question number	Answer	Reject	Mark
4(c)	勉強を教える (1 mark) 心のケア (1 mark)		2

Question number	Answer	Reject	Mark
4(d)	家が動いた OR 「速く！走って！」と言われた		1

Question number	Answer	Reject	Mark
4(e)	子どもの自分がじゃまだと感じた。		1

Question number	Answer	Reject	Mark
4(f)	(子どもの) 夢まで流されてはいけない		1

Question number	Answer	Reject	Mark
4(g)(i)	心のケアを大切にしている		1

Question number	Answer	Reject	Mark
4(g)(ii)	人と話す時間を作っている OR 人の話を聞く時間を作っている		1

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>山下さんの意見 :</p> <p>ロボットが飲み物を運ぶのはおもしろい。(1)</p> <p>ロボットは人やテーブルにぶつからないのです(1)</p> <p>ロボットはオーダーを間違えないのです(1)</p> <p>ロボットは食べ物や飲み物をこぼさないのです(1)</p> <p>障害者が働けるのでいい (1)</p> <p>家が遠くても働けるのでいい(1)</p> <p>寝ていても働けるのでいい (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 robots, e.g. カフェの名前は「Dawn」</p> <p>カフェは今日オープンした</p>	(4)

Question number	Answer	Reject	Mark
5(b) (i), (ii), (iii), (iv)	<p>Any four of the following :</p> <p>花子さんの意見 :</p> <p>ロボットが人間に代わって働く(1)</p> <p>仕事なくなる (1)</p> <p>ロボットに反対 (1)</p> <p>事故があったら、だれの責任? (1)</p> <p>(体の管理をまかせるのは) 怖い(1)</p> <p>ロボットが人間の悪い行動を覚えたら大変(1)</p> <p>ロボットが人間を支配したら怖い(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 robots</p> <p>e.g.</p> <p>中 1</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
5(c)	<ul style="list-style-type: none">• 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)

2021

Time: 2 hours 15 minutes

Paper Reference(s)

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SECTION A: LISTENING

問題 1 高校生のダイエット

(F1) この相談室では高校生のダイエットについての話をよく聞きます。高校生はもちろん自分の着ているものやスタイルなどに興味を持ちはじめます。それで自分の体を見て、ダイエットについて考えるのでしょう。でも、高校生はまだ身長が伸びたり体の形が変わったりしています。ですから、ダイエットは危険です。やせたいと思う人はまず毎朝ジョギングなどをして体を動かしましょう。それから、遅くまで勉強しておなかですいても、夜、食事するのはだめです。みなさん、正しい食生活や運動をして元気になりましょう。

問題 2 不來方高校の音楽部

イン (M1) : こんにちは。今日は不來方高校の音楽部を紹介します。

音楽部では、年に何回コンサートを行いますか。

部員 (F1) : 年に40回ぐらいします。二年前にはドイツやスペインにも行きました。

そこでは教会で歌いましたが、教会の建物は石でできていて、声がとてもきれいに聞こえました。

イン : 日本でもたくさんコンサートを行いますよね。

部員 : ええ。日本中回って、被災地での支援コンサートもします。

イン : コンクールでの成功には何が大切ですか。

部員 : 自分たちの力を信じることと先生をしっかりと見て歌うことです。

イン : 音楽部に入って良かったことは何ですか。

部員 : そうですね。人のために歌う喜びを知りました。

イン : 今日はありがとうございました。これからがんばってください。

問題3(a) てい先生インタビュー

(M1) こんにちは。僕はていです。僕は保育士、つまり保育園の先生

で、毎日子どもの世話をしています。すばらしい仕事で毎日が楽しいです。父はサラリーマンでした。でも僕は毎日会社に通うのは嫌だし、前から子どもが好きだったので、この仕事をしようと思いました。それに子どもを育てることを通して社会を育てることもできます。子どもは毎日変わるのでとてもおもしろいです。また、前までは保育士は女の人が多かったですが、最近は男性の保育士が増えています。これはとてもいいことだと思います。日本社会も変わってきていますね。

問題3(b)

(F1) 保育士の仕事は本当に大変だと思います。子どもはとても元気ですから、保育士もいつも走り回っていなければなりません。とても疲れます。また子どもは言葉がまだあまり上手ではないので、コミュニケーションも大変です。そして給料も安いですね。だからマイナスのイメージが多い仕事です。

(M1) 確かにそうですが、いい面もたくさんあります。まず、子どもと遊ぶのが仕事になるのはとても楽しいです。また子どもが育つのを見るのは、すばらしいですね。特に僕はもうこの仕事を10年もしているので、中学生になって元気ががんばっている子を見るとうれしくなります。それから保育士は人間を育てる仕事ですから、とても大切な仕事でやりがいがあります。

問題4 コラボ・スクール

(F1) コラボ・スクールとは東日本大震災で大変な思いをした子どもたちのための放課後の学校です。地震や津波のあと落ち着ける場所をなくした子どもたちのために、友達とゆっくりできる場所を作っています。そして、そこには勉強を教えたり心のケアをしたりしてあげるボランティアもいます。

子どもたちに地震の日のことを聞いてみました。北村君は家が動いたことや「速く！走って！」と言われたことを覚えています。川本さんは大人があわてていたので、子どもの自分がじゃまだったと感じてつらかったと話しました。

震災で人の命から家まで多くのものがなくなりました。でもコラボ・スクールが始まったのは、震災の影響で子どもの夢がなくなってしまうといけないと考えたからです。そしてコラボ・スクールの現在の目的は未来の可能性を信じる力を届けることです。コラボ・スクールでは放課後勉強もできます。でも、塾とは違って心のケアも大切

にしていますから、ゆっくり話したり人の話を聞いたりする時間もたくさんあります。コラボ・スクールのあたたかいサポートは子どもたちの悲しみを強さに変えていっています。東北の未来を作るのはこの子どもたちです。

SECTION B: Listening, reading and writing

問題5 (a)

(M1) 今日は。山下です。今日ユニークなカフェがオープンしました。名前は「Dawn」です。ここの店員は全員ロボットで、ロボットが飲み物などを運びます。おもしろいですね。ロボットはセンサーがついているので、テーブルや人にはぶつかりません。またオーダーも間違えないし、ゆっくり動くので食べ物や飲み物をこぼしません。すごいですね。そのうえ、カフェは東京にありますが、ロボットを動かしている人は体に不自由がある人で、自分の家からコンピューターを通して仕事をしています。ですから家は遠くてもかまいませんし、体が弱くてあまり動けない人でも仕事ができます。いいですね。