

Mark Scheme Summer 2009

GCSE

GCSE Japanese (1752/1753)

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Paper 1: Listening And Responding

Question	Answer	Reject	Mark
1.	C		1
2.	B		1
3.	G		1
4.	A		1
5.	E		1

6.	C		1
7.	G		1
8.	A		1
9.	D		1
10.	B		1

11.	D		1
12.	B		1
13.	F		1
14.	E		1
15.	C		1

16.	きのう (1) かんごふ (1)		2
17.	ドイツ		1
18.	きょう (1) インド (1)		2
19.	B		1
20.	B		1

21.	C		1
22.	C		1
23.	B		1
24.	みどり		1
25.	くろ(い) (1) くろ(い) (1)		2

26.	くつした (1) しろ(い) (1)		2
27.	みかん (1) 200 (1)		2
28.	1 (1) 1,000 (1)		2
29.	6		1
30.	6, 4, (ex.1), 5, 2, 3		5

31. (a)	Morning (am time)		1
(b)	A church/cathedral	Temple/shrine	1
32. (a)	First time to visit (a church); haven't seen a church before or equiv.		1
(b)	Outside (on a hill)/in front	Anything non-specific	1
(c)	And two of: Old, big (tall), splendid (or equiv) large/wonderful/beautiful	Pleasant, nice	2
33. (a)	south		1
(b)	Make phone call; have phone make a noise or equiv		1
34.	Any two of: name It was a very interesting (exciting) experience We could compare it with Japanese shrines and/or temples (any mention of differences) I think I want to study more about English churches	English language	2

TOTAL FOR PAPER: 50 MARKS

Transcript

Topic: きょうのてんき

れい:

M: きょうは雪がよくふりましたね。

F: でも、きょうは、空が青くてゆきがきれいです。

1.

M: きょうは、朝から雨ですね。

F: そうですね。風もたいへんですね。かぜが強いですから、かさはだめです。

2.

M: 今日はいいお天気ですね。

F: はい、一日中、晴れていますね。かぜもふいていません。

3.

M: きょう、ゴルフができますか。雨がちょっと。

F: できますよ。雨はつよくないから大丈夫です。

4.

M: さんねんですが、きょうはくもっていますね。

F: くもはありますが、あめはふっていません。

5.

M: 雨がやんで晴れになりましたね。

F: そうですね。でも風が強いですからテニスできません。

Topic: しごと

れい:

F: 私の日本人のペンフレンドは真紀子さんです。学生です。

6.

F: 真紀子さんのお父さんは医者です。病院で働いています。

7.

F: おねえさんは病院の売店でアルバイトをしています。

8.

F: お兄さんは医学部を卒業しましたが、サラリーマンになって、今 薬の会社につとめています。

9.

F: お母さんは家ではたらいしています。主婦です。

10.

F: お祖母さんは真紀子さんのご家族と一緒に住んでいます。近所の人に日本料理をおしえています。

Topic: せつめい

れい：

M：おさらはどこに置きますか。

F：真中です。

11.

M：おはしは？

F：お箸はお皿の前です。

12.

M：このコップは？

F：それはゆのみです。お茶のコップです。右上においてください。

13.

M：ちゃわんは。

F：はい、ちゃわんはお皿の左におねがいします。

14.

M：じゃ、お皿の右にはなにをおきますか。

F：みそしるのおわんです。

15.

M：ぼくはおはしがちょっと。。。。

F：じゃあ、お皿の左にフォークを二本おいてください。

Topic: こくさいニュース

れい:

M: 今から、国際ニュースをお伝えします。おととい、イギリスの首相はあたらしいマラリアのプログラムをアナウンスしました。

16.

M: きのう、南アフリカの看護婦たちはそのプログラムはいいアイデアですが、もっと新しい薬がほしいと言っていました。

17.

M: 最近、ドイツの大学の先生が素晴らしいマラリアの薬を作りました。

18.

M: 今日、インドの会社が、マラリアのプログラムにお金を数億円あげました。五千万人の病気の人がこの新しい薬をもらいます。

Topic: せいかつ

れい：

M: 外国旅行はどうでしたか。

F とても面白かったです。アメリカ人のペンフレンド、アナさんの家に三週間とまりました。

M 向こうの生活はどうでしたか。

F そうですね。ちょっと違いました。毎日、朝ごはんはベーコンエッグでした。すぐ太りました。

19.

M ペンフレンドと同じ学校に行きましたか。

F はい。バスで行きました。アンさんは いつも、自転車でいきます。私も自転車に乗って行きたかったんですが、アメリカでは交通は道の右側をはしりますから、ちょっと危ないとおもいました。

20.

M よるは宿題をしましたか。

F はい、英語の練習がたくさんありました。でも、アンさんは、毎晩、町の図書館でアルバイトをしましたから、私も一緒にいって、そこで宿題をしました。

21.

M さやかさん、しゅみは料理ですね。アメリカでも料理をしましたか。

F いいえ、アンさんの家では 全然料理をしませんでしたが、アンさんのしゅみはダンスですから、週に三回ダンスクラスに行きました。とても楽しかったです。

22.

M しゅうまつは、特に何かしましたか。

F そうですね。アンさんは弟さんが二人いますから、土曜日には一緒に近所の公園へ行って、遊びました。

23.

M 雨の日もでかけましたか。

F いいえ、雨の日は、家にいました。ちょっと珍しいですが、アンさんの家にはテレビもコンピュータもありませんでした。だから、よく、本や新聞を読んでいました。英語のいい練習でした。

Topic: 学校のせいふく

れい:

M: サリーさん、イギリスの学校の制服はどうですか。

F: きらいです。とくに、紫色の帽子は大きいです。

M: 紫の帽子ですか。たいへんですね。僕の学校では、帽子はかぶりません。

24.

F: 俊介君、ネクタイはどうですか。

M: ネクタイは緑です。

F: イギリスでも男の生徒はよく緑のネクタイをしています。私の学校では、ネクタイはありません。

25.

M: 靴のいろはきまっていますか。

F: はい、きまっています。黒い靴です。ほかの色ははいてはいけません。

M: 僕たちも黒い靴です。学校の中では、黒いスリッパをはきます。

26.

F: 俊介君は白い靴下をはいていますか。

M: いいえ、くつしたはしろくないです。グレーです。白いのはすぐ汚れますから。

F: ああ、そうですか。私たちは白いのをはきます。毎日洗いますよ。

Topic: かいもの

れい:

M: いったらしゃい。果物と野菜いかがですか。バナナは三本百円です。

27.

M: みかんも安くなりました。15で200円! 15全部で200円です。

28.

おいしいスイカも来ました。ひとつ千円です。ビーチでスイカわりができますよ。この大きいスイカがひとつ千円です。

29.

きれいなトマトもありますよ。新しいトマトが6つで二百五十円です。さあ、トマトいかがですか。

Topic: じこ

30.

F:きのう、ボイフレンドとスーパーへいきました。私たちはスーパーを出てから公園をあるいていました。その時、自転車のベルが聞こえました。自転車が後ろからはしってきました。ボイフレンドがころびました。かれは頭にけがをしました。かれはすぐに座ることができました。私たちは家へ帰る前に自転車の人に名前と電話番号を聞いて、名刺をもらいました。そして、スーパーにまた入って、薬をかいました。

Topic: かんこうち

31.

M:みなさま、おはようございます。ラベンハム教会へようこそ。わたしはジョンです。今日の教会のガイドです。どうぞよろしく。

32.

M:イギリスには教会がたくさんあります。みなさまは教会をよく見たことがありますか。

F:いいえ、はじめてです。今日は楽しみです。

M:そうですか。じゃ、中に入る前に、建物の外をちょっと見ましょう。このすばらしい教会は古くて大きいですね。山の上にたっていますから、村の家の屋根が見えます。

33.

M:さあ、これから、南の入り口から入りましょう。ドアのめずらしいデザインをよく見て下さい。

F:すみません、教会の中で、写真をとってもいいですか。

M:はい、どうぞ。あっ、それは携帯電話のカメラですか。

F:はい、そうです。

M:じゃ、すみませんが、電話の音をけしてください。電話は使わないでください。

F:わかりました。ありがとうございます。

34.

M:教会を出る前にゲストブックにお名前を書いてくださいませんか。

F:よろこんで。(speaking as she writes) 大変面白い経験でした。日本のお寺や神社とくらべることができました。もっとイギリスの教会の勉強をしたいと思います。

Assessment Criteria - Marking grid for the Conversations					
Communication and Content		Application of language		Accuracy	
9-10	Responds very well indeed to a wide range of question-types. Extremely responsive. Expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	5	Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items. Very competent use of present, past and future modes.	5	Very accurate indeed although isolated, usually insignificant, errors may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	4	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of tenses other than the present.	4	Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on the Teacher-Examiner's structured language.	3	Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.	3	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on the Teacher-Examiner's language and prompts. Opinions limited to basic likes and dislikes.	2	Short main clause structures predominantly used. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/ repetitive range of structure and lexis.	2	Communicates main points despite high incidence of errors. Some 'prelearnt' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
1-2	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on the Teacher-Examiner's structured questions.	1	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/content	0	No rewardable language	0	No rewardable language

PAPER 3 - Reading And Responding

Question	Answer	Reject	Mark
1(i)	F		1
(ii)	A		1
(iii)	G		1
(iv)	B		1
(v)	C		1

2(i)	F		1
(ii)	A		1
(iii)	C		1
(iv)	D		1
(v)	E/B		1

3(i)	B		1
(ii)	C		1
(iii)	F		1
(iv)	A		1
(v)	E		1

4 (animals)	H, K, O		3
(directions)	B, L, M, P		4
(numbers)	J, N, Q, R		4
(verbs)	D, G, I, S		4

5(i)	近く		1
(ii)	中/近く		1
(iii)	木		1
(iv)	赤い		1
(v)	に		1
(vi)	電車		1
(vii)	時		1
(viii)	たくさん		1
(ix)	つきます		1
(x)	行って		1

6(a)	Any two of: Biology, French, Japanese	2
(b)	Any two of: Not go to university Take a job Work at local newspaper office Learn to use a camera	2
(c)	Become a good photographer	1
(d)	Any three of: Take news photographs Work for news Travel Meet foreigners/people Practise/use/study/speak foreign languages	3
(e)	England/UK/Britain	1
(f)	Teach/tell/show her (lots of things) about Japan	1

TOTAL FOR PAPER: 50

Question 1

Marks for communication only

Marks are awarded positively for each item/point communicated in such a way that it can be readily understood by a sympathetic native speaker. No marks are allocated for accuracy beyond that required for effective communication.

Question 2

Marks are awarded globally across each task using the criteria below:

COMMUNICATION AND CONTENT	
5	The task is completed, perhaps with minor ambiguity or omission.
4	Most of the task is completed. There may be some ambiguity or omission.
3	About half of the task is completed, though with some ambiguity.
2	One or two elements of the task are completed but with some ambiguity.
1	There is little meaningful communication - single lexical items only.
0	No effective communication.

KNOWLEDGE AND APPLICATION OF LANGUAGE	
5	Appropriate vocabulary for the task. Correct syntax in simple phrases. Generally accurate with some lapses.
4	Basic errors evident but these rarely interfere with communication. Able to construct simple sentences with some lapses. Vocabulary and structures generally appropriate for the task.
3	Inaccurate language sometimes impedes communication. Shows some ability to construct simple sentences. Vocabulary and structures adequate to the task.
2	Much inaccuracy which impedes communication. Some examples of simple sentence structure - prelearned phrases. Vocabulary and structures only just adequate for the task.
1	Frequent errors which prevent communication, only isolated examples of accurate recognisable language - unconnected words or characters. No awareness of structure.
0	No language worthy of credit.

Questions 3 and 4

Marks are awarded for **Communication and Content, Knowledge and Application of Language and Accuracy**. Please refer to the following grids:

COMMUNICATION AND CONTENT	
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
3-4	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and /or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Just about comprehensible overall. Is not easy to read.
1-2	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

KNOWLEDGE AND APPLICATION OF LANGUAGE

5 Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of a range of kanji and more complex structures (eg more than one consecutive adjective) although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.

4 Evidence of a range of vocabulary and structures appropriate to narrative and description, eg: expressing opinions, justifying ideas and points of view. Uses a range of kanji and some attempt to vary sentences by using more ambitious structures (consecutive events in one sentence, adverbial or other phrases), although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.

3 Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Undertakes some simple linking. Although there will be prelearned, set phrases and attempts to manipulate the language, this may be only partially successful. Basic command of non-complex kanji from the prescribed list.

2 Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs though frequent lapses. Pre-learned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.

1 Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.

0 No language worthy of credit

ACCURACY OF LANGUAGE	
5	High level of accuracy though not necessarily faultless. Orthography generally well mastered with the odd slip. Secure when using more complex language but again there may be minor errors. Wide use of appropriate kanji from the prescribed list.
4	Generally accurate in straightforward language and most structures correct. Accuracy can be more variable when more complex structures are attempted. Significant use of kanji from the prescribed list.
3	Fairly accurate in simple language. Inconsistency in structures but more correct than incorrect. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated. Limited use of kanji from the prescribed list.
2	Many basic errors but main points communicated. Some correct phrases but frequent errors.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language.
0	No language worthy of credit.

Summary of mark allocations for the writing paper

	Task 1	Task 2	Task3	Task 4
Communication and Content	5	5	10	10
Application of Language	-	5	10*	10*

* Marks are equally divided between application of language and accuracy within this task.

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