



Examiners' Report June 2022

GCSE Japanese 1JA0 4H

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Introduction

Considering the disruption to teaching over the last 3 years, the effort that candidates put into this higher writing exam was most impressive. Advanced Information had been provided for this paper to give some additional support. In the writing tasks, candidates generally tried hard to answer each bullet point (BP), even if in some cases this was only one sentence (e.g. しょうらい私はりょうりをしたいです。Q1b, BP 4), and also kept within the limits of the 原稿用紙 provided. Building on the information provided by past papers and previous examiner reports, candidates now all know the importance of the word 大切・大事 and in most cases, are able to give a good reason beyond simply 楽しいですから. Equally it was pleasing to note that very few candidates now make mistakes with the okurigana for 思います.

On the whole, Q01 was completed relatively better than Q02. Teachers could perhaps encourage candidates to spend a little more time on Q2 and leave their 'best' structures for that longer task. As stated above, the 'why it is important...' question (BP3 in Q01a and BP2 in Q01b) was answered well, with some very good reasons given. It was pleasing to note that candidates had been taught that to answer these questions, a noun was sufficient: 外国語は大切です rather than 外国語を習うこと・のは大切です. Having said this, many candidates had been well prepared to use the nominalising structures.

As has been said in previous years, teachers should remind candidates that there is no need for an introduction to the task corresponding to the format given (email, blog, etc). Giving an introduction often leads to candidates being unable to cover all four BPs within the space given and thus needing extra paper, something that should be avoided if at all possible. (In most cases, where candidates completed tasks on extra sheets, this actually made little or no difference to the mark awarded.) Candidates should also note that in each case, the question raises a **general** question, asking about 'a foreign language' (not just Japanese), and 'a hobby' (not just your hobby).

Q02b was far more popular than Q02a, although those who chose (a) perhaps did so because they had already written a practise essay in class and were therefore already prepared with the specific vocabulary they might need.

Although (b) was perhaps seen as 'easier', the best responses came up with ideas that managed to 'inform, interest/convince' and thus achieved a mark of 13+ for CC. BP1 was in many cases a rather uninteresting list of 'attractions', most commonly shops and a park. Teachers should remind candidates that they do not need to tell the truth about their home town, although walking along the beach in Kyoto was perhaps a step too far! Yet in their answers to BP3, candidates not only talked about enjoying scenery or learning about culture and history, but also about the financial gains that tourism can bring to a town. Similarly, in BP4, whilst many decided new shops and restaurants were key to a new future for their town, more original ideas included building a museum to celebrate the particular culture of the town or using social media to build up the town's profile.

Q03 (translation into Japanese) is marked holistically, but there is a gradual increase in difficulty, so that all candidates ought to be able to produce enough meaningful language to gain some marks on this task. Generally, the translation was dealt with well, although individual words, such as 'sometimes', 'lessons', 'high school', caused more problems than had been predicted. Teachers should stress to candidates that the translation does not have to be perfect to gain 10-12 marks, yet it would be sensible to 'spot' the intended difficulties before starting: in this case 'and', 'should', 'says', 'after', 'intend'.

Question 1 (a)

Please refer to the introduction at the start of this report for general comments relating to Q01a.

Examples of good reasons given for BP3: make new friends, learn about culture, good for work prospects, travel.

				* 三 七 〇 〇
ま	き	す		
。	ま	。	ぼ	
と	す	日	く	
て	。	本	は	
も	そ	の	日	
む	し	の	本	
ず	て	ラ	を	
が	'	ス	べ	
し	日	は	ん	
い	本	が	き	
で	を	ん	よ	
ま	話	じ	う	
ね	し	を	し	
。	ま	書	ま	



Score for this task: CC 12 LKA 6

BP1 is covered nicely. Although grammatically not complex, the ideas are simple and linked with *そして*. There is also an opinion given, nicely directed at the intended reader with a final *ね*.



- kanji and katakana are written clearly.

ま	く	べ	ま
す	ご	ん	し
。	は	き	た
	た	よ	。
し	い	う	た
よ	せ	し	く
う	つ	ま	さ
ら	を	す	ん
い	べ	が	く
'	ん	ら	に
日	き	'	の
本	よ	が	女
語	う	い	化
先	し	こ	を
生			



Score for this task: CC 12, LKA 6

The candidate has given an interesting response to BP3. It talks about learning a foreign language, rather than just Japanese. Although grammatically this sentence is not correct, the meaning is conveyed, and thus counts as BP3.



- the 語 of がいこくご could be in kanji, as has been used elsewhere.
- learn たいせつ in kanji as it will always be useful
- if unsure how to make an 'ing' form (studying foreign languages), then simply omit it. The candidate could have just put です after the がいこくご.

私	で	日	最	の	日	ソ	
は	何	本	近	文	本	で	こ
日		の	、	化	語	、	ん
本	を	先	高	を	で	と	に
語	す	生	校	し	話	な	ち
で	る	は	の	し	し	り	は
こ	か	日	オ	ま	た	の	！
た	と	本	ー	う	り	ウ	日
え	言	語	ア	介	、	ラ	本
ま	っ	で	ソ	し	先	ス	語
し	て	「	デ	た	生	メ	の
た	い	高	ー	り	は	ー	し
。	て	校	に	し	日	ト	ッ
新	、	の	、	ま	本	と	ス
		後		す。			



Score for this task: CC 12 LKA 8

This candidate has added interesting detail to both BP1 and BP2. Rather than simply say 'speak Japanese and study culture', we are told **who** the candidate speaks with and **how** cultural knowledge is imparted. The 'tari' form is ideal for this kind of situation when asked to give a variety of possible activities for one situation.

BP2 may be quite complex in this example, but this could have been simplified to 'I answered the teacher's question in Japanese'. That would have retained the originality of the answer. As it stands, BP2 certainly allows the candidate to 'narrate, inform, interest'.



- the 'tari' form is correct, both in form and usage. This was one structure that was noticeably often used incorrectly. Not because the 'て' form was wrong, but because of only one 'tari' being present, e.g. (to use the script here) 日本語で話したり、。。。文化を紹介します。
- A variety of kanji is included.
- Katakana words, such as レッスン, サッカー、 where the Japanese does **not** necessarily reflect the English sounds, should be regularly practised.

						な	ニ	ニ	ト	私	も	ず	
						し	で	へ	ラ	は	べ	か	日
						ま	私	行	ン	あ	ム	し	本
						し	は	き	へ	友	き	テ	語
						た	男	ま	行	だ	き	ス	の
						。	の	し	っ	ち	よ	ト	レ
							人	た	こ	と	う	を	ス
							と	。	日	は	し	し	ン
							は	日	本	必	ま	ま	に
							日	本	ソ	ず	す	す	た
							本	の	の	。	。	。	し
							語	コ	コ			か	さ
							を	ン	ン	来		ん	ん
							は	ビ	ビ	週		い	む
										、			



Score for this task: CC 6 LKA 4

This candidate has covered BP1 and 2 clearly; there is an opinion given and BP2 has an unusual situation for using Japanese. A square has been left to signal the beginning of BP2. There seems to have been little difficulty in writing this far, and there is more than enough space to finish the task.

The Japanese is written clearly, with good use of kanji and katakana (レッスン is recognisable.) The lack of BP3 and 4 also explains the low LKA mark, as this is probably where a reason (から) and an intention (たい form) could have been used. The incorrect time adverb does 'hinder clarity of communication'.



- ensure time adverbs and their meanings are known. Using past adverbs for the future and vice versa was quite common this year. (Also remember 去年, not 先年.)

漢	授	時	勉	外	す	語	
字	業	か	強	国	。	を	こ
の	で	ら	を	人	私	勉	ん
あ	日	あ	は	な	の	強	に
れ	本	じ	じ	の	父	し	ち
ん	語	め	め	ど	は	て	は
し	の	ま	ま	あ	日	き	。
^ゆ	本	し	し	日	本	た	私
う	を	た	た	本	人	道	は
し	音	。	。	あ 語	で	を	今
ま	読	日	あ	は	私	お	か
し	し	本	九	あ	の	し	ら
た	た	語	才	と	母	ん	日
。	り	の	の	に	は	ま	本



Score for this task: CC 10 LKA 8

Whilst the beginning of this response includes some nice language (reflected in the LKA score), the first five lines do not contribute to completion of the task. The fact that this candidate started studying Japanese at the age of 9 is interesting, but it does not answer BP1 (what you **do** in lessons).

The candidate goes on to cover all four BPs (and does include some interesting ideas), but a better content score could easily have been achieved by adding more detail, rather than writing a redundant introduction.

The sentence beginning 日本語の授業で is missing the second 'tari' form; the use of past tense is also slightly jarring as the reader assumes (perhaps incorrectly) that these are activities the writer still does.



- Only include what is important for the task, especially when space to write is limited.

Question 1 (b)

Please refer to the introduction at the start of this report for general comments relating to Q01b.

Examples of good reasons given for BP2: meeting new people, provides a contrast to school/work, relieves stress, can become a new focus of interest.

一	み	い	た	ご	あ	で	ん	ぼ	り	す	一	さ
ト	み	さ	。	い	い	す	を	く	よ	。	番	め
で	を	い	て	い	ま	そ	し	は	じ	。	好	ち
す	し	き	ん	ん	す	し	ま	め	り	。	き	こ
。	ま	ん	き	ん	。	し	す	あ	あ	。	な	そ
	す	ぼ	は	び	し	で	。	さ	を	。	し	ん
		く	フ	フ	。	し	し	ご	し	。	ゆ	へ
	し	は	フ	ホ	。	し	し	は	ま	。	み	
	り	あ	ボ	ー	ま	ゆ	り	ん	す	。	は	
	み	た	ラ	ッ	っ	み	み	。	。	。	り	
	は	ら	ッ	に	に	は	。	。	。	。	。	
	ク	し	で	行	友	た	。	。	。	。	。	
	リ	し	した	き	だ	い	。	。	。	。	。	
	ケ	ゆ	。	ま	ち	せ	。	。	。	。	。	
				し	と	。	。	。	。	。	。	



Score for this task: CC 11 LKA 4

This candidate has given some good content; BP1 is especially well extended. There are katakana errors which 'prevent meaning being conveyed', although in no instance do they stop a BP being answered. Unlike the katakana words in line 9-10, the word 'cricket' at the end is more than clear enough for BP4 to have an answer. Whilst the basic sentence patterns are fine, this candidate did need to add something grammatically more 'complex' to increase the LKA score: adding a から after 'you can meet friends' (17-8) and a たい form somewhere in BP4, for example.



- Make sure you know which words should be in katakana.
- Write the vowel-lengthening mark in katakana **DOWN** rather than across. (In this case, it is wrong anyway.)
- If unsure of how to spell a katakana word, use a hiragana one that will make sense in the context.

見	喜	物	は	
つ	び	世	こ	趣
け	め	代	の	味
れ	楽	の	電	を
る	し	中	住	も
が	さ	で	き	つ
る	ち	ケ	き	こ
で	引	イ	に	と
ま	き	夕	む	が
。	よ	イ	ち	大
	せ	以	ち	切
	る	が	う	な
	物	い	な	理
	を	は	若	由



Score for this task: CC 11 LKA 8

The answer to BP2 shown here is a very mature, original idea, but this kind of idea should perhaps be kept for the longer task 2. It is perfectly possible to achieve 12/12 for content without such complexity. The kanji errors also cause confusion on initial reading.



- If you attempt something complex, be sure the kanji are supporting your intended meaning.

と	は	山	。	え	や	夏
こ	た	口	大	い	う	休
べ	い	県	き	と	ぶ	み
ん	せ	ま	く	か	を	に
り	つ	ご	こ	き	行	東
た	ご	を	赤	や	き	京
と	ま	行	い	う	た	に
思	か	き	電	ぶ	り	水
い	ら	ま	車	を	し	泳
ま	と	し	で	大	ま	を
す	こ	た	東	好	す	し
。	も	。	京	き	。	た
週	楽	じ	か	ご	あ	り
末	し	み	ら	あ	い	か
						き



Score for this task: CC 9 LKA 7

The first 5 lines of this are possibly part of another task that have been pre-learnt for the exam. There is of course nothing wrong with doing this, but candidates should try to fit the material to the actual question. By simply swapping the first and second sentences (and omitting the third as it rather stands out as irrelevant in this context), the candidate would have produced a more satisfying response (even if the final mark remained the same).

It is also always in the interests of the candidate to follow the task instructions: if it asks for 'a main hobby', then just use one. This candidate could easily have chosen either swimming or baseball and added another interesting fact to fill the space gained.



- In most cases, if asked to talk about one of something (person/place/hobby/subject), then just choose one. Having to discuss two of something will make the task too long and add unnecessary complications.
- To avoid the risk of producing a から sentence that does not make sense (as we have here in BP2), check the meaning by replacing から with 'so' when translating. If really unsure, then use two sentences with no link.

イ	ご
ソ	あ
の	。
友	し
達	よ
と	う
イ	ら
×	い
リ	冬
ス	休
に	み
行	に
き	ス
た	へ
い	→
	。



Score for this task: CC 9 LKA 7

The candidate has produced a nice last sentence with particles all correct and a *たい* form which will help to raise the LKA score as there is now a 'successful reference[] to... [a] future event[]' , but this seems to be a single event, rather than an 'activity' in the sense of regular, repeated hobby-type action, as is clearly needed from the context of the task. The CC mark, therefore, reflects the fact that one of the BPs has not been covered.



- Make sure you understand what the task is asking of you; it is unwise to risk putting your own interpretation onto the task in case you lose content marks.

Question 2 (a)

Although this question was not as popular as Q02(b), those who did attempt it often had an issue that they felt strongly about (environment, homelessness, LGBTQ+ rights) and this passion came across well in the writing. There was a danger in this question that the BPs could become 'merged'; the best responses avoided this and made sure that the 'good cause' in BP2 was not the same as the charity in BP4.

て	た		ま	し	か	ぜ	と		た	拾	を	
い	と	若	す	い	ん	か	を	私	り	い	し	最
く	思	い	。	景	き	か	応	は	し	を	て	近
の	い	人		色	よ	い	え	自	ま	し	い	
は	ま	も		が	う	う	ん	然	し	た	ま	私
今	す	手		こ	を	と	し	を	た	。	す	は
の	。	伝		わ	悪		て	大			。	ボ
若	未	う		さ	く	身	い	事				ラ
い	来	の		れ	す	の	ま	に				ン
人	を	は		て	る	周	す	す				テ
達	変	重		い	と	り	。	る				ィ
で	え	要		き	美	の	な	こ				ア

	ち	例	こ	す	呼	自		な	れ	身	す	で
	や	え	と	。	び	然	他	い	ま	に	。	す
	人	ば	で	あ	か	を	に	で	せ	っ	そ	し
	と	自	も	と	け	守	私	し	ん	け	れ	一
	し	分	が	は	を	る	が	よ	し	た	か	番
	た	の	ん	、	し	よ	で	う	、	ら	ら	力
	い	ゴ	ば	ま	た	う	き	。	そ	得	、	が
	ひ	ミ	リ	じ	い	に	る		ん	す	子	あ
	す	の	た	か	と	教	こ		す	る	ど	る
	。	分	い	に	思	え	こ		る	か	も	か
		別	で	あ	い	て	は		事	も	達	ら
		を	す	る	ま	、	、		は	し	も	で



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Score for this task: CC 13 LKA 12

This candidate has made four clearly defined sections (one for each BP), marked by the blank square left to denote a new paragraph. This keeps the writer's thoughts focused on the present BP, as well as helping the reader/examiner with the 'flow' of the idea presented. In the opening paragraph, the candidate has been careful to include an explicit past tense form to ensure that there is 'successful reference[] to pastevents'.

There are very nice ideas presented in BP2 and 3; it is only in BP4 that the material becomes slightly repetitive and does not answer the BP as well as previously in the task. There is no charity as such mentioned and some of the activities are for personal good, rather than for the wider society.



- Plan the answer and use paragraphs to help maintain focus on the task.

し	た	ご	す	う	い	ど	
た	。	ボ	。	り	ま	ろ	さ
。	本	ル	そ	よ	し	ろ	い
	を	ン	れ	く	た	を	き
	う	テ	か	し	。	わ	ん
	ご	イ	ら	こ	み	た	、
	か	ア	、	楽	ん	る	私
	し	ー	図	し	な	の	は
	た	を	し	か	が	を	小
	り	し	よ	っ	よ	手	学
	し	ま	か	た	く	っ	生
	ま	し	ん	ご	き	た	を



Score for this task: CC 12 LKA 11

This candidate has also left a blank square to indicate a new paragraph. BP1 has been used to show some original ideas; the addition of 'they all cooperated' and 'I moved books' around the library are nice additions to the main ideas.

This candidate had nice ideas for BP3 (learning to help from a young age means that when you are older, helping others comes naturally) although it used quite complex language to express these.

The only weak point in this candidate's response was the repetition of exactly the same idea (making a monthly donation) in BP2 and 4, even though different charities were mentioned.



- Try to add something unusual to at least one idea in your essay

とがあります。しょう来、
なとたくさんてつだえるこ
家のそうじや、車をあらう
はおもいかい物をもつたり
わたらいいと思います。お
んやおじいちやんをたすけ
もつと母や父、おばあちや
らです。かいかい人々たちは
かまつとぎれいに見えるか
かんきよをたすけるし、町
いいと思いません。なぜなら
ろいとかが、することほとても
を歩きました。私はゴミひ
らつて、おばあちやんの犬
この前、私は母の車をあ



Score for this task: CC 8 LKA 10

This candidate has some good ideas (it ends with the nice image of the smiling faces of people that she/he has helped), but the whole piece of writing would have been helped by the addition of clear markers to show the beginning of each BP.

The mention of litter picking straight after the tasks done to help family members seems at first glance to be another task that is done to help others. It is also not totally clear which **cause** (BP2) the litter picking is supposed to be in aid of. This candidate needs to say that he/she does things to contribute to 環境保護 perhaps, yet the environment is only mentioned as just one reason for disposing of rubbish.

BP3 starts with a list of relatives, with no 'creative' details (such as adjectives) added, and one of the activities given has already been used in BP1. The main oversight, however, that has lost the candidate valuable marks is that there is no clear answer to BP3 as to **why** young people helping is important.



- Make sure that each BP has a **clear** answer.

さいきん、出来れば、環境にやさしくなるために、電気を消したりごみを拾ったりしました。環境にやさしくなることはとてもたいせつだと思えます。私の町は、
と、言う町です。
。私の町でバスや電車や車などかありますからよくバスに乗りませたので、も、バスはよくなです。



Score for this task: CC 9 LKA 6

This task is a good opportunity to use material from practise essays written at school on such topics as volunteering or protecting the environment, but as always it is important to make any pre-learnt material fit the task.

At the start of the passage shown, it seems that the candidate is starting with BP2, the environment being the 'good cause'. But then when 環境 appears for the second time, **this** is perhaps now BP2. Turning off lights and picking up litter must be BP1.

Further indications that this is a previously written piece being reused come with the mention of the town and the transport there. It is not clear how this fits with the task, unless it is because buses are better as a form of transport? But then we are told buses are 'not good'.

After the passage shown, the candidate does go some way to respond to BP3 and 4, but from this first page or so, the importance of clearly distinguishing what part of the task is being addressed can hopefully be seen. Equally, making your existing material answer the task – perhaps the writer and friends have persuaded family members not to use cars when travelling into town? – is also important.



- Aim to answer each BP separately and clearly.

Question 2 (b)

For comments on Q02(b), please refer to the introduction at the start of this report.

ん	ん	ま	す		は	楽	い	ハ
ち	な	ま	っ	い	ら	し	こ	ロ
か	日	す	と	く	し	い	と	ウ
う	本	。ハ	ハ	は	い	こ	が	ー
所	人	ロ	ロ	生	場	と	あ	に
が	が	ウ	ー	ま	所	か	る	は
有	び	ー	に	れ	で	で	じ	い
名	で	ま	住	て	き	き	い	ろ
で	い	は	ん	か	る	る	ろ	ん
す	ろ	い	で	ら	も	も	ん	な
。		ろ	い	。	す	す	な	す
								ご



Score for this task: CC 10 LKA 11

Although this candidate has addressed all four BPs, it should be clear, even just in the section shown here, that there is little in the way of 'creative use of language' or 'individual thoughts'. There is no detail given about the things to see and do in Harrow, and whilst the fact that the writer has lived there since birth is of interest, it is of no relevance to the task, and neither is the fact that lots of Japanese people live there.



- Provide **examples** rather than just make generic statements in order to create interest.

私の町はすてきだと思
います。映画館がありま
す。ホラ、映画を見に行
きます。まぐに、祭りが
ありますのでこの町でおど
りたり、画を書きたり、馬
のいたりできます。し
よう来に、大きくて新し
い図書館がありますから、
もっと日本人は私の町を見
に来ます。町はお金をい



Score for this task: CC 12 LKA 6

Although this candidate appears to have left a blank square to indicate a new paragraph, this has not helped the flow of ideas as BP2 is missing and there is a return to the idea of BP4 at the end, even though this has been dealt with (although not with any really interesting ideas) on the first page.

BP1 is covered quickly, yet whilst what is intended as BP2 affords the candidate a good chance to introduce the 'tari' structure (although with incorrect 'te' forms), it is not in the past, which the task clearly indicates it must be. Thus, marks are lost not only for content, but also for language as the need to include past tense, as set out in the mark scheme, has not been met.



- Plan the longer task – even if only briefly – to avoid repetition of material and loss of content marks.

な	ト	'	さ	に	近	す	た	と	を	ト	す	'
ど	ボ	み	ん	ち	'	る	り	え	食	ラ	る	ぼ
を	ト	ん	あ	り	ゆ	こ	'	ん	べ	ソ	こ	く
ひ	ル	な	り	ま	か	と	神	そ	た	び	と	の
る	ヤ	ど	ま	し	む	が	社	く	り	お	が	町
い	ビ	あ	し	た	の	ど	を	と	'	い	び	で
ま	ニ	き	た	。	は	き	ほ	ス	公	し	き	色
し	ー	か	。	こ	ホ	ま	う	ホ	園	い	ま	又
た	ル	ん	で	み	ラ	ま	問	ー	で	昼	ま	な
。	ひ	ヤ	ま	が	ソ	。	し	ツ	友	ご	。	活
ア	し	ペ	か	た	子	さ	た	を	だ	は	し	動
'	る	ッ	ら	く	了	い	り	し	ち	ん	ス	を



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Examiner Comments

Score for this task: CC 16 LKA 9

This candidate has started with a generic comment ('there are lots of things to do'), but then includes details which add some imaginative content to the places listed; the culturally relevant 神社 together with the verb 訪問する, rather than just 'go to', also lift this candidate's work above the average.

It is also pleasing to see that the candidate has brought in some 'uncommon' vocabulary (for different types of rubbish) into the answer to BP2. This was presumably learnt in preparation for an environment essay, but has been put to very good use here.



- Be prepared to recycle material learnt in one context for use in another.

レ	も	っ	も	い	う	た	
グ	き	ヤ	大	は	町	切	サ
は	れ	ん	切	や	の	で	イ
大	い	が	で	っ	文	す	ト
切	だ	う	す	た	化	。	シ
で	が	の	。	に	を	そ	イ
す	う	け	そ	な	あ	の	ン
。	サ	し	れ	い	い	理	ク
	イ	き	に	が	あ	由	は
	ト	ひ	山	う	う	は	と
	シ	と	の	と	ま	ち	こ
	イ	こ	こ	こ	か	が	も



Score for this task: CC 13 LKA 10

This candidate has given a nice answer to BP3. Whilst it would have been better to avoid the repetition of 大切です, the ideas are interesting and original. The language is perhaps a little more complex than many could manage but it could be reworded and still convey the same idea: ほかの町の文化を経験することができるし、山のとっぺんからの景色はとてもきれいだから、。。

(It was decided, in the light of restrictions on teaching time, that サイト シーティング would be accepted for this BP.)



- Try to prepare reasons in advance for any 'why is important?' questions that might occur. They do not need to be 'difficult' reasons, but will probably benefit from having been thought about before the exam.

Question 3

The text for translation is, of course, written with certain structures in mind, but the mark scheme clearly allows for a holistic view, meaning that there is considerable flexibility when marking.

Teachers should stress to candidates that the translation does not have to be perfect to gain 10-12 marks, yet it would be sensible to 'spot' the intended difficulties before starting: in this case 'and', 'should', 'says', 'after', 'intend'.

3 Translate the following passage into Japanese.

My teachers are kind and my friends are lovely. Sometimes lessons are difficult, but my mother says I should always do my best. After graduating from high school, I intend to study physics at university.

(12)

私のせん生はやさしいです。そして私の
友だちはすばらしいです。ときどき、じょう
ろはむす"かしいですが、私の母は"が
んはた"まほが"いいです。このころのあと
で、大学ではかがくをべんせ"するつ
もりです。

*あなたに



ResultsPlus
Examiner Comments

Score for this task: 8

Overall this translation reads well and the meaning is 'mostly communicated'. There are just a few details missing (always/mother says/graduating) which means it was not in the top band (10+).



- Check for 'little' words, such as adverbs, and make sure they are included.

My school

かか〜
せいぶつ

3 Translate the following passage into Japanese.

My teachers are kind and my friends are lovely. Sometimes lessons are difficult, but my mother says I should always do my best. After graduating from high school, I intend to study physics at university.

ぶつり

(12)

~~私の先生はやさしい~~

~~私の先生はやさしくて、友達もラフリ〜です。時々じゆぎょうはむずかしいけれど、~~

~~母はいつもがんばれと言っています。~~

~~~~~~~~~

~~私が ~~卒業~~ があったら、大学でぶつりを学ぶつもりです。~~

✓

~~~~~~~~~

理科

私の先生はやさしくて、友達もラフリ〜です。時々じゆぎょう

はむずかしいですけれど、母はいつもがんばれと言っています。

公学をそつぎょうしたら、大学で ^{せいぶつ} ~~理科~~ を学ぶつもりです。

~~~~~~~~~ ~~理科~~

~~~~~~~~~

中公大

せいぶつ

物生

ぶつり

~~理科~~ ~~理科~~ 理科

!



Score for this task: 9

This candidate has managed the task well and has not omitted any essential details. Considerable leniency was given for the adjectives in sentence 1, but ラブリー was not considered acceptable. The only other detail that 'hinder[ed] clarity' was the compound 公学 (presumably meant to be 高学, which at least hints at the intended meaning).



- Be careful of using katakana, unless you are sure that it is accepted usage.

3 Translate the following passage into Japanese.

My teachers are kind and my friends are lovely. Sometimes lessons are difficult, but my mother says I should always do my best. After graduating from high school, I intend to study physics at university.

(12)

せんせいがかんじんせつ、ともだちがやさしいです。
ときどき じゆぎょうがむずかしいですが
はは は、「いいじゆけんをいします」と言ます。
そつぎょうのあと、だいがくで びつりかをべんぎょう
をするつもりです。



Score for this task: 8

The main reason this version of the translation failed to fall into the top band (10+) was the utterance of the mother: as it stands here, it sounds as though the mother is trying hard, rather than the student. This does really 'prevent meaning being conveyed'.



- Make sure if there is spoken text within the translation that it is clear who it refers to.

3 Translate the following passage into Japanese.

My teachers are kind and my friends are lovely. Sometimes lessons are difficult, but my mother says I should always do my best. After graduating from high school, I intend to study physics at university.

(12)

私の先生はみんなやさしくて、友だちはすてきです。
ときどきじょうぎょうはむずかしいけど、お母さんはいつも
~~がんばれ~~「いつでも一しょうけんめいがんばりなさい」
と言っています。中学校からそつにゅうしたあとは、
大学で、りかをべんぎょうするつもりです。



Score for this task: 9

The only 'big' error in this translation is the (presumably unintended) humorous replacement of 卒業 with 卒乳. The other errors are relatively small: 中学校 is at least a school, りか is science, if not actually physics, いつでも is slightly odd here, but conveys something close to いつも.

Paper Summary

In most cases, the points below have already been mentioned with reference to individual questions, but the most important points for teachers and candidates to bear in mind in future years are:

- Do not waste space on writing an introduction, whatever the requested format. Ideally write in pencil and erase mistakes (cleanly!) so that space is not wasted. Remember that you should be able to fulfil the task within the space given.
- Use paragraphs to separate answers to each BP. There should be enough writing space to allow this. Answer each BP clearly and keep the content of each point separate. This will help you to access content marks.
- Make sure you can write katakana words accurately. (サッカー is still a problem for many.) If you are not sure of spelling, then choose a different hiragana word, where possible, instead e.g. say やきゅう rather than サッカー. Write the 'long sound' in the correct direction.
- Make sure you know the key words for each topic area. It was disappointing to find many candidates writing ホビー rather than しゅみ.
- Some common vocabulary errors: use of あそぶ with nouns, e.g. サッカーをあそびます; in the context usually needed in an exam, しょうらい rather than 未来; the difference between 助ける and 手伝う.
- Some common kanji errors: 若者, often written as 若物; 元気 written as 天気; 先年 instead of 去年.
- Ensure that common time adverbs are known. Too many candidates wrote sentences that started 来週 and ended しました.
- Study examples of the use of the たり structure; in many cases it was the overall structure that was wrong rather than the て form conjugation. This was a notably common source of error across the ability range.
- Candidates should be using **Japanese kanji** and not Chinese characters.
- When using 原稿用紙, candidates should write down from right to left. For Q03, candidates should write across the page from left to right.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

