

Edexcel GCSE in

Japanese

(2JA01) (3JA0S) (3JA0W)

For first teaching from 2009

Sample Assessment Materials



日本語

Welcome to the GCSE 2009 Japanese Sample Assessment Materials.

These sample assessment materials have been developed to give you and your students a flavour of the actual exam papers and mark schemes so they can experience what they will encounter in their live assessments.

They feature:

- **Accessible papers** using a mixture of questions styles where appropriate – we've worked hard to ensure the papers are easy to follow with an encouraging tone so that the full range of students can show what they know.
- **Clear and concise mark schemes** for each paper, outlining what examiners will be looking for in the assessments, so you can use the sample papers with students to help them prepare for the real thing.

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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.
- Free responses are marked for the effective communication of the correct answer rather than for quality of language but it is possible that, on some occasions, the quality of English or poor presentation can impede communication and lose candidate marks.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Japanese

Unit 1: Listening and understanding in Japanese

Sample Assessment Material

Time: 45 minutes and 5 minutes reading time

Paper Reference

5JA01/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **not** use dictionary.

Information

- You have 5 minutes to read through the paper before your teacher starts the CD.
- You will hear each extract twice. You may write while the CD is playing. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions.

Some questions must be answered with a cross ☒. If you change your mind about an answer put a line through the box ☒ and then mark your new answer with a cross ☒.

Self-introduction

1 Put a cross ☒ in the correct box.




Example: Hello, I'm Suzuki Tomoko, nice to meet you.

A Takako Suzuki	B Tomoko Suzuki	C Tomoko Sasaki
☒	☒	☒




(i)

A 14	B 15	C 16
☒	☒	☒




(ii)

A 	B 	C 
☒	☒	☒




(iii)

A 	B 	C 
☒	☒	☒

(iv)

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(v)

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 1 = 5 marks)

School

2 Complete the short sentences about Shunsuke's school day **in English**.

Example: Mr Tanaka is Shunsuke'sgeography..... teacher.

(a) Maths is taught by Mr

(b) Shunsuke likes hislessons.

(c) Shunsuke has his least favourite lesson onday.

(d) Shunsuke eats lunch fromp.m.

(e) Shunsuke is a member of theclub.

(Total for Question 2 = 5 marks)

At the tourist information centre

3 Listen to the conversations and identify the places of interest for a tourist.

Put a cross ☒ in the correct box.

A	B	C	D
Park	Shrine	Castle	Gallery
E	F	G	H
Museum	Factory	Temple	Church

	A	B	C	D	E	F	G	H
Example:	☒	☒	☒	☒	☒	☒	☒	☒
(i)	☒	☒	☒	☒	☒	☒	☒	☒
(ii)	☒	☒	☒	☒	☒	☒	☒	☒
(iii)	☒	☒	☒	☒	☒	☒	☒	☒
(iv)	☒	☒	☒	☒	☒	☒	☒	☒
(v)	☒	☒	☒	☒	☒	☒	☒	☒

(Total for Question 3 = 5 marks)

Shopping

4 Listen to the following conversations about shopping.

Put a cross ☒ in the correct box.

Example:

Older brother

A	B	C
Car	Camera	Cassette player
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(i)

Older sister

A	B	C
Book	Bag	Basket
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(ii)

Mother

A	B	C
Cosmetics	Cutlery	Clothing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(iii)

Father

A	B	C
Book	Bag	Basket
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(iv)

Grandmother

A	B	C
Fragrance	Flowers	Food
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(v)

The cat

A	B	C
Mat	Munchies	Mouse
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 5 marks)

Part-time work

5 Listen to the following conversations about people discussing part-time work.
Put a cross ☒ in the correct box.

	A	B	C	D	E	F	G
	Hotel	Restaurant	Library	Clothes shop	Station	Book shop	Swimming pool
Example:	☒	☒	☒	☒	☒	☒	☒
(i)	☒	☒	☒	☒	☒	☒	☒
(ii)	☒	☒	☒	☒	☒	☒	☒
(iii)	☒	☒	☒	☒	☒	☒	☒
(iv)	☒	☒	☒	☒	☒	☒	☒
(v)	☒	☒	☒	☒	☒	☒	☒

(Total for Question 5 = 5 marks)

Summer holidays

6 Listen to the conversation about people discussing their summer holidays.

Put a cross ☒ in **all** the correct boxes for each question.

	A Swimming	B Mountain climbing	C Tennis	D Hiking
Example: Jane	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(i) Sue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Hannah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 6 = 5 marks)

Weather

7 Listen to the weather forecast.

Put a cross ☒ in the **five** boxes that best match the weather conditions to a particular area.

	A Cold	B Rain	C Snowy	D Sunny	E Windy	F Fog	
Example: Kyushu	☒	☒	☒	☒	☒	☒	
(i) Hokkaido	☒	☒	☒	☒	☒	☒	(2)
(ii) Tokyo	☒	☒	☒	☒	☒	☒	(1)
(iii) Shikoku	☒	☒	☒	☒	☒	☒	(1)
(iv) Okinawa	☒	☒	☒	☒	☒	☒	(1)

(Total for Question 7 = 5 marks)

Accommodation

- 8 Listen to the answer phone message and complete the reservation request form in **English** as required.

Example: Name	Yoshiko Tanaka		
(a) Date of arrival	date	month	
(b) Number of people			
(c) Meal requirements (put a cross ☒ in the correct box)	breakfast	lunch	dinner
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Telephone number			

(Total for Question 8 = 5 marks)

Newspapers

9 Answer the following questions **in English**.

(a) (i) Give **one** day on which the man does not read a newspaper. (1)

(ii) How does he describe the newspapers on the days he does not read them? (1)

(b) (i) Which part of these newspapers does the woman often read? (1)

(ii) Give **one** reason why she prefers them to a book on the same subject. (1)

(iii) How does the man get the information he needs on this subject? (1)

(c) (i) What topic does the woman read about in both newspapers and magazines? (1)

(ii) Which does she prefer? (1)

(iii) Why does the man not read about this topic? (1)

(d) (i) Give **one** section of his daily paper that the man reads. (1)

(ii) Explain why he reads that section. (1)

(Total for Question 9 = 10 marks)

TOTAL FOR PAPER = 50 MARKS

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Sample Mark Scheme

Unit 1: Listening and understanding in Japanese

Question Number	Answer	Mark
1(i)	C	1

Question Number	Answer	Mark
1(ii)	C	1

Question Number	Answer	Mark
1(iii)	C	1

Question Number	Answer	Mark
1(iv)	A	1

Question Number	Answer	Mark
1(v)	B	1

Question Number	Answer	Mark
2(a)	Honda	1

Question Number	Answer	Mark
2(b)	PE	1

Question Number	Answer	Mark
2(c)	Wednesday	1

Question Number	Answer	Mark
2(d)	1.00	1

Question Number	Answer	Mark
2(e)	Soccer/Football	1

Question Number	Answer	Mark
3(i)	C	1

Question Number	Answer	Mark
3(ii)	D	1

Question Number	Answer	Mark
3(iii)	A	1

Question Number	Answer	Mark
3(iv)	F	1

Question Number	Answer	Mark
3(v)	H	1

Question Number	Answer	Mark
4(i)	A	1

Question Number	Answer	Mark
4(ii)	C	1

Question Number	Answer	Mark
4(iii)	B	1

Question Number	Answer	Mark
4(iv)	B	1

Question Number	Answer	Mark
4(v)	C	1

Question Number	Answer	Mark
5(i)	D	1

Question Number	Answer	Mark
5(ii)	A	1

Question Number	Answer	Mark
5(iii)	F	1

Question Number	Answer	Mark
5(iv)	G	1

Question Number	Answer	Mark
5(v)	C	1

Question Number	Answer	Mark
6(i)	A, B, D	3

Question Number	Answer	Mark
6(ii)	A, C	2

Question Number	Answer	Mark
7(i)	A, C	2

Question Number	Answer	Mark
7(ii)	B	1

Question Number	Answer	Mark
7(iii)	D	1

Question Number	Answer	Mark
7(iv)	E	1

Question Number	Answer	Mark
8(a)	6 th March	2

Question Number	Answer	Mark
8(b)	2	1

Question Number	Answer	Mark
8(c)	Breakfast	1

Question Number	Answer	Mark
8(d)	03-3567-2108	1

Question Number	Answer	Mark
9(a)(i)	Weekend	1

Question Number	Answer	Mark
9(a)(ii)	Big	1

Question Number	Answer	Mark
9(b)(i)	Travel section	1

Question Number	Answer	Mark
9(b)(ii)	Gives more detail/up to date/hotels and restaurants	1

Question Number	Answer	Mark
9(b)(iii)	Talks to travel agent	1

Question Number	Answer	Mark
9(c)(i)	Fashion	1

Question Number	Answer	Mark
9(c)(ii)	Newspapers	1

Question Number	Answer	Mark
9(c)(iii)	He has no interest in fashion/his wife buys his suits and shirts	1

Question Number	Answer	Mark
9(d)(i)	Foreign news/sports section	1

Question Number	Answer	Mark
9(d)(ii)	He is a baseball fan	1

Transcript

Unit 1: Listening and Understanding in Japanese

Question 1: Self-introduction

Example : はじめまして、鈴木智子です。どうぞよろしく。

- (i) 高校二年生です。十六歳です。
- (ii) 家族は五人です。
- (iii) 父は医者です。
- (iv) 弟が二人います。
- (v) 趣味は水泳です。

5 marks

Question 2: School

Example : こんにちは、俊介です。僕は学校が好きです。月曜日の一時間目は地理です。田中先生が地理を教えています。

- (a) 月曜日の二時間目は数学です。先生は本田先生です。
- (b) 火曜日の一時間目も木曜日の四時間目も体育です。体育が大好きです。
- (c) 嫌いな科目は音楽です。水曜日の六時間目です。
- (d) 昼休みは1時からです。1時に教室に行って、お弁当を食べます。
- (e) 僕はサッカー部に入っています。毎日、授業の後で、サッカーをします。

5 marks

Question 3: At the tourist information centre

Example: M: この町に博物館がありますか。

F: はい、あります。

(i) M: 町の歴史を勉強したいです。ほかに面白いところがありますか。

F: ふるいおしろがあります。おしろのなかに町の歴史の物がたくさんあります。

(ii) F: それから、町の美術館にはむかしの町のえがあります。たとえば1642年に火事がありました。そのかじのえもあります。

M: 絵を見るのが好きです。ぜひ美術館へ行きます。

(iii) F: 一日中、町にいるつもりですか。今日の午後二時から公園で、まちのれきしのぎょうれつがあります。

M: そうですか。じゃ、二時までに公園に行きます。

(iv) M: 夜、何かありますか。

F: 今晚、町の食器の工場で特別な展覧会があります。伝統的な皿やコップなどを見ることができます。

(v) M: この町はいい所ですね。お寺や神社もありますか。

F: いいえ、ありません。でも古い教会があります。教会の窓ガラスが有名です。

M: ありがとうございました。

5 marks

Question 4: Shopping

Example: M: もうすぐクリスマスですね。プレゼントは全部買いましたか。

F: 半分ぐらい買いましたが、兄がカメラがほしいと言っていましたからカメラを買いました。

(a) M: いいプレゼントですね。お姉さんは何がほしいと言っていますか。

F: まだ聞いていませんが、たいてい姉には本をあげます。姉は旅行の本がだいすきです。

(b) M: ご両親には何かあげますか。

F: はい、クリスマスの日にプレゼントを持って、うちに帰ります。母は化粧品が好きですが去年口紅をあげましたから、今年はほかの物をかいたいです。

M: 洋服はどうですか。

F: そうですね。母にはセーターがいいと思います。

(c) M: お父さんは。

F: ちちはむずかしいです。本はぜんぜん読みません。しゅみもありません。たぶんかばんをあげます。

M: かばんですか。いいですね。

(d) M: お宅におばあさんが住んでいますね。

F: そうです。いつもそぼには花をあげます。きれいな花がいいとおもいます。

(e) M: それで全部ですか。

F: いいえ、猫もいます。

M: ねこ！

F: はい。いつも何か買います。今年は おもちゃのねずみを買うつもりです。

5 marks

Question 5: Part-time work

Example: M: 土曜日、レストランでアルバイトをしています。ウェーターです。

- (i) F: 先週まで土曜日は休みでしたから 買い物をしたり、ともだちにあったりしていました。でもいまは アルバイトをしています。ようふくやではたらいしています。いいスカートやセーターをやすくかうことができいいです。
- (ii) M: 趣味は電車ですから駅で働きたかったのですが、できませんでした。いまステーションホテルで働いています。
- (iii) F: 読書が大好きですから、図書館でアルバイトをしたいと思っていましたが、図書館は家から遠いです。だから近くの本屋で働いています。でも、この本屋は日曜日にも開いていて、いつも忙しいので読書の時間があまりありません。
- (iv) M: うちの後ろにスポーツセンターがありますから便利です。毎晩プールでアルバイトをしています。
- (v) F: 母が図書館員ですから私もその図書館で仕事を探しました。学校からバスで図書館へ行って母の車でうちに帰ります。

5 marks

Question 6: Summer holidays

Example: M: ジェーンさんは夏休みの予定がありますか。

F: はい、あります。いとことやまのぼりをします。ふじさんにのぼります。

(a) M: スーさんは？

F: キャンプにいきます。そこで山に登ったり、川で泳いだり、ハイキングをしたりします。残念ですが、キャンプ場にはテニスコートはありません。

(b) M: ハナさんは？

F: わたしはどこにもいきません。スポーツセンターのプールで泳いだり、隣の公園でテニスをしたりします。

5 marks

Question 7: Weather

Example: M: お早うございます。今日の天気予報です。北海道は一日雪です。とても寒くなります。札幌は今2度です。東京は一日中雨が降ります。四国も九州も晴れです。沖縄では強い風がふいています。

5 marks

Question 8: Accommodation

F: もしもし。田中^{よしこ}良子です。予約をお願いします。三月六日に着くよていですが、三月六日に部屋は空いていますか。大人二人です。私と主人です。朝食つきでおねがいします。朝ご飯は九時ごろ食べたいです。電話でへんじをください。電話番号は03-3567-2108です。03-3567-2108です。よろしくおねがいします。

5 marks

Question 9: Newspapers

- F: まいにちしんぶんをよみますか。
M: いいえ、しゅうまつは読みません。土曜日と日曜日の新聞はとてもページが多いですから全部読むことができません。
- F: 週末の新聞はページが多いですが、面白いページがありますよ。私は旅行の記事をよく読みます。せつめいがくわしいです。いいホテルとレストランがわかります。ガイド・ブックの説明は古いですね。
M: そうですか。私は読んだことはありません。旅行に行く前は、旅行会社の人と話をします。
- F: それから、ファッションの記事も好きです。ファッション雑誌を時々読みますが雑誌の服はとても高いです。でも、新聞にあるアイデアはたいてい普通の店の普通の服です。
M: 私はファッションには興味がありません。家内がいつも私の背広やシャツなどをかいます。
- F: 月曜から金曜日までは新聞を毎日読んでいますよね。どの部分が面白いと思いますか。
M: まず外国のニュースをよみます。私は銀行で働いていますから外国のことを知るのはいせつです。それからスポーツのページも見ます。野球のファンです。

10 marks

Edexcel GCSE

Japanese

Unit 2: Speaking in Japanese

Sample Assessment Material

Time: 8-10 minutes (across two tasks)

Paper Reference

5JA02/01

You do not need any other materials.

Turn over ►

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Introduction

Students **must** undertake **two** tasks in this unit:

1. A picture-based discussion or presentation (with following questions) related to a chosen theme
2. A general conversation related to a chosen theme

Picture-based discussions

The following provide an indication of the sort of photographs or images that students may wish to use when undertaking a picture-based discussion.

**Picture of a concert
(to be supplied by candidate)**

この写真についてせつめいしてください。*

このコンサートはどうでしたか。

どんな音楽が好きですか。

がっきをひきますか。

何で音楽を聞きますか。

コンサートのきっぷは高いですか。

それは問題もんだいですか。どうしてですか。*

映画館に行きますか。どうしてですか。*

コンピューターであそびますか。

(Possible questions for those seeking grades C-A*)

Media, travel and culture



この写真についてせつめいしてください。*

これはどこの写真ですか。

天気はどうですか。

どんな休みだと思えますか。

夏や冬のどちらがすきですか。

。。。さんは、休みに、ふつう、何をしますか。

(Possible questions for those seeking grades C-A*)

**Picture of a person in their workplace
(to be supplied by candidate)**

この写真についてせつめいしてください。*

いいしごとですか、わるいしごとですか。

おずかしいと思いますか。

同じしごとがしたいですか。

外国でしごとがしたいですか。どうしてですか。*

。。。さんはしごとをしたことがありますか。

(Possible questions for those seeking grades C-A*)

Sport, leisure and work



この写真についてせつめいしてください。*

ここで、なんのスポーツができますか。

スポーツが好きですか。どうしてですか。*

さいきん、スポーツをしましたか。いつ、どこでしましたか。

しょうらい、スポーツがしたいですか。どうしてですか。*

(Possible questions for those seeking grades C-A*)

Presentations

The following are **possible** titles for presentations that students could deliver (up to a **maximum of 2 minutes** within a total assessment time of 4-5 minutes) before responding to related questions. Naturally, there is considerable potential for students to propose different presentations that coincide with their individual interests.

It is expected that students become familiar with preparing for and delivering presentations. Teachers may help prepare their students to undertake this test type in general terms but must refrain from feeding back on any rehearsed presentations specifically intended for a final assessment.

Many of the titles below are quite open ended to ensure access to a range of candidates. Different students will handle the presentations in different ways. It is anticipated that, whereas some candidates will provide limited information and description possibly with a simple opinion, others will expand on these and introduce more extended language with a variety of more complex vocabulary and language structures, time references etc. It is important that follow-up questions are targeted at individual students to enable them to maximise their performance and, where appropriate, offer opportunities for stretch and challenge.

Media, travel and culture

- An example of a useful website
- An example of a city of culture
- My favourite book/film/television programme/etc
- The . . . Youth Orchestra/Youth Theatre/etc
- Why mobile phones are important
- An example of a great actor/artist/musician/etc
- Go to the cinema or watch a DVD?
- The (*Glastonbury*) Festival

Sport, leisure and work

- The best/worst match that I have played in/seen
- Why sport is important
- My local sports centre/gym
- An example of a skilled sports person
- My nomination for 'Sports personality of the year'
- Looking forward to the 2012 Olympics
- Why I enjoy Wimbledon/le Tour de France/etc
- My favourite hobby

Media, travel and culture

- Exchange visits – an excellent opportunity
- Welcome to . . . (presentation of resort/hotel/youth activity holiday company)
- A holiday on the beach or in the snow?
- My best/worst holiday
- Be green - holiday at home!
- Car or public transport?
- A typical day in the life of a holiday representative/flight attendant/tourist information officer
- The advantages of 'Interail'

Sport, leisure and work

- Work experience is/is not useful for young people
- Using languages at work
- My part time job
- My ideal/worst job
- My career plans
- . . . (presentation of a product/service/company)
- A typical day for a
- . . . and its local economy

Possible questions (General conversation) – Japanese

The following questions are indicative of the sort of questions that you may ask your students when undertaking formal speaking tests. These are not prescriptive and you may use or adapt these questions and, of course, use questions of your own appropriate to the individual context and/or picture based discussions.

Theme: Media, travel and culture

。。。さんは音楽が好きですか。

どんな音楽が好きですか。

コンサートに行きますか。どうしてですか。*

しゅうまつは、どんなふくをきますか。

さいきん、どんなふくを買いましたか。

。。。さんはよくインターネットを使いますか。どうして使いますか。*

けいたい電話を持っていますか。どうしてですか。*

。。。さんはよくテレビを見ますか。*

好きなばんぐみはなんですか。なぜですか。

そのばんぐみは何ようび、何時からですか。*

ラジオを聞きますか。どうしてですか。

映画館に行くことが好きですか。

さいきん、映画館に行きましたか。

なんの映画を見ましたか。どうでしたか。*

本を読むことが好きですか。

今、何を読んでいますか。どうですか。*

土曜日の晩、出かけますか。何がしたいですか。

日曜日には、何をするつもりですか。*

(Possible questions for those seeking grades C-A*)

Media, travel and culture (cont.)

休みは、ふつう、何をしますか。

よく旅行しますか。町に行きますか、いなかに行きますか。*

よく外国へ行きますか。

きょねん
去年の夏、どこに行きましたか。

どうやって行きましたか。

何をしましたか。

天気はどうでしたか。

ホテルにとまりましたか。

おみやげを買いましたか。だれに買いましたか？

今年は、どこかへ行きますか。

何がしたいですか。

。。。さんの町(/地方)では、

かん こうきやく
観光客は何をしますか。*

。。。さんの町(/地方)について、どう思いますか。*

春(/秋)の天気はどうですか。

。。。へ行ったことがありますか。*

。。。のどこに行きましたか。

何をしましたか。

どこで食事をしましたか。

。。。の料理についてどう思いましたか。*

神社やお寺を見に行きましたか。*

おみやげを買いましたか。

しょうらい、日本のどこに行きたいですか。どうしてですか。*

日本のほかに、どこの国に行くつもりですか。なぜですか。*

(Possible questions for those seeking grades C-A*)

Theme: Sport, leisure and work

。。。さんの趣味しゅみは何ですか。

いつそれをしますか。

どこでしますか。だれとしますか。

どうしてその趣味しゅみが好きですか。

どんな音楽が好きですか。

がっきをひきますか。

いつからひきましたか。

晩は、ふつう、何をしますか。

先週の土曜日にどこに行きましたか。

だれと行きましたか。どんな人ですか。*

何をしましたか。

どうでしたか。*

何時に帰りましたか。

来週の土曜日にどこに行きますか。

だれと行きますか。

何をするつもりですか。*

しゅうまつ、家族といっしょに何をしますか。

どこで買い物をしますか。

さいきん、何を買いましたか。

今週のしゅうまつ、買い物をしにいけますか。だれといきますか？

スポーツが好きですか。

どんなスポーツをしますか。

いつしますか。

(学校の)チームの選手せんしゅですか。*

よくスポーツのしあいを見に行きますか。

去年きょねんのたんじょうびに、何をしましたか。*

。。。さんの家族はクリスマスに何をしますか。*

(Possible questions for those seeking grades C-A*)

Sport, leisure and work (cont.)

。。。さんはアルバイトをしていますか。何をしますか。

どこで働いていますか。

アルバイトはどうですか。せつめいしてください。*

やさしいですか、おずかしいですか。

。。。さんの友だちはアルバイトをしていますか。

友だちはどこで働いていますか。

。。。さんはお金をいくらもらいますか。

一週間に、何時間働いていますか。

お金をどう使いますか。*

店のてんいんをしたいですか。なぜですか。*

勉強しながら、アルバイトをするのはどう思いますか。*

見学をしたことがありますか。*

どのぐらいかかりましたか。

何をしていましたか。

見学の一日について、せつめいしてください。*

どう思いましたか。*

今、どのかもくを学んでいますか。

しょうらい、どんなしごとをしたいですか。

来年(1九月から)何をするつもりですか。*

どのかもくをとりたいですか。どうしてですか。

大学に行きたいですか。なぜですか。

何を勉強したいですか。どうしてですか。

しょうらい、どこでしごとをしたいですか。どうしてですか。*

(Possible questions for those seeking grades C-A*)

Assessment criteria

The following grids are common to all task types undertaken in this unit.

Content and response	Mark
<ul style="list-style-type: none"> • Very confident and fluent. • Frequently takes initiative and develops elaborate responses. • No difficulty in explaining wide range of ideas and points of view. • Very little or no hesitation. 	13-15
<ul style="list-style-type: none"> • Speaks confidently. • Takes initiative and develops more elaborate responses. • Expresses and explains ideas and points of view without undue difficulty. • Little hesitation and little or no prompting necessary. 	10-12
<ul style="list-style-type: none"> • Able to participate in familiar, straightforward discussions and conversations, but experiences problems with more complex question forms. • Conveys opinions, but rarely expands. • Some hesitation, but able to deal with some unpredictable elements. 	7-9
<ul style="list-style-type: none"> • Able to convey some simple information and opinions without ambiguity, but responses very limited. • Very hesitant and reliant on teacher-examiner prompting. 	4-6
<ul style="list-style-type: none"> • Conveys very little relevant information in minimal responses (mainly one-word replies) • Very limited comprehension of basic questions. • Wholly reliant on teacher-examiner prompting. 	1-3
<ul style="list-style-type: none"> • No rewardable content. 	0

Range of language	Mark	Accuracy	Mark
<ul style="list-style-type: none"> • Uses wide range of appropriate vocabulary and structures, including some complex lexical items. • Consistently competent use of different tenses. 	5	<ul style="list-style-type: none"> • Very accurate, with only isolated and usually insignificant errors. • Consistently good pronunciation and intonation. 	5
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	4	<ul style="list-style-type: none"> • Some errors, especially in more complex structures, but generally accurate. • Pronunciation and intonation generally good. 	4
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	3	<ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Pronunciation and intonation generally accurate. 	3
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. 	2	<ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Pronunciation generally understandable. 	2
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1	<ul style="list-style-type: none"> • Consistently inaccurate language and pronunciation frequently impede basic communication. • Only isolated examples of accurate language. 	1
<ul style="list-style-type: none"> • No rewardable language. 	0	<ul style="list-style-type: none"> • No rewardable language. 	0

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Japanese

Unit 3: Reading and understanding in Japanese

Sample Assessment Material

Time: 55 minutes

Paper Reference

5JA03/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Hiragana and katakana

1 Conference attendees require labels to show which town they come from.

Here are the name labels:

- 田中 花子：ひろしま、
- ジョン・ブラウン：ロンドン、
- 金田 秋子：とうきょう、
- 川上 雪子：さっぽろ、
- 中山 年子：きょうと、
- ケン・ジョーンズ：ニューヨーク、
- イアン・スコット：エジンバラ、
- ファン・ペスカード：リスボン

Match the attendee's name with the town which they come from.
Put a cross ☒ in the correct box.

	A London	B Hiroshima	C Tokyo	D New York	E Edinburgh	F Sapporo	G Kyoto	H Lisbon
Example: John Brown	☒	☒	☒	☒	☒	☒	☒	☒
(i) Kaneda Akiko	☒	☒	☒	☒	☒	☒	☒	☒
(ii) Juan Pescardo	☒	☒	☒	☒	☒	☒	☒	☒
(iii) Tanaka Hanako	☒	☒	☒	☒	☒	☒	☒	☒
(iv) Kawakami Yukiko	☒	☒	☒	☒	☒	☒	☒	☒
(v) Ken Jones	☒	☒	☒	☒	☒	☒	☒	☒

(Total for Question 1 = 5 marks)

Kanji

2 The following kanji appeared in a letter from your link school and you are providing a glossary to help the class below you read the letter.

A 読書 B 来週 C 黒い犬 D 休日 E 風 F 飲み物 G 女子学生
 H 青い空 I 勉強 J 映画館 K 六百元 L 九時 M 牛肉

Put a cross ☒ in the correct box.

	A	B	C	D	E	F	G	H	I	J	K	L	M
Example: きゅうじつ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) きゅうにく	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) あおいそら	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) らいしゅう	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) えいがかん	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) くじ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 2 = 5 marks)

My day

- 3 Your pen friend writes to tell you about a typical school day so you will know what to expect when you visit. Complete the notes below **in English** to help you recall what you have read.

学校の日は6時半におきます。朝ごはんを食べる前に、犬とさんぽをします。それからシャワーをあびます。朝ごはんの後で、あるいて、学校へ行きます。生物と文学とフランス語を勉強します。昼休みは12時からです。友だちとバスで町に行って、買い物をしたり、何か飲んだりします。午後はクラブの時間です。私は書道部のメンバーです。漢字を書くのが大好きです。おばあさんが入院していますから、家へ帰る前に電車で病院へ行きます。午後四時からたずねることが出来ます。病院から図書館へ行って、アメリカ人の先生のクラスで英会話を勉強します。9時に母が車でおかえりに来ます。コンビニによって犬が好きなスナックを買います。犬はわたしを毎晩長く待っています。

- (a) Get up at
- (b) Go to school (*method of transport*)
- (c) Take dictionary as well as Japanese one.
- (d) Join the club.
- (e) Buy a 'get well' card for

(Total for Question 3 = 5 marks)

Directions

4 Your pen friend sends you the following directions to help you find his house.

山の手線の 電車に のって、目黒で おりて下さい。南出口を 出
て、つきあたりに 銀行が あります。その前に バスでいが あり
ます。36 番の バスに のって、三つ目の バスでいで おりてくださ
い。私のうちは 目の前です。23 番です。ドアは 赤です。

Complete the following summary by putting a cross ☒ in the correct box.

(i) Take the Yamanote line to	A Kengoku	B Meguro	C Mesato
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Leave the station by the	A North exit	B South exit	C East exit
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Walk as far as the	A Bank	B Hospital	C Hotel
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Get on a number 36 bus and get off at the	A 2 nd stop	B 3 rd stop	C 6 th stop
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) The house is number 23 and has a	A green door	B blue door	C red door
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 5 marks)

Instructions

5 Read the following instructions.

- A ゴミは 持って 帰ってください
- B シャしんを とっては いけません
- C しずかに してください
- D 食べないでください
- E あぶないです
- F ここからは あるいていってください
- G 飲まないでください

For each question below, cross the correct box for the corresponding instruction.

	A	B	C	D	E	F	G
Example: No Litter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) No eating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) No photography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Danger!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Silence please	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) No cars allowed from here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 5 = 5 marks)

Profiles

6 Read the following profile that Haruko has sent to a networking site and those of some possible friends.

For each possible friend cross the correct box for the part of their profile that matches Haruko's.

名前：山本 春子

年：17才。高校二年生

せんもん
専門：英文、フランス語、コンピュータ

しゅみ
趣味：水泳、山でハイキング、生物

アルバイト：ウエートレス

Example:

前田 たろう

(i) 16才。	<input type="checkbox"/>
(ii) <small>せんもん</small> 専門：れきし	<input type="checkbox"/>
(iii) <small>しゅみ</small> 趣味：しぜん	<input checked="" type="checkbox"/>
(iv) アルバイト：なし	<input type="checkbox"/>

(a)

三木 としひこ

(i) 18才。高校三年生	<input type="checkbox"/>
(ii) <small>せんもん</small> 専門：外国語	<input type="checkbox"/>
(iii) <small>しゅみ</small> 趣味：理科	<input type="checkbox"/>
(iv) アルバイト：こうじょうで働いている	<input type="checkbox"/>

(b)

小林 まさひで

(i) 16才。中学校三年生	<input type="checkbox"/>
(ii) <small>せんもん</small> 専門：理科	<input type="checkbox"/>
(iii) <small>しゅみ</small> 趣味：山のぼり	<input type="checkbox"/>
(iv) アルバイト：こうじょうで働いている	<input type="checkbox"/>

(c)

森 こういち

(i) 19才。大学一年生	<input type="checkbox"/>
(ii) 専門： <small>せんもん</small> ほうりつ	<input type="checkbox"/>
(iii) 趣味： <small>しゅみ</small> サッカー	<input type="checkbox"/>
(iv) アルバイト：きっさてんで働いている	<input type="checkbox"/>

(d)

川上 けんいち

(i) 17才。高校の二年に入学しました。	<input type="checkbox"/>
(ii) 専門： <small>せんもん</small> ちり	<input type="checkbox"/>
(iii) 趣味： <small>しゅみ</small> きってあつめ	<input type="checkbox"/>
(iv) アルバイト：なし	<input type="checkbox"/>

(e)

本田 いちろう

(i) 19才。大学一年生	<input type="checkbox"/>
(ii) 専門： <small>せんもん</small> すうがく	<input type="checkbox"/>
(iii) 趣味： <small>しゅみ</small> プールに行くこと	<input type="checkbox"/>
(iv) アルバイト：スポーツ・センターで働いている	<input type="checkbox"/>

(Total for Question 6 = 5 marks)

Study

7 The Year 9 Group are studying the geography of Japan and their teacher is putting up a display with labels in English and Japanese.

These have got mixed up in the box.

Choose from the text box below and put a cross ☒ in the correct box.

A 北	B 春	C 冬
D 南	E 日本	F 本日
G 天気	H 元気	I 夏
J 東	K 西	L 秋

	A	B	C	D	E	F	G	H	I	J	K	L
Example: Weather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Japan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Summer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Autumn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 7 = 5 marks)

Homework

8 Your typed homework got spoilt in the rain and you need to write in the missing parts. Choose the correct letters from the box below to complete the paragraph on The Town Park.

Put a cross ☒ in the correct box to complete the blank spaces in the text below.

町の公園

町の(ii) _____ に 大きい 公園が(ii) _____
 ひろくて きれいな 花が 多いです。花の
 いろは(iii) _____ です。川の 近くに かもが
 住んで(iv) _____。かもは かわいいです。公園の
 テニス・コートで よく テニスを(v) _____。楽しいです。

	A	B	C	D	E	F	G	H	I	J
	間	あります	います	します	生きます	行きます	赤	中	歩	鳥
(i)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 8 = 5 marks)

Advertisement

Answer the following questions **in English**.

9 You have seen the following advertisement in a Japanese newspaper and are interested in applying for the job.

- どこ : 山口県の ^{けん}子どもの公園
- いつ : 8月6日から 20日まで 毎日 ごぜん6時から ごご3時まで
- だれ : 16才いじょうの 高校生
- どんなしごと : 朝ごはんを つくって、キャビンの そうじを して、ゲームタイムに さんかして、昼ご飯の モニターに なる。
- ゲームタイム : 子どもと さんぽを したり、スポーツを したり、カラオケを したり、えを かいたり、ほかの うん動を したり する。
- モニター : つぎの ことに ちゅういする : 子どもが けんこうに いいものを 食べる こと。子どもが 水を よく 飲む こと。子どもが きれいに さらなどを かたづける こと。
- 宿泊と食事 : 男の ボランティアは 男の子の キャビンに とまって、女の ボランティアは 女の子の キャビンに とまる。キャビンと 一日三かいの 食事は お金を はらわなくてもいい。
- じゆう時間 : 近くの 町に 映画館が ある。買い物も できる。公園の 中で いろいろな スポーツが できる。自てん車で どこかに 行く ことも できる。
- こづかい : ボランティアは 二週間で 2万円の こづかいを もらう。

(a) In which prefecture is this Children's Camp? (1)

(b) On what date does the camp start? (1)

(c) Which meal do volunteers have to make? (1)

(d) Who cleans the cabins? (1)

(e) State **two** things the volunteers can do during Game Time. (2)

1

2

(f) Give **one** way the volunteers help the children remain healthy. (1)

(g) How many meals a day can the volunteers get for free? (1)

(h) State **one** way in which the volunteers might spend their free time. (1)

(i) How much pocket money do the volunteers get? (1)

(Total for Question 9 = 10 marks)

TOTAL FOR PAPER = 50 MARKS

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Sample Mark Scheme

Unit 3: Reading and Understanding in Japanese

Question Number	Answer	Mark
1(i)	C	1

Question Number	Answer	Mark
1(ii)	H	1

Question Number	Answer	Mark
1(iii)	B	1

Question Number	Answer	Mark
1(iv)	F	1

Question Number	Answer	Mark
1(v)	D	1

Question Number	Answer	Mark
2(i)	M	1

Question Number	Answer	Mark
2(ii)	H	1

Question Number	Answer	Mark
2(iii)	B	1

Question Number	Answer	Mark
2(iv)	J	1

Question Number	Answer	Mark
2(v)	L	1

Question Number	Answer	Mark
3(a)	6.30am	1

Question Number	Answer	Mark
3(b)	On foot/walk	1

Question Number	Answer	Mark
3(c)	French	1

Question Number	Answer	Mark
3(d)	Calligraphy	1

Question Number	Answer	Mark
3(e)	Grandma	1

Question Number	Answer	Mark
4(i)	B	1

Question Number	Answer	Mark
4(ii)	B	1

Question Number	Answer	Mark
4(iii)	A	1

Question Number	Answer	Mark
4(iv)	B	1

Question Number	Answer	Mark
4(v)	C	1

Question Number	Answer	Mark
5(i)	D	1

Question Number	Answer	Mark
5(ii)	B	1

Question Number	Answer	Mark
5(iii)	E	1

Question Number	Answer	Mark
5(iv)	C	1

Question Number	Answer	Mark
5(v)	F	1

Question Number	Answer	Mark
6(a)	(ii)	1

Question Number	Answer	Mark
6(b)	(iii)	1

Question Number	Answer	Mark
6(c)	(iv)	1

Question Number	Answer	Mark
6(d)	(i)	1

Question Number	Answer	Mark
6(e)	(iii)	1

Question Number	Answer	Mark
7(i)	E	1

Question Number	Answer	Mark
7(ii)	B	1

Question Number	Answer	Mark
7(iii)	I	1

Question Number	Answer	Mark
7(iv)	L	1

Question Number	Answer	Mark
7(v)	C	1

Question Number	Answer	Mark
8(i)	H	1

Question Number	Answer	Mark
8(ii)	B	1

Question Number	Answer	Mark
8(iii)	G	1

Question Number	Answer	Mark
8(iv)	C	1

Question Number	Answer	Mark
8(v)	D	1

Question Number	Answer	Mark
9(a)	Yamaguchi Prefecture	1

Question Number	Answer	Mark
9(b)	6 th August (from 6am)	1

Question Number	Answer	Mark
9(c)	breakfast	1

Question Number	Answer	Mark
9(d)	Volunteers/high school children over the age of 16	1

Question Number	Answer	Mark
9(e)	Any two from: go for walks (with the children) do sports do karaoke draw pictures other exercise	2

Question Number	Answer	Mark
9(f)	Children eat healthy food/drinks lots of water	1

Question Number	Answer	Mark
9(g)	Three	1

Question Number	Answer	Mark
9(h)	One from: go to the cinema go shopping do sports in the park go cycling	1

Question Number	Answer	Mark
9(i)	20,000 yen for two weeks	1

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Japanese

Unit 4: Writing in Japanese

Sample Assessment Material

Time: 1 hour

Paper Reference

5JA04/01

You do not need any other materials.

Total Marks

Instructions

- You may use pencil, **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- This paper is in two sections. Attempt **one** task from section A and **one** from section B.
- Complete the task in the spaces provided
– *there may be more space than you need.*
- The use of an appropriate bilingual dictionary is permitted in both Tasks 1 and 2.

Information

- The total mark for this paper is 50.
- The marks for **each** task are shown in brackets
– *use this as a guide as to how much time to spend on each task.*

Advice

- Read each task carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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Section A (short writing task)

1 Choose **one** of the tasks from Section A.

Media, travel and culture:

(a) You are writing an email to a Japanese friend about a film that you have recently seen.

In your email you should refer to:

- the type of film you saw
- whether you liked it or not.

(b) You are writing a short description of your town for Japanese visitors.

In your description you should refer to:

- places of interest
- particular activities for young people.

Sport, leisure and work:

(c) You are writing a description for a Japanese-language website about a sport that is played at your school.

Refer to your chosen sport stating:

- why you like or dislike this sport
- the importance of sport at your school.

(d) Two Japanese people are coming to work in your company.

Write a note to them about the company's sport and social club(s).

You should refer to:

- the sports and activities that are available
- reasons for joining a sports or social club.

(75–180 Japanese characters)

(Total for Task 1 = 20 marks)

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Section B (longer writing task)

2 Choose **one** of the tasks from Section B.

Media, travel and culture:

(a) Write an essay entitled: 外国旅行^{がいこくりょこう} (My trip abroad).

You should mention what aspects of the trip you most/ least enjoyed, and why.

(b) Write to your Japanese friend to tell her about a cultural event (e.g. school play, concert, visiting celebrity) you are helping to organise.

You should mention any difficulties that you are having.

Sport, leisure and work

(c) You are writing to a Japanese-speaking friend about your ideal job.

Describe the job and say why this particular job appeals to you.

(d) Write an essay entitled 楽しい日 (An enjoyable day!). Your essay should relate to a day out with your friends or family.

In your description you should mention why it was an enjoyable day.

(Minimum 300 Japanese characters)

(Total for Task 2 = 30 marks)

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Assessment criteria

Writing task 1

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	9-10
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious. 	7-8
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole. 	5-6
<ul style="list-style-type: none"> • Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read. 	3-4
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker. 	1-2
<ul style="list-style-type: none"> • No content worthy of credit. 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	7-8
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	5-6
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task. 	3-4
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0

A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy.

Writing task 2

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	13-15
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious. 	10-12
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole. 	7-9
<ul style="list-style-type: none"> • Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read. 	4-6
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker. 	1-3
<ul style="list-style-type: none"> • No content worthy of credit. 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	7-8
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	5-6
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task. 	3-4
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0

Accuracy	Mark
<ul style="list-style-type: none"> • Very accurate, though not necessarily faultless. • Consistently good spelling and manipulation of language. • Secure when using more complex language with only a few minor errors. 	5
<ul style="list-style-type: none"> • Generally accurate language. • Most spelling and verb forms correct. • When more complex structures are attempted, accuracy can be more variable. 	4
<ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Straightforward and familiar language fairly accurately spelt and manipulated. • Verbs more correct than incorrect. • The work is clearly more accurate than inaccurate. 	3
<ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Frequent misspellings. • Frequent incorrect verb forms. 	2
<ul style="list-style-type: none"> • Consistently inaccurate language and misspellings frequently impede basic communication. • Only isolated examples of accurate language and verb formation. 	1
<ul style="list-style-type: none"> • No language worthy of credit. 	0

A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy.

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