



Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE

In Japanese (9JA0/01)

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

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## **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Paper 1 marking principles and mark scheme

### Marking principles for Section A

Mis-spelling is tolerated as long as it does not lead to ambiguity, for example drought mis-spelled as drowght would be acceptable but mis-spelled as draught would be unacceptable as this is a real word with a different meaning.

Learners are likely to write variants on the acceptable answers listed and these should be currently this statement could be made society throughout the world about many countries in the world currently considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

### Section A mark scheme (translation)

Question number		Acceptable answers	Mark
1	私の家はお金があまりなかったから、	My family didn't have much money, so	(1)
	高校生のときアルバイトをしていました	I worked (part time) when I was in high school.	(1)
	料理に興味があったので、	I was interested in cooking, so	(1)
	ケーキ屋で働きました	I worked at a cake shop.	(1)
	仕事は朝 7 時に始まって、大変でした。	My job started at 7 am and was hard.	(1)
	マネージャーはきびしい人でしたが、	The manager was strict,	(1)
	教えてくれました	but taught me	(1)
	行動することを	to act	(1)
	お客様のことを考えて	thinking of the customers.	(1)
	ケーキが一つ食べられました。	I was always able to eat a cake	(1)
	仕事終わりには毎回	at the end of work / each shift.	(1)
	ある日、	One day,	(1)
	店長が、 .....と言いました。	The shop owner said	(1)
	ほうがいい	You'd better	(1)
	ケーキ屋にはならない	Not become a (cake) baker / not open a cake shop.	(1)
	給料が低い	The salary is low,	(1)
	仕事はきついのに	despite the work being hard.	(1)
	その言葉を考えた	Thinking of his words.	(1)
	私は大学に進学することにして、	I decided to go to university,	(1)

	卒業後の今は食品メーカーで研究を しています。	and now that I have graduated, I am doing research (researching) at a food manufacturer.	(1)
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## Paper 1 marking principles for Section B

- For open response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.

Example of short phrases with two or more words:

○ 弟がその場にいるから

○ 福島県の子をはげますため

- When responding to open response questions, candidates may use words from the reading extract but they must not copy whole sections where the question requires them to manipulate the language in order to give an accurate response to the question.

Example:

**Text:**

無料の音楽教室を開くことで、お金がある家庭の子もない家庭の子も、やりたければ音楽を学ぶことができます。

**Question:**

「エル・システム」の目的は何ですか。

**Rewardable answer:**

音楽を勉強したい子に（無料で）勉強させてあげることです。

**Non-rewardable answer:**

やりたければ音楽を学ぶことができます。

Candidates who copy the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However as the exemplified *Rewardable answer* shows, candidates may still use words from the reading extract.

- There are no marks for quality of language in Section B so errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

## **Guidance to examiners on understanding and applying the mark scheme**

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: 外国 / アメリカのオーケストラと演奏すること。
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

給料がいい (1)  
AND  
建物が新しい (1)

Any **one** of

世界で活躍する音楽家を作り出しています。

OR

50 か国以上に広がっています。

Any parts of an answer that are not essential are bracketed, for example: 本当は絵よりも(百倍も千倍も)きれいだ。

- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct number of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

## SECTION B mark scheme (reading comprehension)

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

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

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

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

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

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Question number	Answer	Reject	Mark
4(a)	両親がきびしかったので		(1)

Question number	Answer	Reject	Mark
4(b)	母からもらった		(1)

Question number	Answer	Reject	Mark
4(c)	鳥を眺めていた/見ていた		(1)

Question number	Answer	Reject	Mark
4(d)	(隣の家には) だれも住んでいないと思って いたから		(1)

Question number	Answer	Reject	Mark
4(e)	親戚も子供もいないから		(1)

Question number	Answer	Reject	Mark
4(f)	劇を見せてあげる / 遊んであげる		(1)

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>5(a)</b>	日本の経済が成長していたので/ 労働力が不足していたので		<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>5(b)</b>	すぐれた人		<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>5(c)</b>	好評/人気/いいと思っている		<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>5(d)</b>	就職活動を支援する、面接の準備をする、 就職活動のヒントを与える		<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>5(e)</b>	問題を乗り越えた経験		<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>5(f)</b>	(前は大学の名前を気にしていたが)今は就職支援をしっかりしてほしいと思っている。		<b>(1)</b>

## **SECTION C mark scheme (written research task)**

There are three levels-based mark grids to be applied to this task. These are:

- knowledge and understanding of society and culture (via research) (AO4)
- understand and respond to written language in writing (AO2)
- accuracy and range of language (AO3)

### **General guidance on using levels-based mark schemes**

#### **Step 1: Decide on a marking band**

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 13-16 with a small amount of band 17-20 material, it would be placed in band 13-16 but be awarded a mark near the top of the band because of the band 17-20 content.

#### **Step 2: Decide on a mark**

- Once you have decided on a band you will need to decide on a mark within the band.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Mark grids

### Knowledge and understanding of society and culture (AO4 – 20 marks)

- This mark grid assesses the content of the student's answer in relation to the knowledge and understanding of culture and society they have demonstrated, based on their research. It also assesses their ability to critically analyse by sustaining a line of argument and drawing conclusions about aspects of culture and society, based on the question related to the research subject.

### Understand and respond to written language (AO2 – 10 marks)

- This grid assesses student's understanding of the unseen text by their ability to use relevant information from it to contribute to the ideas, arguments and conclusions presented on society and culture.

#### Indicative content

- When deciding how to reward the answer for content, you should consult both of these mark grids as well as the indicative content associated with each question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question. The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than about the text (understand and respond in writing to written language - AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks).

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
<b>0</b>	No rewardable material.	0	No rewardable material
1-4	<ul style="list-style-type: none"><li>• Limited, straightforward, predictable ideas expressed on culture and society; limited information/examples/references from research to support ideas; limited focus on the research subject.</li><li>• Limited evidence of critical analysis of culture and society; points of view have little justification; limited/ brief conclusions that are frequently contradictory; frequently relies on description rather than analysis.</li></ul>	1-2	<ul style="list-style-type: none"><li>• Limited use of relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; information used is frequently contradictory/irrelevant.</li></ul>
5-8	<ul style="list-style-type: none"><li>• Occasionally relevant, straightforward ideas</li></ul>	3-4 <b>1 point</b>	<ul style="list-style-type: none"><li>• Occasionally uses relevant information/examples/references from the text to contribute to</li></ul>

<b>1 point from research</b>	<p>expressed about culture and society, mostly generalised, occasionally supported by information/examples/references from research; some loss of focus on the research subject.</p> <ul style="list-style-type: none"> <li>Occasional evidence of critical analysis of culture and society; points of view are given with occasional justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may include contradictions; some reliance on description rather than analysis.</li> </ul>		<p>ideas, arguments and conclusions about society and culture; sometimes information used is contradictory/irrelevant.</p>
9-12 <b>2 points from research</b>	<ul style="list-style-type: none"> <li>Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/examples/references from research; occasional loss of focus on the research subject.</li> <li>Some critical analysis of culture and society is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; occasionally relies on description rather than analysis.</li> </ul>	5-6 <b>2 points</b>	<ul style="list-style-type: none"> <li>Sometimes uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; occasionally information used is contradictory/irrelevant.</li> </ul>

<p>13-16</p> <p><b>3 things from research</b></p>	<ul style="list-style-type: none"> <li>• Relevant, occasionally perceptive ideas expressed about culture and society, frequently supported by pertinent information/examples/reference from research; focus predominantly maintained on the research subject.</li> <li>• Critical analysis of culture and society demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li> </ul>	<p>7-8</p> <p><b>3 points</b></p>	<ul style="list-style-type: none"> <li>• Frequently uses relevant information/examples/reference s from the text to contribute to ideas, arguments and conclusions about society and culture.</li> </ul>
<p>17-20</p> <p><b>3 points from research but well used / convincing</b></p>	<ul style="list-style-type: none"> <li>• Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information/examples/reference s from research; focused on the research subject throughout.</li> <li>• Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li> </ul>	<p>9-10</p> <p><b>3 points but well integrated</b></p>	<ul style="list-style-type: none"> <li>• Consistently uses relevant information/examples/reference s from the text to contribute to ideas, arguments and conclusions about society and culture.</li> </ul>

### Additional guidance

**Perceptive:** demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

**Ideas** include thoughts, feelings, impressions, opinions.

**Straightforward ideas, arguments, conclusions**, are deemed to be those that give the standard, predictable response.

## Accuracy and range of language mark grid (AO3)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language
1-2	<ul style="list-style-type: none"><li>Limited variation of straightforward grammatical structures, vocabulary and kanji, with much repetition; repetitive expression, writing is often restricted and stilted.</li><li>Limited sequences of accurate language; errors occur that often prevent meaning being conveyed.</li></ul>
3-4	<ul style="list-style-type: none"><li>Occasional variation in the use of mostly straightforward grammatical structures, vocabulary and kanji, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.</li><li>Some accurate sequences of language; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
5-6	<ul style="list-style-type: none"><li>Some variation in the use of grammatical structures, vocabulary and kanji, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.</li><li>Frequent sequences of accurate language; errors occur that occasionally hinder clarity of communication.</li></ul>
7-8	<ul style="list-style-type: none"><li>Frequent variation in use of grammatical structures, vocabulary and kanji, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.</li><li>Accurate language throughout most of the response; errors occur that rarely hinder clarity of communication.</li></ul>
9-10	<ul style="list-style-type: none"><li>Consistent variation in use of grammatical structures, vocabulary and kanji, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.</li><li>Accurate language throughout; any errors do not hinder clarity of the communication</li></ul>

### Additional guidance

**Complex language** is considered to include the following:

- Verb endings which are conceptually challenging as they do not have an exact equivalent in English such as ~てしまう
- the passive
- the causative
- relative clauses
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example using two separate grammatical endings together such as 行ってみることができる
- using synonyms and a variety of expressions to say things in different ways

**Variation in use of grammatical structures/varied use of vocabulary:** the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. You should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

**Articulate:** articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier and more quickly the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments. The writing will become more difficult to read quickly and with ease as the reader has to stop and re-read to understand the message.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example minor errors in character formation
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect particles with verbs of giving and receiving, a sentence in which the main verb does not match an implied subject
- frequent errors that hinder clarity as they distract the reader from the content of the writing, for example the kanji 白 instead of 自

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example failing to mark a change of subject where one is needed.
- mother-tongue interference.
- NB: these are examples only and do not constitute a finite list.

## **SECTION C indicative content**

In their response, students are expected to demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must refer to information in the text that contributes to their ideas, arguments and conclusions thereby showing understanding of the text.

The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than about the text (understand and respond in writing to written language - AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks). Students can demonstrate their knowledge and understanding of society and culture by providing relevant ideas/information/references /examples related to aspects such as:

- lifestyle/customs/events both current and historical
- important figures both current and historical
- public opinion, feelings, reactions and behaviour

Such aspects are illustrated in the indicative content below.

It is possible for an answer to be constructed without mentioning some or all of the points given below, as long as students provide alternative responses that fulfil the requirements of the question.

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

<b>Question number</b>	<b>Indicative content</b>
<b>6</b>	<ul style="list-style-type: none"><li>• information <b>from research</b> on traditional and nuclear family patterns (AO4) ; students may refer to the extended family in the <b>text</b> (AO2).</li><li>• reference <b>from research</b> to the loss of the traditional nuclear family, (AO4); students may make reference to the information in the <b>text</b> that this family is an extended family(AO2).</li><li>• reference <b>from research</b> to the changing roles within the family (AO4); students may make reference to the important role the grandparents had in the <b>text</b> to link to this point (AO2).</li><li>• Information from research about how relationships within the family are chaning (AO4); students may make reference to the kindness of the grandparents in the <b>text</b> to link to this point (AO2).</li><li>• Arguments and conclusions consistent with the students' ideas/information/references/examples included within the response (AO4)</li></ul>

**'High school students are unlikely to participate in a traditional festival if there are no modern developments.'** Critically analyse this statement in relation to your research and the text.

<b>Question number</b>	<b>Indicative content</b>
<b>7</b>	<ul style="list-style-type: none"><li>reference from <b>research</b> to what constitutes a traditional festival in Japan (AO4); students may refer to the bon dancing <b>in the text</b> (AO2).</li><li>reference from <b>research</b> giving information about how traditional festivals may be dying out (AO4); students may refer to the traditional festival having ceased for several years <b>in the text</b> (AO2).</li><li>information from <b>research</b> about efforts to maintain traditional events by updating them (AO4); students may refer to having a stage with performers in the <b>text</b> as evidence of this. (AO2).</li><li>reference to the fact that young people may or may not enjoy traditional festivals (AO4); students may refer to the information in <b>the text</b> that high school students were dancing.</li><li>Arguments and conclusions consistent with the students' ideas/information/references/examples included within the response (AO4)</li></ul>

**'Smart phone companies should develop smart phones which have few functions and therefore are easier to use for the elderly.' Critically analyse this statement in relation to your research and the text.**

<b>Question number</b>	<b>Indicative content</b>
<b>8</b>	<ul style="list-style-type: none"><li>information <b>from research</b> about the increasing number of elderly people in Japan, and the need for them to keep in touch with family (AO4); students may link this to details in the <b>text</b> about wanting to be in family Line groups and send photos.(AO2)</li><li>reference <b>from research</b> about what difficulties the elderly face (AO4); students may link this to information in the <b>text</b> about finding it hard to use smart phones (AO2).</li><li>information <b>from research</b> about the problems of loneliness and isolation of the elderly. (AO4); students may link this to information in the <b>text</b> about wanting to use their smart phones(AO2).</li><li>reference <b>from research</b> about the integrating the elderly more fully into communities (AO4); students may link this to the information in the <b>text</b> about both high school students and the elderly benefitting from this workshop. (AO2).</li><li>Arguments and conclusions consistent with the students' ideas/information/references/examples included within the response.</li></ul>

***'In order to save energy, the government must come up with big plans.' Evaluate this statement in relation to your research and the text.***

<b>Question number</b>	<b>Indicative content</b>
<b>9</b>	<ul style="list-style-type: none"><li>information <b>from research</b> on the debate over future energy supplies (AO4); students may refer to information in the <b>text</b> about biomass generation (AO2).</li><li>information <b>from research</b> on the effort Japan is making to be "greener" (AO4); students may refer to information in the <b>text</b> about knowing to switch off the lights (AO2).</li><li>information <b>from research</b> about the difficulty of building new power plants (AO4); information from the <b>text</b> about the smaller scale of the biomass generator.</li><li>information <b>from research</b> on how everyone in the community is being made to be more environmentally friendly (AO4); students may refer to mention in the <b>text</b> about using 100% of the waste material (AO2).</li><li>Arguments and conclusions consistent with the students' ideas/information/references/examples included within the response.</li></ul>