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Mark Scheme (Results)
Summer 2023

Pearson Edexcel GCE
In Japanese (9JA0/03)
Paper 3: Listening, reading and writing

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General Marking Guidance

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

Paper 3 marking principles and mark scheme

Marking principles for Section A

- For open response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.
- Example of short phrases with two or more words:
 - 仕事着 1 着
 - 10,000 人ぐらい
- When responding to open response questions, candidates may use words from the listening passage or reading extract but they must not transcribe or copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

Example:

Text:	ボランティアの数は地震の 3 か月後からどんどん減っています。
Question:	ボランティアの数はいつが一番多かったですか。
Rewardable answer:	地震の直後の 3 か月です。
Non-rewardable answer:	ボランティアの数は地震の 3 か月後からどんどん減っています。

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

- There are no marks for quality of language in Section A or questions 5a) and 5b) in Section B. Therefore errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication. However there are marks for quality of language in question 5c) in Section B (see mark grid for *Accuracy and range of language*).
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: 仕事を見つけること / 仕事を見つけられない
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

給料がいい (1)

AND

建物が新しい (1)

Any **one** of:

さびしい

OR

心配

- Any parts of an answer that are not essential are bracketed, for example: (物価が) 安い
- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

SECTION A mark scheme (listening comprehension)

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

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

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

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

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

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

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

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

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

Question number	Answer	Reject	Mark
3(a)(i)	大震災のときに / 水や泥で汚れて		(1)

Question number	Answer	Reject	Mark
3(a)(ii)	東北には行けないが何かボランティアをしたい人		(1)

Question number	Answer	Reject	Mark
3(a)(iii)	思い出がつまっているから/大切だから。		(1)

Question number	Answer	Reject	Mark
3(a)(iv)	スキャンします。		(1)

Question number	Answer	Reject	Mark
3(a)(v)	新しい技術を覚えるから		(1)

Question number	Answer	Reject	Mark
3(a)(vi)	IT が得意なので		(1)

Question number	Answer	Reject	Mark
3(b)(i)	(大震災のまえの) 子どもの自転車乗りや入学式/ (あのときは) 幸せだった		(1)

Question number	Answer	Reject	Mark
3(b)(i)	これからもがんばろう/元気をもらった		(1)

Question number	Answer	Reject	Mark
3(b)(i)	この町も復興できる		(1)

Question number	Answer	Reject	Mark
3(b)(ii)	仕事をする人の数が足りない		(1)

Question number	Answer	Reject	Mark
3(b)(ii)	(化学薬品からコンピューターまで)いろいろな技術を使うので		(1)

Question number	Answer	Reject	Mark
3(b)(iii)	ほかのグループにも手伝ってもらいたいから		(1)

Question number	Answer	Reject	Mark
4(a)	クラウドファンディング		1

Question number	Answer	Reject	Mark
4(b)	<ul style="list-style-type: none"> ほかのロボットは「強い」というイメージ ニコボは「弱い」 		2

Question number	Answer	Reject	Mark
4(c)	丸い/セーターを着ている/やわらかい		1

Question number	Answer	Reject	Mark
4(d)	目を開けたり閉じたりする		1

Question number	Answer	Reject	Mark
4(e)	人が触ると		1

Question number	Answer	Reject	Mark
4(f)	顔を向ける/じっと見る		1

Question number	Answer	Reject	Mark
4(g)	自分のペースで / 自由な生活をしている	うらやましい	1

Question number	Answer	Reject	Mark
4(h)	家の中で聞く (言葉を少しづつ覚えて)		1

SECTION B mark scheme (listening, reading and writing)

Question number	Answer	Reject	Mark
5(a), (i), (ii), (iii), (iv)	<p>Any four of the following:</p> <p>紹子さんの意見 :</p> <p>うれしいことに、特別なビザを取ることができた(1)</p> <p>すぐ仕事が見つかって良かった (1)</p> <p>色々調べておいたので安心 (1) (1)</p> <p>スムーズにビザを変えることができた(1)</p> <p>スキーが楽しめて幸せ (1)</p> <p>カナダは最高 (1)</p> <p>(Any other appropriate phrasing of the above points is acceptable)</p>	<p>Specific, factual details that do not express what she thinks about living abroad e.g.</p> <p>保育園の先生の資格をとっていた</p> <p>カナダでは今、保育園の先生は足りない</p>	(4)

Question number	Answer	Reject	Mark
5(b) (i), (ii), (iii), (iv)	<p>Any four of the following :</p> <p>明さんの意見 :</p> <p>楽ではない(1)</p> <p>会社では (あまりいい仕事がもらえなくて) 満足できない (1)</p> <p>(友だちが少なくて) ちょっとさびしい (1)</p> <p>日本の友だちや安定した生活は大切だ(1)</p> <p>若いときに始めるほうがいい(1)</p> <p>(Any other appropriate phrasing of the above points is acceptable)</p>	<p>Specific, factual details that do not express what he thinks about living abroad e.g.</p> <p>英語に自信があった</p> <p>安いアパートしか借りられない</p>	(4)

Section B, question 5C- Listening, reading and writing task

There are three levels-based mark grids applied to question 5C. The mark grids are:

- understand and respond to spoken language (AO1)
- understand and respond to written language, (AO2)
- accuracy and range of language (AO3)

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark near the top of the band because of the band 5-6 content.

Step 2: Decide on a mark

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

Mark grids

Understand and respond to spoken language (AO1 – 6 marks)

- This mark grid assesses the content of the students' answer through their ability to evaluate the viewpoints in the spoken source through making judgements and drawing conclusions.

Understand and respond to written language (AO2 – 6 marks)

- This mark grid assesses students' ability to evaluate the viewpoints in the written source through making judgements and drawing conclusions.

Indicative content

- When deciding how to reward the answer for content, you should consult these mark grids as well as the indicative content associated with the question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Understand and respond to spoken language (AO1)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material		
1-2	<ul style="list-style-type: none">• Occasionally relevant judgement expressed on the viewpoints in the spoken source; often strays into description of content without evaluation.• Limited conclusions drawn on spoken source, sometimes inconsistent with evaluation of viewpoints.	1-2	<ul style="list-style-type: none">• Occasionally relevant judgement expressed on the viewpoints in the written source; often strays into description of content without evaluation. (AO2)• Limited conclusions drawn on written source, sometimes inconsistent with evaluation of viewpoints.
3-4	<ul style="list-style-type: none">• Expresses some relevant judgements on the viewpoints in the spoken source, some of which are substantiated; occasionally strays into description of content without evaluation.• Draws straightforward conclusions on spoken source, occasionally inconsistency with evaluation of viewpoints.	3-4	<ul style="list-style-type: none">• Expresses some relevant judgements on the viewpoints in the written source, some of which are substantiated; occasionally strays into description of content without evaluation. (AO2)• Draws straightforward conclusions on written source, occasionally inconsistency with evaluation of viewpoints.
5-6	<ul style="list-style-type: none">• Expresses relevant and substantiated judgements on the viewpoints in the spoken source showing clear evaluation.• Draws convincing conclusions on spoken source, consistent with evaluation of viewpoints.	5-6	<ul style="list-style-type: none">• Expresses relevant and substantiated judgements on the viewpoints in the written source showing clear evaluation. (AO2)• Draws convincing conclusions on written source, consistent with evaluation of viewpoints.

Accuracy and range of language mark grid (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">Limited variation of straightforward grammatical structures, vocabulary and kanji, with much repetition; repetitive expression, writing is often restricted and stilted.Limited sequences of accurate language; errors occur that often prevent meaning being conveyed.
3-4	<ul style="list-style-type: none">Occasional variation in the use of mostly straightforward grammatical structures, vocabulary and kanji, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.Some accurate sequences of language; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
5-6	<ul style="list-style-type: none">Some variation in the use of grammatical structures, vocabulary and kanji, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.Frequent sequences of accurate language; errors occur that occasionally hinder clarity of communication.
7-8	<ul style="list-style-type: none">Frequent variation in use of grammatical structures, vocabulary and kanji, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.Accurate language throughout most of the response; errors occur that rarely hinder clarity of communication.
9-10	<ul style="list-style-type: none">Consistent variation in use of grammatical structures, vocabulary and kanji, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.Accurate language throughout; any errors do not hinder clarity of the communication

Additional guidance

Complex language is considered to include the following:

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

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

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

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

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example failing to mark a change of subject where one is needed.
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Indicative content: Question 5c**Students must evaluate the points of view in both 5a) and 5b)**

Question number	Indicative content
5(c)	<ul style="list-style-type: none">Any answer that describes Nami's point of view in positive or negative terms, consistent with the information presented in the source material, e.g. enthusiasm for living abroad with reasonsAny answer that describes Akira's point of view in positive or negative terms, consistent with the information presented in the source material, e.g. a negative view of living abroad with reasonsConclusions consistent with candidate's line of argument, e.g. It's good to go and live abroad because it's easy to find a job and you get a different experience OR it's better not to go and live abroad because you may miss your friends and family



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Transcript

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SECTION A: LISTENING

問題 1 親の心

森本(M1) : おはようございます。今朝は早いですね。

母親 (F1) : ええ。今朝は4時に起きて、たかしのお弁当を作っていました。

森本 : 大変でしたね。

母親 : たかしは外国から帰ってきてから、日本の学校はテストが多すぎる、友だちもいないと言って学校をさぼっています。

森本 : そうですか。

母親 : でも、今日は川の近くに木や花を植える校外学習があると言って、楽しみにしていました。お弁当も楽しく食べてほしくて……

森本 : そうですよね。

母親 : ええ。たかしはおいしくて、ご飯も肉もたくさん入っていればいいと言いますが、私はやっぱりお弁当は見た目も大切だと思います。

森本 : それで早起きしたんですね。親心ですね。

問題 2 プログラミングをして

(F1) 最近、日本の中学校でもプログラミングを勉強しています。私はプログラミングを始めてからタイピングが速くなりました。パソコンのキーボードを使う機会が増えたからです。私は今、織田信長の人生をストーリーにしたゲームを作っています。もちろん織田信長は教科書にも出てきますが、私は歴史が大好きですから、みんなにゲームをしながらもっと学んでほしいと思いました。

プログラミングを始めてから、作文の組み立てがうまくなりました。どうやって相手に説明したらわかりやすいかと考えるからです。それから問題が起きたとき、時間をかけてその原因を探すので、一回うまくいかなくても最後まで頑張る力がつきました。

問題 3(a) 「あなたの思い出まもり隊」

(F2)

「あなたの思い出まもり隊」は東日本大震災のとき水や泥で汚れた写真をオリジナルの状態にもどす活動です。東北には行けなくとも何かボランティアをしたいと思った人達が参加しています。震災で多くの物をなくした被災者にとって、思い出が詰まった写真は特に大切です。

写真はスキャンしてからコンピューターを使って直します。工学院大学の教師や学生がいっしょに作業をすることを通して学生は新しい技術を学ぶそうです。大学生の山下君はITが得意なので、そのスキルが被害者の役に立てるのは嬉しいと話していました。

問題 3(b) 「あなたの思い出まもり隊」

(M1) きれいになった写真集をもらったとき、感動しました。大震災の前の子供の入学式や自転車に乗った写真を見て、あのときは幸せだったと思いました。また、写真の中の両親の顔を見て、これからもがんばろうと元気をもらいました。写真がきれいになったように、この町も復興できると強く感じました。

(F2) このように、「思い出まもり隊」がしている活動はとても大切ですが、大学生中心でやっているので、仕事をする人の数が足りていません。写真を直すときいろいろな化学薬品や技術が必要なので、作業が難しいのです。そこで私達がやっている活動を全部書類にまとめてマニュアルを作りました。こうすればほかのグループにも手伝ってもらえるからです。

問題 4 ペット・ロボット「ニコボ」

(M2) みなさん、こんにちは。今日はニコボを紹介します。ニコボは最新の技術を取り入れたペット・ロボットです。2021年にクラウドファンディングを使って開発されました。

ロボットには普通、「強い」というイメージがありますが、ニコボは「弱い」というコンセプトで作られました。人間の赤ちゃんのように弱いので、人は思わずニコボの世話をしたくなるそうです。

ニコボは丸くて、セーターを着ているので、やわらかいです。自分で部屋の中を移動することはできませんが、人が話しかけると、目を開けたり閉じたりします。とてもかわいいです。ニコボにはセンサーが入っているので、人が触るとかわいい動作をもっとするようになります。買った人はニコボを気に入って、ずっとそばに置きたくなります。

ニコボは音や物に気付いて、反応します。そして、興味がある物には顔を向けてじっと見ます。自分のペースで自由に生活しているようで、うらやましいです。

また、ニコボは自分の言葉、「モコ語」を話します。初めはモコ語で「モコ」とか「モコモン」とか言いますが、家の中で聞く言葉を少しずつ覚えて「あのね」とか話すようになります。

SECTION B: Listening, reading and writing

問題 5 (a)

(F2) みなさん、こんにちは。紹子です。うれしいことに、私は2年前に若い人向けの特別なビザをとることができて、カナダに来ました。それで、今もカナダに住んでいます。日本の大学で保育園の先生の資格をとっていたので、カナダでもすぐ仕事が見つかって、良かったです。また、日本を出るまえに、いろいろ調べておいたので、安心して移住できました。カナダでは今、保育園の先生の数が足りていません。ですから、私は英語のテストに落ちたのに、仕事が見つかりましたし、ビザも違うビザに、スムーズに変えることができました。また、ここでは大好きなスキーも楽しめて、とても幸せです。カナダは最高です。

これで録音を終わります。