



# Examiner's Report Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCSE  
In Japanese (5JA04\_01) Paper 4  
Writing in Japanese

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Publications Code 5JA04\_01\_1806\_ER

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## **Summary**

Candidates wrote using a variety of grammatical structures and a good range of vocabulary and kanji. It is clear that both candidates and teachers put a great deal of effort into preparing for this paper. Candidates are encouraged to read the questions carefully and put in specific details to address the bullet points on the question paper in their answers.

## **Details of responses to each question**

In question 1 (a) candidates had to write about going on a holiday. They were usually able to describe their holiday and give details about it, but sometimes they missed out the "learning a new skill" aspect, and sometimes they were weaker at recommending the holiday to others.

Question 1 (b) required candidates to write about a food festival. The description of the food festival (location, types of food etc.) was generally reasonably well done, but candidates could have been more imaginative in the reasons why they did or did not enjoy the festival, particularly if they had already used the vocabulary for "tasty" in describing the food in the first part of the question.

Question 1 (c) about a job in an unusual was not very popular, although the candidates who attempted this question did come up with some imaginative answers, such as working on a ship. Sometimes candidates strayed from writing about why this job would be right for them, and started advising others to apply for the job and wrote about how the job would be suitable for the reader.

In contrast, there were not many imaginative and creative ideas for question (d), which required candidates to write about a special hobby. Generally candidates were able to give the details of the club such as times and dates, but sometimes they failed to communicate that they were encouraging others to join the club.

In question 2 (a), candidates were generally good at writing a description of their city and details of a special day trip. Some candidates found it difficult to adapt their writing to cover the "with a guide dog" angle, although others did very creative and interesting pieces of writing including the guide dog. Some candidates missed the last bullet point which required them to explain why the Japanese visitors were enjoying the visit.

Question 2 (b) required candidates to write a book review of a book (or manga) which gave them an insight into another culture. Candidates generally gave suitable details about the book, but were weaker at describing the interesting aspect of culture they had learnt about. Sometimes this was very bland and obvious, for example "I learnt that they eat sushi in Japan." However, candidates were more persuasive when writing about why it is important to learn about other cultures.

Candidates had many creative and imaginative ideas of the service they were going to offer in their community to raise funds in question 2 (c). They were less convincing in explaining why they were aiming to raise funds, and in describing the improved recreation ground.

In question 2 (d), candidates often took up a third to a half of their writing space empathizing with their Japanese friend who was missing their kendo club. This meant that they did not have sufficient space to describe the sport or the local sports facilities. けんどう was often mis-written as けんど.

### **Advice**

1. Keep writing using a variety of vocabulary and kanji.
2. It is good to use more complicated grammatical structures, but these need to be used where relevant, and not just randomly set down on the paper because "I ought to write a tari tari sentence."
3. Some candidates seemed to be confused between the "may" "must" "do not need to" structures, and they need to be clear as to which each means, otherwise they end up writing curious things like "I must smoke".
4. Address your writing to the bullet points asked in the question, and try to give as many relevant details as you can.
5. Candidates should learn to write こんにちは correctly.
6. Candidates should learn to distinguish between きれい and きれい, and the appropriate uses of いそがしい versus にぎやか
7. Candidates should learn the correct conventions for writing on 原稿用紙. In particular, commas and full stops should not appear at the top of a new line.
8. Please learn some adjective combinations other than 楽しくておもしろい and the opinion きれいだと思います。
9. Candidates would benefit from learning a variety of connectives such as そして、それから、また、でも and so on.

