Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCE
In Japanese (9JA0)

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

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Introduction

There was clear evidence in this paper that candidates had worked hard on their individual research projects, as well as being very well prepared for all components of the examination by their teachers, despite the disruptions faced through the pandemic.

Please make candidates aware that when asnwering Section C (Research Task), they need to refer both to information found in the text, AND to their own research. A significant minority of candidates scored low marks on one or the other of the marking criteria because they missed this point – although the quality of candidates' langauge when responding in section C was generally very high.

Question 1

This question required translation of a short passage about making and selling calendars as a school activity, in order to raise money for areas affected by the 2011 earthquake and tsunami. Most candidates attempted to work through the entirety of the passage, and even the weakest candidates were able to score some marks on the easiest sections. For the teaching of future candidates, candidates should know a good translation of 東日本大震災 which reads well in English. The use of たら (絵ができあがったら) to mean when, not if, was also hard for some candidates.

Question 2

This question was a series of multiple choice questions on the theme of the new university entrance examinations. The options for the questions were quite long and involved intensive reading, and this proved challenging for some candidates. Please train candidates to read intensively and closely for detail, as well as reading at speed for gist.

Question 3

This question was about a robot which can be used to attend school lessons remotely, and required candidates to choose the correct items from a bank of statements. Most candidates were able to tackle this question very competently.

Question 4

Candidates were required to respond to short answer questions on a literary text in Japanese. (a) was the easiest, with most candidates being able to identify what instrument the two characters were interested in. Please continue to drill questions in recognising question words accurately, as there were some erroneous answers to (b) (i) どんな and (b) (ii) どうやって. The weaker candidates had a tendency to simply copy out sections of the text, rather than looking for the specific information required by the question.

Question 5

The text was about a classes held for aspiring Youtubers, and required short responses in Japanese. This question was generally well

answered, although some candidates again missed the "どんな" (this time in the text) when answering (e), and so lost the mark.

Question 6
Candidates were asked to respond to a text and viewpoint about a single family. Some candidates showed evidence that they had researched the topic, as they were able to give facts about the percentage of nuclear families, extended families, single parent families and so on. Some candidates failed to score well because their response was predominantly narrative – eg my friend comes from a single parent family, and the way their family works is…. etc.

Question 7
Candidates had clearly enjoyed researching this topic, and many interesting facts were given about various well known and lesser known festivals in Japan. Most candidates were able to write good essays with clear focus on the question, although some candidates struggled to integrate the material they had prepared in their research with the requirement to write about online festivals.

Question 8
Some candidates who tackled this question showed excellent recall of what they had researched, and were able to quote facts about the proportion of elderly people in Japan, local policies to support independent living and so on. Again some candidates found it hard to integrate this knowledge with responding to the particular question about whether it is a good idea for elderly people to be able to drive.

Question 9
This question required candidates to discuss whether the traditional ways of saving energy in Japan could be used by modern people. Of all the section C questions, this one had the greatest tendency for candidates to tend to narrative rather than analysis. It is acceptable to use personal experience to support a case, but many candidates fell into the trap of simply talking about their own experience of using traditional Japanese ways of keeping warm (or cool), without embedding it in a larger argument.