

Specification

GCE Japanese

Edexcel Advanced Subsidiary GCE in Japanese (8JA01)

First examination 2009

Edexcel Advanced GCE in Japanese (9JA01)

First examination 2010

Issue 2

About this specification

Edexcel GCE in Japanese is designed for use in schools and colleges. It is part of a suite of GCE qualifications offered by Edexcel.

Key features of the specification

- Offers students and teachers a clear learning focus and control of assessment.
- Has revised topic areas and grammar lists compared with the previous Edexcel specification.
- The Advanced Subsidiary level provides a logical progression from GCSE with:
 - a focus on language.
- The A2 level offers a realistic progression from Advanced Subsidiary that:
 - rewards advanced research/reading skills
 - acknowledges the importance of knowledge and understanding of Japanese-language culture
 - facilitates literary study.

This specification aims to engage students so that they enjoy Advanced level Japanese language learning and achieve their full potential.

Why choose this specification?

Developed in consultation with practitioners and students, the Advanced Subsidiary and Advanced GCE in Japanese qualification rewards advanced-level Japanese language skills and knowledge through student-focused assessment. With appealing content and opportunities to gain greater understanding of other cultures, it will prepare students to become well-informed and effective communicators.

Supporting you

Edexcel aims to provide the most comprehensive support for our qualifications. We have therefore published our own dedicated suite of resources for teachers and students written by qualification experts.

For more information on our wide range of support and services for this GCE in Japanese qualification, visit our GCE website: www.edexcel.com/gce2008.

Specification updates

This specification is Issue 2 and is valid for Advanced Subsidiary (AS) examination from 2009 and A2 examination from 2010. If there are any significant changes to the specification Edexcel will write to centres to let them know. Changes will also be posted on our website.

For more information please visit www.edexcel.com or www.edexcel.com/gce2008.

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A Specification at a glance

AS Unit 1: Understanding and Written Response in Japanese *Unit code 6JA01

- Externally assessed
- Availability: June
- First assessment: June 2009

**100%
of the
total AS
marks**

**50% of
the total
GCE
marks**

Content summary:

This unit consists of **three** sections.

- Section A: Reading
- Section B: Translation
- Section C: Essay

Students are required to convey their understanding of written Japanese through a series of reading tasks. They also need to draw upon and apply their knowledge of Japanese language, grammar and lexis to produce a short translation from Japanese into English, as well as demonstrate an ability to manipulate Japanese language in continuous writing.

Students will be expected to recognise and use Japanese in a variety of contexts and in relation to the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Japanese-speaking world
- Education and employment.

Assessment:

2 hour 45 minute paper in **three** sections.

Section A: Students will need to understand, retrieve and convey information from a short series of different Japanese-language texts. They will be required to provide a mix of non-verbal and Japanese-language responses. In addition, five marks will also be given for Kanji in response to one of the reading questions.

Section B: Students will be assessed on their ability to transfer meaning from Japanese into English. They will be required to apply their knowledge of Japanese language, grammar and lexis to produce a short translation from Japanese into English.

Section C: Students will write an essay (350-400 characters), in Japanese, responding to a short Japanese-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Japanese language produced.

All students for this unit will be assessed by Edexcel.

A2

Unit 2: Understanding, Written Response and Research in Japanese

*Unit code 6JA02

- Externally assessed
- Availability: June
- First assessment: June 2010

100%
of the
total A2
marks50% of
the total
GCE
marks**Content summary:**

This unit consists of **three** sections.

- Section A: Reading
- Section B: Translation
- Section C: Essays on chosen topic(s) and/or text(s)

Students are required to demonstrate skills in advanced level Japanese reading and in the transfer of meaning from English into Japanese. To promote research and a greater knowledge and understanding of Japanese culture and/or society, students must produce two Japanese-language essays in response to questions related to their chosen topic(s) and/or text(s).

Students will be expected to recognise and use Japanese in a variety of contexts and in relation to the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Japanese-speaking world
- Education and employment
- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the arts.

Assessment:

3 hour paper in **three** sections.

Section A: Students will be required to read a Japanese-language passage and to retrieve and convey information from this via a series of questions and answers in Japanese.

Section B: Students will be expected to undertake a short translation from English into Japanese.

Section C: Students must answer **two** questions, in Japanese, that each relate to a topic or a text chosen from the prescribed list featured in Section 2.3 Content. A choice of **two** questions will be offered for each of the prescribed topics and texts.

All students for this unit will be assessed by Edexcel.

* See *Appendix 5* for description of this code and all other codes relevant to this qualification.

B Specification overview

Summary of assessment requirements

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 1: Understanding and Written Response in Japanese	AS	<p>2 hour 45 minute paper</p> <p>The assessment for this unit has three sections.</p> <p>Section A (35 marks)</p> <p>Students will need to understand, retrieve and convey information from a short series of different Japanese-language texts. They will be required to provide a mix of non-verbal and Japanese-language responses. A maximum of 30 marks will be available in accordance with an assessment-specific mark scheme.</p> <p>In addition, a maximum of five marks will be given for the Kanji used in one of the questions. These marks will be awarded in accordance with the assessment criteria in the unit.</p> <p>Section B (9 marks)</p> <p>Students will be assessed on their ability to transfer meaning from Japanese into English. They will be required to apply their knowledge of Japanese language, grammar and lexis to produce a short translation from Japanese into English. A maximum of 9 marks will be awarded in accordance with a translation-specific mark scheme.</p> <p>Section C (46 marks)</p> <p>Students will write an essay (350-400 characters), in Japanese, responding to a short Japanese-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Japanese language produced.</p> <p>All students for this unit will be assessed by Edexcel.</p>	90 marks

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 2: Understanding, Written Response and Research in Japanese	A2	<p>3 hour paper</p> <p>The assessment for this unit has three sections.</p> <p>Section A (14 marks)</p> <p>Students will be required to read a Japanese-language passage and to retrieve and convey information from this via a series of questions and answers in Japanese. A maximum of 14 marks will be available in accordance with an assessment-specific mark scheme.</p> <p>Section B (10 marks)</p> <p>Students will be expected to undertake a short translation from English into Japanese. They will be assessed on their ability to transfer meaning from an English-language passage into Japanese. A maximum of 10 marks will be awarded in accordance with a translation-specific mark scheme.</p> <p>Section C (56 marks)</p> <p>Students must answer two questions, in Japanese, that each relate to a topic or a text chosen from the prescribed list featured in Section 2.3 Content. The essays should relate to topic(s) and/or text(s) that students have studied in advance of the examination.</p> <p>A choice of two questions will be offered for each of the prescribed topics and texts. Students will be expected to write no less than 400 and no more than 600 characters in Japanese. A maximum of 56 marks will be awarded across the two essays for their organisation of ideas, essay content and quality of language in accordance with the assessment criteria in the unit.</p> <p>All students for this unit will be assessed by Edexcel.</p>	80 marks

Assessment objectives and weightings

		% in AS	% in A2	% in GCE
A02	Understand and respond, in speech and writing, to written language.	75%	75%	75%
A03	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	25%	25%	25%
TOTAL		100%	100%	100%

Relationship of assessment objectives to units

Unit number	Assessment objective		
	A02	A03	Total for A02 and A03
Unit 1	37.5%	12.5%	50%
Unit 2	37.5%	12.5%	50%
Total for Advanced GCE	75%	25%	100%

Qualification summary

Subject criteria

The General Certificate of Education is part of the Level 3 provision. This specification is based on the Advanced Subsidiary GCE and Advanced GCE subject criteria for modern foreign languages, which are prescribed by the regulatory authorities and are mandatory for all awarding bodies.

The Advanced Subsidiary and Advanced GCE in Japanese have been designed in response to subject criteria which are intended to:

- help ensure consistent and comparable standards in the same subject across the awarding bodies
- define the relationship between the Advanced Subsidiary and Advanced GCE level specifications, with the Advanced Subsidiary as a subset of the Advanced GCE level
- ensure that the rigour of the Advanced GCE is maintained
- help higher education institutions and employers know what has been studied and assessed.

Aims

The Edexcel Advanced Subsidiary and Advanced GCE in Japanese aims to encourage students to:

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- consider their study of the language in a broader context.

The Edexcel Advanced Subsidiary and Advanced GCE in Japanese enables students to:

- derive enjoyment and benefit from language learning
- acquire knowledge, skills and understanding for practical use, further study and/or employment
- communicate with speakers of the language
- take their place in a multilingual global society.

AS/A2 knowledge and understanding

The Advanced Subsidiary specification requires students to:

- read and respond to a variety of Japanese-language written texts, including authentic sources, covering different contexts, registers, styles and genres*
- adapt their written Japanese language appropriately for different situations and purposes
- use the Japanese language accurately to express facts and ideas, and to present explanations, opinions and information in writing
- understand and apply the grammatical system and a range of structures of the Japanese language as detailed in *Appendix 6: Grammar lists*
- transfer meaning from Japanese into English and/or vice versa.

In addition, Advanced GCE specification requires students to:

- use the Japanese language to present viewpoints, develop arguments, analyse and evaluate in writing
- understand and apply the grammatical system and a range of structures in Japanese as detailed in *Appendix 6: Grammar lists*
- study aspects of the contemporary society, cultural background and heritage of one or more of the Japanese-language countries or communities
- transfer meaning from English into Japanese, and/or vice versa. If one skill is not assessed at Advanced Subsidiary level it must be assessed at A2 level.

* Written Japanese-language sources must include material that relates to the contemporary society, cultural background and heritage of one or more of the countries or communities where the language is spoken.

AS/A2 skills

- The knowledge and understanding requirements of this Advanced Subsidiary and Advanced GCE specification are inextricably linked to the two language skills of **reading and writing** in Japanese in line with the requirements of the subject criteria.
- Although speaking and listening skills are not directly assessed, it is anticipated that these will be developed in the course of general teaching to support this specification.

C GCE Japanese unit content

Unit 1 Understanding and Written Response in Japanese 13

Unit 2 Understanding, Written Response and Research in Japanese 19

Course structure

- Edexcel's GCE in Japanese comprises two units and contains an Advanced Subsidiary.
- The Advanced Subsidiary GCE is the first half of the GCE course and consists of Unit 1. It may be awarded as a discrete qualification or contribute 50 per cent of the total Advanced GCE marks.
- The full Advanced GCE award consists of one AS unit (Unit 1), plus one A2 unit (Unit 2) which makes up the other 50 per cent of the Advanced GCE. Students wishing to take the full Advanced GCE must, therefore, complete both units.
- The structure of this qualification allows teachers to construct a course of study which can be taught and assessed either as:
 - ◆ distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
 - ◆ a linear course which is assessed in its entirety at the end.

1.1 Unit description

This unit consists of **three** sections:

- Section A: Reading
- Section B: Translation
- Section C: Essay.

Students are required to convey their understanding of written Japanese through a series of reading tasks. They also need to draw upon and apply their knowledge of Japanese language, grammar and lexis to produce a short translation from Japanese into English, as well as demonstrate an ability to manipulate Japanese language in continuous writing.

Students will be expected to recognise and use Japanese in a variety of contexts and in relation to the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Japanese-speaking world
- Education and employment.

1.2 Assessment information

Format

The assessment for this unit has **three** sections.

Section A (35 marks)

Students will need to understand, retrieve and convey information from a short series of different Japanese-language texts. They will be required to provide a mix of non-verbal and Japanese-language responses. A maximum of 30 marks will be available in accordance with an assessment-specific mark scheme.

In addition, a maximum of five marks will be given for the Kanji used in **one** of the questions. These marks will be awarded in accordance with the assessment criteria for the unit.

Section B (9 marks)

Students will be assessed on their ability to transfer meaning from Japanese into English. They will be required to apply their knowledge of Japanese language, grammar and lexis to produce a short translation from Japanese into English. A maximum of 9 marks will be awarded in accordance with a translation-specific mark scheme.

Section C (46 marks)

Students will write an essay (350-400 characters), in Japanese, responding to a short Japanese-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Japanese language produced.

All students for this unit will be assessed by Edexcel.

Preparation

Students should prepare for the assessments in this unit by having access to a variety of Japanese-language reading sources including books, magazines, newspapers and the internet. As part of their Advanced Subsidiary, students should undertake regular reading, writing and transfer of meaning activities.

Time allocation Students will have full control over the pace of assessment within the allocated time for this unit. They may answer the questions in any order of their choice.

The duration of this examination will be 2 hours and 45 minutes.

1.3 Content

Focus This unit will feature questions drawn from a variety of sources but which all relate to the general topic areas below. However, these should be considered as different contexts in which students can write and understand Japanese. *Detailed, specialist* Japanese vocabulary or *detailed and specialist* knowledge of the general topic areas are **not** required.

Similarly, knowledge of the general topic areas in relation to Japanese-speaking countries and communities will **not** be assessed.

General topic areas

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Japanese-speaking world
- Education and employment

Linked subtopics

To inform teaching and learning, the following definitive list of linked subtopics has been produced for this unit.

Youth culture and concerns

- Music and fashion
- Technology (eg MP3/blogs/mobile phones/internet/games)
- Relationships (family/friendships and peer pressure)
- Drink, drugs, sex

Lifestyle: health and fitness

- Sport and exercise
- Food and diet
- Health issues (eg smoking, skin cancer, health services)

The world around us: travel, tourism, environmental issues and the Japanese-speaking world

- Tourist information, travel and transport
- Weather (eg natural disasters, climate change)
- Pollution and recycling

Education and employment

- Education (schooling and higher education)
- Education policy and student issues
- The world of work (eg the changing work scene, job opportunities and unemployment)

What students need to learn

Students need to develop language skills that enable them to communicate effectively and confidently in writing (including vocalisation), to transfer meaning from Japanese into English and to understand written Japanese. Students will be expected to demonstrate knowledge, understanding and accurate application of the Japanese language and the grammar structures listed for this specification. Please see *Appendix 6: Grammar lists*.

This unit is divided into **three** sections.

Section A (35 marks)

Students will be examined on their reading skills and will gain a maximum of 30 marks for responses to individual questions in accordance with an assessment-specific mark scheme.

In addition, up to five marks will be available for the Kanji produced in response to one of the reading questions.

The assessment criteria in Section 1.4 reward students for:

- **quality of language** — AO3 (5 marks).

Section B (9 marks)

Students will be assessed on their ability to transfer meaning from Japanese into English. They are required to translate a short passage from Japanese into English and will gain a maximum of 9 marks. This will primarily require students to apply their knowledge of Japanese language, grammar and lexis (AO3). Work will be examined in accordance with a translation-specific mark scheme.

Section C (46 marks)

Students will be required to write an essay (350–400 characters), in Japanese. The writing will be in the form of a report, article or email in response to a short Japanese-language stimulus. Students will be expected to demonstrate an ability to write clearly, accurately and in the appropriate register. They will need to produce a written response that is relevant to the stimulus.

The assessment criteria in Section 1.4 reward students for:

- **content and response** — AO2 (28 marks)
- **quality of language** — AO3 (18 marks).

1.4 Assessment criteria

Section A

Mark	Quality of language (Short-answer questions) (A03)
1	Grammar and structure so inaccurate that communication only occasionally takes place.
2	Limited knowledge of grammar and structures with frequent errors even in basic language; communication often impeded.
3	Errors in grammar and structures, although these do not impede communication.
4	Grammar and structures generally accurate; communication almost always effective.
5	Grammar and structures very accurate; communication always effective.

Section C

Mark	Content and response (A02)
0	No rewardable material.
1-4	Task mostly misunderstood and answer barely relevant.
5-10	Task not fully grasped or developed; much irrelevance and/or repetition.
11-16	Task understood and some points developed satisfactorily; some omission and/or irrelevance.
17-22	Task understood and developed successfully.
23-28	Task fully grasped; answer wholly relevant; convincing and well developed.

Mark	Quality of language (A03)
0	No rewardable language.
1-3	Limited communication; highly inaccurate; language very basic with much repetition.
4-7	Some communication; language often inaccurate; limited variety of lexis and structures.
8-11	Satisfactory communication; basic language generally satisfactory; some attempt at variety of lexis and structures.
12-15	Good communication; good level of accuracy; generally successful use of a variety of lexis and structures.
16-18	Excellent communication; high level of accuracy; language almost always fluent, varied and appropriate.

2.1 Unit description

This unit consists of **three** sections:

- Section A: Reading
- Section B: Translation
- Section C: Essays on chosen topic(s) and/or text(s).

Students are required to demonstrate skills in advanced level Japanese reading and in the transfer of meaning from English into Japanese. To promote research and a greater knowledge and understanding of Japanese culture and/or society, students must produce **two** Japanese-language essays in response to questions related to chosen topic(s) and/or text(s).

Students will be expected to recognise and use Japanese in a variety of contexts and in relation to the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Japanese-speaking world
- Education and employment
- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the arts.

2.2 Assessment information

Format

The assessment for this unit has **three** sections.

Section A (14 marks)

Students will be required to read a Japanese-language passage and to retrieve and convey information from this via a series of questions and answers in Japanese. A maximum of 14 marks will be available in accordance with an assessment-specific mark scheme.

Section B (10 marks)

Students will be expected to undertake a short translation from English into Japanese. They will be assessed on their ability to transfer meaning from an English-language passage into Japanese. A maximum of 10 marks will be awarded in accordance with a translation-specific mark scheme.

Section C (56 marks)

Students must answer **two** questions, in Japanese, that each relate to a topic or a text chosen from the prescribed list featured in Section 2.3 Content. The essays should relate to topic(s) and/or text(s) that students have studied in advance of the examination.

A choice of **two** questions will be offered for each of the prescribed topics and texts. Students will be expected to write no less than 400 and no more than 600 Japanese characters. A maximum of 56 marks will be awarded across the two essays for their organisation of ideas, essay content and quality of language in accordance with the assessment criteria in Section 2.4.

All students for this unit will be assessed by Edexcel.

Preparation

Students should prepare for the assessments in this unit by reading extensively in Japanese across a variety of sources including books, magazines, newspapers and the internet. As part of their A2 programme, they will need to carry out in-depth research and detailed study of **two** topics or texts (or **one** topic and **one** text) that they find particularly interesting.

Effective preparation for this unit should include study of different Japanese-language **spoken** materials in addition to other printed and ICT derived resources.

Time allocation

Students will have full control over the pace of assessment within the allocated time for this unit. They may answer the questions in any order of their choice.

The duration of this examination will be 3 hours.

2.3 Content

Focus

This unit will feature questions drawn from a variety of sources but which all relate to the general topic areas below. *Detailed, specialist* Japanese vocabulary or *detailed and specialist* knowledge of the general topic areas is **not** required for the reading and translation sections of this unit. The topic(s) and/or text(s) chosen for Section C by the student, potentially in negotiation with his or her teacher, are an area where the student will be expected to develop an informed and broad understanding.

Printed materials used in the reading papers may relate to both the contemporary society and cultural heritage of Japanese-speaking countries or communities. Sources used will be contemporary such as magazines, newspapers, the internet, reports, and books.

General topic areas

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Japanese-speaking world
- Education and employment
- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the arts

Topics or texts for Section C

Students must choose **two** of the following topics or texts. Students may study a *text* and research a *topic*.

Topics**1. A region or prefecture of Japan**

- Major towns and cities
- The local economy, industry and agriculture
- Transport links
- Tourism and international links

2. Contemporary Japanese Society

- The post bubble economy (effects on companies and social structures)
- Education (Yutori kyoiku, bullying, non-attenders, violence and school safety)
- The use of leisure time
- Technology
- The ageing population

3. The Japanese Year

- The seasons and climate, including regional variations
- Festivals (including rites of passage)
- The school year and events

Texts**4. Stories from** どんどん読めるいろいろな話

Including as a minimum 芥川龍之介 「鼻」

5. Short story by 星新一

Including as a minimum 特許の品

6. 江國香織 (contemporary writer)

Including as a minimum 「デューク」 from つめたいよるに
(新潮文庫)

What students need to learn

Students will be expected to develop language skills that enable them to communicate effectively, accurately and confidently in Japanese-language writing, to translate from English into Japanese and to understand written Japanese. They should be able to demonstrate knowledge, understanding and accurate application of the Japanese language and the grammar structures listed for this specification. Please see *Appendix 6: Grammar lists*.

The unit is divided into **three** sections.

Section A (14 marks)

Students will be examined on their reading skills in this section and will be awarded a maximum of 14 marks in accordance with an assessment-specific mark scheme (AO2).

Section B (10 marks)

Students will be examined for transfer of meaning from English into Japanese in accordance with a translation-specific mark scheme. The assessment focuses on the quality of language produced (AO3) and a maximum of ten marks are available.

Section C (56 marks)

To perform well in this section, students will need to acquire knowledge and understanding of Japanese culture and/or society. They will need to demonstrate an ability to organise and develop their ideas on their chosen topics/texts and to show an ability to write accurately and effectively in Japanese in response to a choice of essay titles. They will need to show evidence of independent judgement, to present and justify their points of view and to use the language of ideas and abstract concepts.

The assessment criteria in Section 2.4 reward students for:

- **content** — AO2 (26 marks [13 marks per essay])
- **organisation and development** — AO2 (20 marks [10 marks per essay])
- **quality of language** — AO3 (10 marks [5 marks per essay]).

2.4 Assessment criteria

Section C

Mark	Content (A02)
0	No rewardable material.
1-2	Minimal knowledge of the topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has not addressed the question. ■ There is little correct factual information about the topic/text.
3-4	Limited knowledge of the topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has addressed the general topic area, but not the specific question. ■ There is some basic factual information about the topic/text.
5-7	Some knowledge of the topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has made at least one relevant point in response to the question: however, there is, no substantiation of this point(s). ■ The factual information about the topic/text is correct, but may be basic and/or irrelevant.
8-10	Good knowledge of topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has made several relevant points in response to the question; at least one of the points has been substantiated. ■ The factual information about the topic/text is correct and mostly relevant. ■ There may be some evidence of independent thought.
11-13	Excellent knowledge of topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has made several relevant points in response to the question; most of the points have been substantiated. ■ The factual information about the topic/text is correct, relevant, and well integrated into the essay. ■ There is evidence of a good degree of independent thought.

Mark	Organisation and development (A02)
0	No rewardable organisation and development.
1-2	Minimal organisation and development; answer largely disorganised.
3-4	Limited organisation and development; structure lacks coherence.
5-6	Organisation and development not always logical and clear.
7-8	Organisation and development logical and clear.
9-10	Extremely clear and effective organisation and development of ideas.

Mark	Quality of language (A03)
0	No rewardable language.
1	Quality of language is poor. <ul style="list-style-type: none"> ■ Communication is only occasionally achieved. ■ Grammatical structures are basic, and often used incorrectly. ■ The vocabulary is often lacking or incorrect.
2	Quality of language is basic. <ul style="list-style-type: none"> ■ Communication is sometimes achieved at a basic level. ■ Grammatical structures are mainly AS ones, but are sometimes used correctly. ■ There is a limited range of vocabulary.
3	Quality of language is adequate. <ul style="list-style-type: none"> ■ Communication is achieved most of the time. ■ AS grammatical structures are mostly used correctly; there is some use of A2 structures, but there are errors in these. ■ There is an adequate range of vocabulary.
4	Quality of language is good. <ul style="list-style-type: none"> ■ Communication is achieved almost all of the time. ■ A good range of grammatical structures are used; many A2 structures are used correctly. ■ There is a good range of vocabulary, including some specialised terms relevant to the topic/text.
5	Quality of language is excellent. <ul style="list-style-type: none"> ■ Fluent and varied communication is achieved throughout. ■ A wide range of grammatical structures are used; most of these are correct. ■ There is an excellent range of vocabulary; the student knows many specialised terms relevant to the topic/text.

D Assessment and additional information

Assessment information

Assessment requirements	For a summary of assessment requirements and assessment objectives, see <i>Section B, Specification overview</i> .
Entering students for the examinations for this qualification	Details of how to enter students for the examinations for this qualification can be found in Edexcel's Information Manual, copies of which are sent to all examinations officers. The information can also be found on Edexcel's website (www.edexcel.com).
Resitting of units	<p>There is no limit to the number of times that a student may retake a unit prior to claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.</p> <p>After certification all unit results may be reused to count towards a new award. Students may re-enter for certification only if they have retaken at least one unit.</p> <p>Results of units held in the Edexcel unit bank have a shelf life limited only by the shelf life of this specification.</p>
Awarding and reporting	<p>The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2008, which is published by the Qualifications and Curriculum Authority. The AS qualification will be graded and certificated on a five-grade scale from A to E. The full GCE Advanced level will be graded on a six-point scale A* to E. Individual unit results will be reported.</p> <p>A pass in an Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E of which grade A is the highest and grade E the lowest. A pass in an Advanced GCE subject is indicated by one of the six grades A*, A, B, C, D, E of which Grade A* is the highest and Grade E the lowest. To be awarded an A* students will need to achieve an A on the full GCE Advanced level qualification and an A* aggregate of the A2 units. Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.</p>
Performance descriptions	Performance descriptions give the minimum acceptable level for a grade. See <i>Appendix 1</i> for the performance descriptions for this subject.

Unit results

The minimum uniform marks required for each grade for each unit:

Unit 1

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–39.

Unit 2

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–39.

Qualification results

The minimum uniform marks required for each grade:

Advanced Subsidiary Cash-in code 8JA01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–39.

Advanced GCE Cash-in code 9JA01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 200	160	140	120	100	80

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–79.

Language of assessment

Assessment of this specification will be available in Japanese although some responses in English will be required. Assessment materials will be published in Japanese.

Quality of written communication

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear.
- At AS level, where English language responses are required, it is important that students produce these responses legibly and pay attention to spelling, punctuation and grammar to ensure effective communication.

Assessment objectives and weighting

		% in AS	% in A2	% in GCE
AO2	Understand and respond, in speech and writing, to written language.	75%	75%	75%
AO3	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	25%	25%	25%
TOTAL		100%	100%	100%

Synoptic assessment

In synoptic assessment there should be a concentration on the quality of assessment to ensure that it encourages the development of the holistic understanding of the subject.

Synopticity requires students to connect knowledge, understanding and skills acquired in different parts of the Advanced GCE course.

Synoptic assessment in the context of Japanese is naturally occurring and requires students to draw upon different skills within an assessment task. In Unit 2 the essays related to the student's chosen topic(s) and/or text(s) implicitly requires some reading as part of the student's preparation and research for this 'written' exercise. Knowledge of grammar structures is also not restricted to one skill area but is tested across skills and in both units.

Stretch and challenge

Students can be stretched and challenged in the A2 unit through the use of different assessment strategies. Some examples are given below.

Translation into Japanese enables students to demonstrate an ability to manipulate complex language at an advanced level. They can draw on appropriate vocabulary and structures to produce a translation which is accurate and natural rather than pedestrian.

The topic or text essay (extended writing) enables students to demonstrate that they can produce fluent and relevant language at an advanced level. It can reveal use of complex language structures and comprehensive range of vocabulary. They can use this to convey opinions and express themselves well and accurately.

Additional information

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the *Joint Council for Qualifications — Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com/sfc) for:

- the JCQ policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Disability Discrimination Act	Please see <i>Appendix 9</i> for the Advanced GCE in Japanese Disability Discrimination Act information.
Prior learning and progression	<p>Prior learning</p> <p>Students who would benefit most from studying a GCE in Japanese are likely to have Level 2 qualification such as a GCSE in Japanese at grades A*–C or other relevant prior learning.</p> <p>Progression</p> <p>This qualification supports progression into further and higher education, training or employment. It provides a suitable foundation for specialist linguists wishing to study Japanese at a higher level, those wishing to combine language study with other disciplines at higher level and those considering other qualifications without a language focus.</p>
Combinations of entry	There are no forbidden combinations.
Student recruitment	<p>Edexcel's access policy concerning recruitment to our qualifications is that:</p> <ul style="list-style-type: none"> ■ they must be available to anyone who is capable of reaching the required standard ■ they must be free from barriers that restrict access and progression ■ equal opportunities exist for all students.

Key skills

This specification provides opportunities for developing and generating evidence for assessing the key skills listed below:

- communication
- information and communication technology
- improving own learning and performance
- working with others.

Teachers should note that assessment of the key skill of communication must be in English and that, although foreign language study presents an opportunity to develop communication skills, assessment of this key skill in a foreign language is not permitted.

Further details are available in *Appendices 2 and 3*.

This qualification will be mapped to functional skills once they are finalised. Information will be available on our website (www.edexcel.com/gce2008) at a later date.

The wider curriculum

This qualification provides opportunities for developing an understanding of spiritual, moral, ethical, social and cultural issues, together with an awareness of citizenship, environmental issues and health and safety considerations. *Appendix 4: Wider curriculum* maps the opportunities available.

Edexcel publications

Printed copies of publications such as specifications, examiners' reports and mark schemes can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linney.com
Website: www.edexcel.com

Support

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus — ResultsPlus is a new application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.com/asktheexpert.

Ask Edexcel — Ask Edexcel is Edexcel’s online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don’t find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They’ll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone — The examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at www.edexcel.com.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0025
Fax: 0845 359 1909
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

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Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for Modern Foreign Languages

	Assessment objective 2	Assessment objective 3
Assessment objectives	Understand and respond, in speech and writing, to written language. ²	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
	² Understand and respond in speech to written language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.	
A/B boundary performance descriptions	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show a clear understanding of a range of written texts b understand the main points and details, including points of view. c are able to infer meaning with only a few omissions d are able to develop their ideas, and express points of view, with some appropriate justification e respond readily and fluently and take the initiative (<i>speaking</i>) f have generally accurate pronunciation and intonation (<i>speaking</i>) g show the ability to organise and structure their response coherently (<i>writing</i>) h offer relevant information which addresses the requirements of the task (<i>writing</i>). 	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a make effective use of a range of vocabulary and structures appropriate to the task. b The deployment of grammar, syntax and morphology is generally accurate. c are able to manipulate language appropriately when required.

	Assessment objective 2	Assessment objective 3
E/U boundary performance descriptions	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show some understanding of straightforward written texts, but experience difficulties with more complex and abstract language b understand some of the main points and details, including limited points of view c have a limited ability to infer meaning where appropriate to the task d are able to convey some basic information when transferring meaning e may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance maybe influenced by their first language (<i>speaking</i>) f may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>writing</i>) g show some ability to structure and organise their response where appropriate. 	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a use a restricted range of vocabulary and structures b have language characterised by frequent errors in grammar, syntax and morphology c may be influenced by the first language. d demonstrate a very limited ability to manipulate language where required.

A2 performance descriptions for Modern Foreign Languages

	Assessment objective 2	Assessment objective 3
Assessment objectives	Understand and respond, in speech and writing to written language. ²	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
	² Understand and respond in speech to written language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities	
A/B boundary performance descriptions	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show a clear understanding of a range of written texts b understand the main points and details, including points of view, and are able to infer meaning c demonstrate an ability to infer meaning d are able to transfer meaning with only minor omissions e are able to develop their ideas, and express and justify points of view effectively f respond readily and fluently and take the initiative (<i>speaking</i>) g have generally accurate pronunciation and intonation (<i>speaking</i>) h are able to deal appropriately with unpredictable elements (<i>speaking</i>) i show the ability to organise and structure their response coherently (<i>writing</i>). 	<p>In the context of materials appropriate to the A level specification candidates characteristically:</p> <ul style="list-style-type: none"> a make effective use of a wide range of vocabulary and a variety of complex structures as appropriate. b predominantly use grammar, syntax and morphology in an accurate way c are able to manipulate language accurately and appropriately where required.

	Assessment objective 2	Assessment objective 3
E/U boundary performance descriptions	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show some understanding of a range of written texts, usually straightforward, but may experience difficulty with more complex and abstract language b understand some of the main points and details, including basic points of view c demonstrate a limited ability to infer meaning, where appropriate, to the task d are able to convey the basic information when transferring meaning e may be hesitant in their response and their fluency is mostly confined to pre-learned material. Their target language performance may be influenced by their first language (<i>speaking</i>) f may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set and do not always address the requirements of the task appropriately g show some ability of structure and organise their response, where appropriate. 	<p>In the context of grammar and syntax listed in the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a use a restricted range of vocabulary and structures. The deployment of grammar, syntax and morphology contains frequent error and may be influenced by their first language. b demonstrate a very limited ability to manipulate language correctly when required.

Appendix 2 Key skills mapping

Key skills (Level 3)	Unit 1	Unit 2
Communication		
C3.1a	✓	✓
C3.1b	✓	✓
C3.2		✓
C3.3		✓
Information and communication technology		
ICT3.1	✓	✓
ICT3.2	✓	✓
ICT3.3		✓
Improving own learning and performance		
LP3.1	✓	✓
LP3.2	✓	✓
LP3.3	✓	✓
Working with others		
WO3.1	✓	✓
WO3.2	✓	✓
WO3.3	✓	✓

Appendix 3 Key skills development

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions for opportunities for the generation of Level 3 key skill evidence are given here.

Communication — Level 3

Teachers should note that assessment of the key skill of communication must be in English, Irish or Welsh and that, although foreign language study clearly presents opportunities to develop skills in communication, assessment in the foreign language is not appropriate. For this specification, all key skills — communication evidence must be in English.

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
C3.1a	Take part in a group discussion.	Both units	Students to choose any topic related to one of the general topic areas for group/class discussion. Students would need to undertake some preparation and research so that they could contribute and present their views effectively. NB: The preparation for the above would also help develop reading and writing skills. This could form the basis of a video/podcast production and link to written work.
C3.1b	Make a formal presentation of at least eight minutes using an image or other support material.	Both units	Students to give a PowerPoint presentation (with imported visuals) on a topic or issue of their choice. NB: Above activities could form the basis of a video/podcast production and link to written work.
C3.2	Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.	Unit 2	Classroom-based research assignments to support students studying and researching their chosen topic(s) and/or text(s). Students would need to undertake extensive reading across a range of written materials in Japanese and select appropriate information for their notes. The Unit 2 topic or text essay would enable students to show their ability to summarise findings from their reading as well as express their feelings and attitudes. NB: It is expected that students will consult a range of written sources of information including newspapers, magazines and books. Sources may also be internet-derived.

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
C3.3	Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.	Unit 2	Students to undertake different types of Japanese-language writing exercises (eg prose translation exercises and extended essays).

Information and communication technology — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
ICT3.1	Search for information, using different sources, and multiple search criteria in at least one case.	Both units	Students undertake classroom-based research for information on specific topics/issues. They will usually need to select different research criteria in order to gain comprehensive notes. Resources consulted could include different media, eg the internet, CDs, film, television etc. This research will promote the development of reading skills in addition to supporting preparation for written work.
ICT3.2	Enter and develop the information and derive new information.	Both units	General classroom based research activities: students to explore and enhance information that they have located and recorded through addition of personal opinions, comparison and informed conclusions. Resources consulted could involve different media, including the internet, CDs, film, television etc. This activity would support reading skills in addition to supporting preparation for written work.
ICT3.3	Present combined information such as text with image, text with number, image with number.	Unit 2	Students to give a PowerPoint presentation (with imported numerical data/graphs etc) on a topic or issue of their choice — useful preparation for Unit 2 topic or text-based research.

Improving own learning and performance — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
LP3.1	Set targets using information from appropriate people and plan how these will be met.	Both units	Setting individual learning plans, discussing the focus of work and potential targets for improvement with teacher(s). Planning and undertaking group assignments, eg projects reliant on input from different individuals.
LP3.2	Take responsibility for your learning, using your plan to help meet targets and improve your performance.	Both units	Revisiting individual learning plans and targets for improvement with teacher(s). Identification of areas for improvement and agreement to an appropriate action plan if appropriate.
LP3.3	Review progress and establish evidence of your achievements.	Both units	Revisiting individual learning plans and targets for improvement to identify and acknowledge progress made.

Working with others — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
WO3.1	Plan work with others.	Both units	Group work, eg deciding a common focus for research investigations. Discussion of content for a research questionnaire, video or drama project.
WO3.2	Seek to develop co-operation and check progress towards your agreed objectives.	Both units	Preparation, and ongoing review, of research linked to pair or group work. This necessitates reaching a common agreement on ways of enhancing and improving content and would involve seeking guidance from the teacher(s). Production of research questionnaires, video or drama project with inbuilt opportunities to review the content and quality of work.
WO3.3	Review work with others and agree ways of improving collaborative work in the future.	Both units	Review final research work and, potentially, identify how the group work could have been improved. Review completed research questionnaires, video or drama project and, potentially, identify how the group work element could have been improved.

Signposting

Issue	Unit 1	Unit 2
Spiritual	✓	✓
Moral	✓	✓
Ethical	✓	✓
Social	✓	✓
Cultural	✓	✓
Citizenship	✓	✓
Environmental	✓	✓
Health and safety	✓	✓

In addition to the acquisition of knowledge about language structures and the development of practical language skills, effective language learning involves a promotion of cultural understanding. This specification requires students to consider a range of topics, issues and different aspects of target-language culture and to give their views and express opinions on these. Consequently, the specification and linked classroom studies should give learners many opportunities to relate their language study to all of the listed 'issues'.

Development suggestions

Issue	AS/A2 units	Opportunities for development or internal assessment
Spiritual	Both units	<ul style="list-style-type: none"> A student may wish to explore the spiritual dimension of a Japanese-language novel or film as part of research linked to one of the general topic areas.
Moral	Both units	<ul style="list-style-type: none"> In preparation for written work, a student discusses an issue on 'peer pressures' and may make reference to moral tensions that some young adults experience.
Ethical	Both units	<ul style="list-style-type: none"> Students could be exposed to a reading passage that refers to 'fair trade' fashion.
Social	Both units	<ul style="list-style-type: none"> In their chosen topic or text essay research, a student may refer to the social conditions associated with a particular period of Japanese history.
Cultural	Both units	<ul style="list-style-type: none"> Students could undertake a translation exercise linked to a particular aspect of Japanese arts.
Citizenship	Both units	<ul style="list-style-type: none"> A student might encounter links to citizenship concerns when reading a short passage on immigrant workers.
Environmental	Both units	<ul style="list-style-type: none"> Students could be exposed to a written stimulus on recycling.
Health and safety	Both units	<ul style="list-style-type: none"> A student might consider health and safety concerns if writing an essay linked to a stimulus on smoking or alcohol abuse in public places.

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	6010
National Qualifications Framework (NQF) codes	Each qualification title is allocated a QCA National Qualifications Framework (NQF) code. The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the student's final certification documentation.	The QANs for the qualifications in this publication are: AS – 500/2439/5 Advanced GCE – 500/2308/1
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 – 6JA01 Unit 2 – 6JA02
Cash in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	AS – 8JA01 Advanced GCE – 9JA01
Entry codes	The entry codes are used to: 1 enter a student for the assessment of a unit 2 aggregate the student's unit scores to obtain the overall grade for the qualification.	Please refer to the Edexcel Information Manual available on the Edexcel website.

Advanced Subsidiary and A2 level students will be expected to have studied the grammatical system and structures of the language during their course. In the examination they will be required to actively and accurately use grammar and structures appropriate to the tasks set, drawn from the following lists. The lists are divided into Advanced Subsidiary and A2 level. The examples in italics are indicative, not exclusive.

Japanese: Advanced Subsidiary Level

Relative clauses	ぼうしをかぶっている人
Nominalising	Using <i>こと</i> or <i>の</i> eg <i>テレビを見るのは楽しいです。</i>
Verbs	Verb <i>て</i> form plus <i>みる</i> <i>しまう</i> <i>おく</i> <i>ほしい</i> Verb <i>ない</i> form plus <i>で</i> (eg <i>ここに入らないでください。)</i> <i>なくてもいい</i> (eg <i>明日は来なくてもいいです。)</i> <i>なければならない・いけない</i> (eg <i>今晚は勉強しなければなりません</i>) <i>ないほうがいいです</i> (eg <i>今日は行かないほうがいいです</i>)

Verb ます stem plus

やすい (eg あの先生の説明はわかりやすい)

にくい (eg この教科書はわかりにくい)

かた (eg はしの使い方を見せてください)

すぎる (eg 昨日はちょっと食べすぎました)

Verb た form plus

ほうがいい for advice

Volition form	Use just as volition form (eg プールに行こう)
	+ と思う (eg もっと勉強しようと思います)
Questions	なぜ
Comparatives	AはBより * * です。 AとBとどちら (のほう) が * * ですか。 Aのほうが * * です。 AよりBのほうが * * です。 AはBほど + negative AはBのXX倍です。
Superlatives	(* * の中で) Aが一番 * * です。 どれが一番 * * ですか。
Particles	など も for 'more than expected' 五万円もします。 ずつ for 'each'
Defining	* という物・人 etc

Linking sentences	Using ので
Possibility and probability	でしょう かもしれません はずです だろう
Conditionals	Using たら、なら、ば、と、場合
'When' clauses	Using とき
Ability	Potential form of verbs. The two verbs 見える and 聞こえる
Giving and receiving	あげる、もらう、くれる、 Also てあげる、てもらう、てくれる
こそあど Words	こう、そう、ああ、どう

Japanese: A2 Level

All grammar and structures listed for Advanced Subsidiary, plus:

Verbs forms

The causative

The passive (including によると)(including suffering passive)

Transitive and intransitive verbs (including である、ている)

Verbs て form plus

くる (eg だんだんわかってきました)

いく (eg これからも増えていくでしょう)

Verbs た form plus

まま for an unchanged state

Verb volition form plus

とする

Questions

Embedded questions using か eg 中さんが来るか、知っていますか。

Using かどうか eg 間にあうかどうかわかりません。

Linking sentences

Using のに for 'despite'

Using でも for 'even if' (eg 雨が降っても行きます)

Conjuncture and hearsay

Plain form plus そう (eg 山田さんは来ないそうです)

Verb or adjective stem plus そう (eg 雨が降りそうです)

Plain form plus よう (eg 山下さんは来ないようです)

する versus なる

Verb + ことになる・ことにする・ことになっている・ことにしている

よう + にする・になる・にしている

3rd person

Use of がる (eg 子供はアイスクリームを食べたがる)

Nouns into adjectives

Using 的

Adjectives into nouns	Using さ (eg この本の厚さをみてください)
Particles	ばかり までに
Explanatory sentence ending	の・んです。(eg かぜをひいたんです。) わけです (eg 道が分からなくて、遅れてしまったわけです)
Purpose of an action	Using ため(に) (eg 日本語を勉強するために来日しました) Using ように (eg 外国へ行けるように、貯金しています)
The uses of ところ	Eg 今食べたところです。 今食べているところです。 これから食べるところです。

Advanced Subsidiary Kanji list

2 strokes	力									
3 strokes	夕	工								
4 strokes	内	不	止	欠	予	引				
5 strokes	平	広	主	立	仕	正	世	以	代	去
	用	民	比	他	由					
6 strokes	成	米	系	回	早	忙	色	式	当	次
	両	向	交	伝	全	在	光	池	考	合
	死	再	宅							
7 strokes	足	困	利	走	忘	医	返	冷	良	別
	局	助	材							
8 strokes	明	林	度	彼	若	步	育	始	定	者
	門	卒	券	実	昔	注	受	季	果	取
	味	例								
9 strokes	段	客	便	乗	降	科	送	席	洋	活
	点	界	変	信	建	急	発	計	美	飛
	首	係	品							
10 strokes	馬	速	通	島	連	起	座	借	記	員
	徒	酒	流	郵	倍	特	浴			
11 strokes	閉	習	問	宿	組	終	転	商	悪	現
	術	渡	授	第	経	進	産			
12 strokes	階	達	森	短	開	遅	着	答	遊	貸
	雲	絵	費	温	運	営	晴	最	然	集
	結	暑	寒	登	港					
13 strokes	暗	遠	数	寝	暖	業	農	違	意	幹
	感	節	続	試						
14 strokes	静	歌	様	選	適	説	算	関	僕	練
15 strokes	質	熱	線	横	調					
16 strokes	薬	親	機							
18 strokes	題	験	観							
19 strokes	願									

A2 Kanji list

2 strokes	又
3 strokes	夕 与
4 strokes	夫 区 収 介 反 太
5 strokes	台 史 必 弘 失 礼 加 可 付
6 strokes	因 守 曲 老 任 各 件 共 印 危 存
7 strokes	究 位 声 投 初 希 低 決 求 告 完 对 身 努 没 困 似 判 均
8 strokes	府 治 性 招 板 念 的 具 服 価 泣 並 苦 放 効 泊 到 表 非 法 制 命 述 参 押 呼 直 易
9 strokes	妻 研 政 約 单 指 要 故 重 面 洗 相 退 昨 姿 悔 迷 逆 省
10 strokes	留 婚 原 専 残 弱 格 消 案 個 笑 眠 配 能 展 拳 健 般 容 険
11 strokes	疲 紹 側 堂 細 野 望 接 深 窓 訪 得 移 断 葉 責 康 異 情 祭 盛
12 strokes	痛 奥 喫 湖 落 軽 備 絡 期 報 悲 覚 歯 喜 普 減 過 無 勤 御 惑 割 景 等 禁 統 象 博
13 strokes	戦 準 辞 資 置 路 較 夢 解
14 strokes	雑 誌 増 境 疑 種 歴
15 strokes	器 隣 談 論 賛 課 影 億
16 strokes	頭 橋
17 strokes	環 興
18 strokes	難 筒 顔 類 職
19 strokes	響
20 strokes	議
22 strokes	驚

Bibliographies

The following resources have been suggested as bibliographies to support study of the prescribed topic or text in Unit 2.

Atsuko Usuda — *Moons, Months and Seasons: Pre-Intermediate Japanese Reader* (Kyobundoh, Japan, 1992) ISBN 4905737125

Bowring R and Kornicki P — *Cambridge Encyclopaedia of Japan* (CUP, 1993)

Gakken — *Japan as It Is* (Japan Times, The Japan, 2002) ISBN 4054014259

Gakken — *Japanese for Today* — ISBN 4051513084 1991

Japan: Eyes on the Country: Views of the 47 prefectures (Foreign Press Center, Japan, 1997) ASIN B0000CP9LY

Martin Collcutt, Marius Jansen, Isao Kumakura — *Cultural Atlas of Japan* (Phaidon Press Ltd, 1988) ISBN 0714825263

Mizue Sasaki — *Japan a La Carte* (Nippon Shuppan Hanbai Deutschland GmbH, 1992) ISBN 4590007835

Nihon bunka o Eigo de setsumeisuru jiten — *An English dictionary of Japanese culture* (Yuhikaku, 1986) ISBN 4641074925

Useful websites

www.edexcel.com/gce2008

<http://japancentre.com> Japan Centre Bookshop

<http://jpf.org.uk> Japan Foundation London Language Centre

Other support

ALL (Association for Language Learning)
150 Railway Terrace
Rugby CV21 3HN
Telephone: 01788 546 443
Fax: 01788 544 149

Centre for Information on Language Teaching (CILT)
20 Bedfordbury
London WC2N 4LB
Telephone: 020 7379 5101

Grant and Cutler Ltd
55–57 Great Marlborough Street
London W1F 7AY
Telephone: 020 7734 2012

Japan Centre Bookshop
212 Piccadilly, Mayfair
London W1J 9HG
Telephone: 020 7439 8035

Japan Foundation London Language Centre
6th floor
Russell Square House
10-12 Russell Square
London WC1B 5EH
Telephone: 020 7436 6698

Dictionaries

Japanese-English, English-Japanese Dictionary (Random House)
ISBN 034540548X

Kodansha's Compact Kanji Guide — ISBN 4770015534

Kodansha's Romanized Japanese-English Dictionary —
ISBN 4770016034

AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. For information on reasonable adjustments please see the Edexcel website (www.edexcel.com/sfc).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competencies have been addressed. This will be kept under review and may be amended in the future.

A level Japanese requires assessment of the skills of speaking, listening, reading and writing. Some candidates may have difficulty in accessing aspects of the assessment, where reasonable adjustments cannot be applied, as follows:

- Speaking — some candidates with a speech impairment
- Listening — some candidates with a hearing impairment and who cannot lip read
- Reading — some candidates with a visual impairment who cannot read Braille.

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We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Acknowledgements

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