

GCSE

Edexcel GCSE

Japanese (1752/1753)

This Examiners' Report relates to Mark
Scheme Publication code: UG016687

Summer 2005

advancing learning, changing lives

Examiners' Report

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Services on 0870 240 9800, or visit our website at www.edexcel.org.uk.

Summer 2005

Publications Code UG016687

All the material in this publication is copyright

© Edexcel Ltd 2005

Contents

Paper 1 Examiners' Report	1
Paper 2 Examiners' Report	3
Paper 3 Examiners' Report	5
Paper 4 Examiners' Report	7
Statistics	9

Edexcel Ltd holds the copyright for this publication. Further copies of the **Examiners' Reports** may be obtained from Edexcel Publications.

Paper 1 - Listening and Responding

The paper followed the now familiar pattern and once again there was a clear indication that the 'peaks and troughs' of difficulty allowed the weaker candidates to make an effort through to the end scoring not only on the early Q1-8 but also on Q27 and Q28. This year, however, a peak occurred earlier at Q9 where many candidates appeared unfamiliar with the word for cow. As always, candidates with a good grasp of basic vocabulary found the early questions accessible but Q12 once again showed that many candidates find recognising dates difficult. In Q19 markers followed the practice of previous years and awarded a mark for each correct link so misplacing an item did not penalise candidates unduly. This year, however, the question format was slightly different from that of previous years in that only the first picture of the sequence was indicated. This appeared to make the question slightly more challenging. Q20-Q24 were marked sympathetically with mixtures of ひたがな andかたかな allowed and spelling close to the pronunciation permitted. Place names caused some problems but the length-of-time sections were well answered and weaker candidates scored good marks on this section. Candidates proved less adept at answering the questions in English, particularly where numbers were involved. A large number of candidates mistook たてもの for たべもの, an error that also occurred in paper 3. Despite the different distribution of areas of difficulty, the overall standard of the paper was similar to that of previous years.

Paper 2 - Speaking

Candidates performed consistently well on their prepared topic and should be encouraged in this as it is the part of the test where a candidate can really show what has been learnt. The unprepared topic was sometimes thin by comparison. Successful candidates had clear methods for responding to questions taking the clues from the question; these candidates also asked for repetition when they had apparently not clearly understood. Weaker candidates resorted to mumbled responses or silence, not realising, perhaps, that even a しりません or a わかりません might be appropriate and gain some credit. Candidates were credited for all attempts to speak Japanese, those whose even monosyllabic answers contributed to a dialogue being rewarded for the effort to communicate. Teacher examiners were not always sympathetic to the needs of the candidates: interrupting, speaking too fast or too slowly, asking a question the candidate had already answered, asking どうして at inappropriate points were, again this year, all hurdles for less able candidates to overcome. Sympathetic teacher examiners helped candidates to gain more marks by keeping the conversations simple and giving concrete examples when the candidate appeared to have lost the thread of the question. The most common candidate error involved incorrect tenses. The overall performance of candidates this year was, however, higher than in previous years and teachers are encouraged to enter candidates for this paper whenever possible.

Paper 3 - Reading and Responding

More able candidates obviously read ひらがな、かたかな and the basic 漢字 fluently and were thus able to move reasonably quickly through the first three questions scoring particularly well on Q3 this year; the only part of this question which caused was the section involving dates (see comment for Paper 1). However Q2 proved remarkably challenging to mid-range and weaker candidates who appeared to be unfamiliar with these everyday phrases. Only もしもし was universally understood and it seemed that many candidates did not give themselves time to consider the answers carefully, rushing to move on. For the rest of the paper candidates appeared to have enough time to complete the questions although in the 'answer in English' section they did not always give enough information to score full marks eg Q7(e). Good 'guesses' were also evident in answers for Q7(f) including the intriguing idea that you need to wear a coat in the presence of the deity. Candidates showed an uncharacteristic lack of care when copying answers for Q4 and many lost marks here by making simple errors. In line with the peaks and troughs format Q5 was easier and candidates responded well; the mark scheme was adjusted to compensate for the possibly confusing pictures in Q5(d). Q6 was in general tackled better than in previous years but a surprisingly large number of candidates appeared unaware that 14th February is St. Valentine's day.

Paper 4 - Writing

Most candidates competently answered Q1. Weaker candidates still seem to have difficulty with *かたかな* but readable words were given a mark even if both scripts or the incorrect script was used.

Several candidates used the letter format to answer Q2 but were not penalised so long as they had fulfilled the tasks required. For this exercise, short simple sentences giving the information asked for are all that are required; candidates should guard against trying to make their answers too long or complicated, introducing errors of grammar that will mean they score fewer marks.

The format for Q3 is now well understood, although some candidates are still losing marks by writing outside the box of squares allocated for the answer. Post cards only have finite size and writing outside the box may not be credited. A surprisingly large number of candidates still forget to write the date. This year candidates proved more adept at fitting the task to the required format but many failed to realise that they were writing to Kenichi which suggests they had not read the stimulus email, relying instead on the questions alone. Again many students added extra information beyond that asked for. No section proved more difficult but many candidates lost language marks by miscopying words given in the questions eg *ラグビ* for *ラグビー*. This question provided a lot of *漢字* which candidates were able to use to good effect both in their answers to this question and to question 4.

More candidates chose essay *ア* than *イ* in Q4 but many appeared to be unaware of the meaning of *来週* and thus wrote in the wrong tense. A few candidates tried to write both essays despite clear instructions to choose one. A high proportion of candidates was well prepared and wrote good essays using the set *漢字* appropriately and showing knowledge of the various grammatical structures in the syllabus. Less able candidates used simple sentences but managed to show a good vocabulary range none the less. Even some of the weakest candidates, who were only happy with one or two verbs, notably *行きます*, managed to say something. Weaker candidates might have been better to choose *イ* as here good content marks could be gained from simple descriptions of a person. However, those who chose a famous footballer or film star for example were then in difficulty when trying to say what they did with that person.

Statistics

Overall Subject Grade Boundaries 1752

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	76	66	56	46	37	29	21	13	0

(NB each paper is worth 25% of the total)

Overall Subject Grade Boundaries 1753

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	73	63	53	43	34	26	18	10	0

(NB each paper is worth 33% of the total)

Paper 1 Listening and Responding

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Paper 1 grade boundaries	50	35	31	27	23	18	13	9	5	0

Paper 2 Speaking

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Paper 2 grade boundaries	20	17	15	13	11	9	7	6	5	0

Paper 3 Reading and Responding

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Paper 3 grade boundaries	50	35	30	25	21	17	13	9	5	0

Paper 4 Writing

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Paper 4 grade boundaries	55	43	36	29	23	18	14	10	6	0

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code UG 016687 Summer 2005

For more information on Edexcel qualifications, please visit www.edexcel.org.uk/qualifications
Alternatively, you can contact Customer Services at www.edexcel.org.uk/ask or on 0870 240 9800

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH