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Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE
In Japanese (1JA0) Paper 2F: Speaking in Japanese

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2019 is the first year of the new specification and it has become clear that teacher examiners must ensure that they fully understand the administrative requirements of the Examination.

Teacher-Examiners and Centres need to familiarise themselves with the new, and very different, requirements of the GCSE Japanese Speaking Exam. In particular centres and Teacher-Examiners will need to understand the **new tasks** and **timings** as set out in the new specification. It also needs noting that centres should carefully package memory sticks to avoid damage and should take the precaution of keeping a copy of their recording(s).

Task 1

This task is worth 10 marks.

In order to enable students to achieve their potential Teacher-Examiners should read their **script exactly** as it is written on the card. It is unfortunate, but necessary, that any changes the Teacher-Examiner makes to the script will mean that the student is penalised.

Students need to be encouraged to think around the instruction they have been given as there are usually several correct answers. The role play tasks do not need elongated responses and best practice is to keep answers to what is required in the bullet points. Unfortunately, where students gave overlong responses these sometimes contained material which caused communication to be less clear.

Students need to be encouraged to think around the instruction they have been given as there are usually several correct answers. It is important that students are taught to read the role play card carefully in order to understand where the role play is situated and to put the bullet points into a context.

Students need to think carefully about tenses and listen out for key word(s) on the unseen question. Many students struggled to form a question and this is an area that must become a focus for teaching and learning as the requirements of the new specification filter down into the classroom.

Task 2

This task is worth 24 marks.

Once again, in order to enable students to achieve their potential Teacher-Examiners should read their **script exactly** as it is written on the card. It is unfortunate, but necessary, that any changes the Teacher-Examiner makes to the script will mean that the student is penalised.

The most successful students were able to use a combination of visual clues, cultural knowledge and imagination to describe and narrate the scene in the photograph. Students need to be encouraged to develop responses, adapting language to narrate and inform in response to the stimulus

question. Students achieving the highest marks employed a range of strategies including naming people in the photograph; giving opinions; justifying opinions making deductions; using tenses and relating the photograph to a past event they had experienced with opinions and justification.

Task 3

This task is worth 36 marks.

This task was most successful where Teacher-Examiners tried to elicit the widest range of Japanese vocabulary and structure which allowed students to express, and justify, opinions. Equally, Teacher-Examiners maximised their students' ability to achieve high marks where followed up with a suitable question giving students an opportunity to respond in past, present and future tenses or reworded questions (as a sympathetic native speaker would do).

Students were not able to demonstrate their Japanese to the best of their ability when teacher-examiners asked questions using higher tier grammar. A significant minority of Teacher-Examiners either asked a few closed questions or failed to ask any follow up questions. Clearly this not only prevented those students from demonstrating their true ability but also from achieving the higher/highest marks.

Weaker students were most successful when they were given the opportunity to respond to more modest questions using language which they were able to manipulate. Less able students were frequently asked very difficult questions, often in a range of tenses, where a simpler line of questioning would have enabled the student to achieve higher marks at (especially for Communication and Content).

Teachers may find it useful to review the teacher cards for the foundation tier roleplay and picture based tasks, which give a range of questions at a vocabulary and grammar level suitable for foundation tier.

The confusion between とまります/とります, えいが/えいご and きれい/きれい is ongoing.

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