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Examiners' Report
Principal Examiner Feedback

Summer 2019

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

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2019 is the first year of the new specification and it has become clear that teacher examiners should equip themselves with a full understanding of 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. 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. Students need to think carefully about tenses and listen out for key word(s) on the unseen question. Many students struggled to form two questions 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 three 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 completed successfully by the overwhelming majority of students. The presentation (where students chose to give one) was generally well prepared and incorporated a wide variety of vocabulary and structures. The follow up questions were generally answered with enthusiasm, a wide range of opinions and a variety of tenses.

Some students struggled to answer questions starting with *どのぐらい、どうして* and *いつから、いつまで*. Furthermore *前に、後で* or *いつごろから* were questions/concepts that many students found challenging. There was some confusion about questions with time frames including, for example, *週末、先月、* and *来週*. Tenses and time frames are clear areas where many students need to attach more focus.

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.

A good example of an open question is *あなたの学校は、どんな学校ですか* as this would allow a student to demonstrate a wide range of vocabulary and grammar. 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).

Overall, students were confident at expressing positive opinions in the present tense. There were some inaccuracies with the past tense and negative opinions. Successful students were able to use *くて* the *て* form and *たり たり* with confidence. However, Students seemed to find it hard to use the *た* form accurately. For example, with a question such as *コンサートに行ったことがありますか* few students were able to respond with *はい、行ったことがあります/いいえ、行ったことはありません*.