

Please check the examination details below before entering your candidate information

Candidate surname	Other names
<b>Pearson Edexcel</b>	Centre Number
<b>Level 1/Level 2 GCSE (9–1)</b>	Candidate Number
<h1>Monday 20 May 2019</h1>	
Afternoon (Time: 50 minutes)	Paper Reference <b>1JA0/3F</b>
<h2>Japanese</h2> <h3>Paper 3: Reading and understanding in Japanese</h3> <h4>Foundation Tier</h4>	
<b>You do not need any other materials.</b>	Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Questions are set in English.
- Answer **all** questions from Sections A and B in English.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

### Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question*  
– *you should spend approximately 10 minutes on the translation question.*

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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## SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

### Studying Japanese

1 Read the reasons people have given to say why they are studying Japanese.

まみ： わたしの ボーイフレンドは にほんじんです。
ケン： わたしは ちゅうごくじんです。らいねん にほんの だいがくに いきます。
リサ： わたしは ともだちと きょうとに いきました。
ベン： ぼくは えいごの せんせいに なりたいです。

What do they say about themselves? Enter either **Mami, Ken, Lisa** or **Ben**.

You can use each person more than once.

**Example:** \_\_\_\_\_ *Ken* \_\_\_\_\_ is Chinese.

- (a) \_\_\_\_\_ will study at university. (1)
- (b) \_\_\_\_\_ travelled with a friend. (1)
- (c) \_\_\_\_\_ wants to teach English. (1)
- (d) \_\_\_\_\_ will go to Japan next year. (1)
- (e) \_\_\_\_\_ has a Japanese boyfriend. (1)
- (f) \_\_\_\_\_ has been to Japan. (1)

(Total for Question 1 = 6 marks)

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## A Japanese school

2 A Japanese student has written about his school.

ぼくの がっこう  
ぼくの がっこうは ちゅうがっこうです。えきの まえに  
あります。  
ちいさい がっこうです。プールが あります。  
がっこうは まいにち 九じから です。  
せんせいは 二十人 います。  
ぼくは すうがくが すきです。おんがくは きらいです。

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

high	12	20	swimming pool
small	9:00	8:00	station
middle	maths	large	music

**Example:** The school is a middle school.

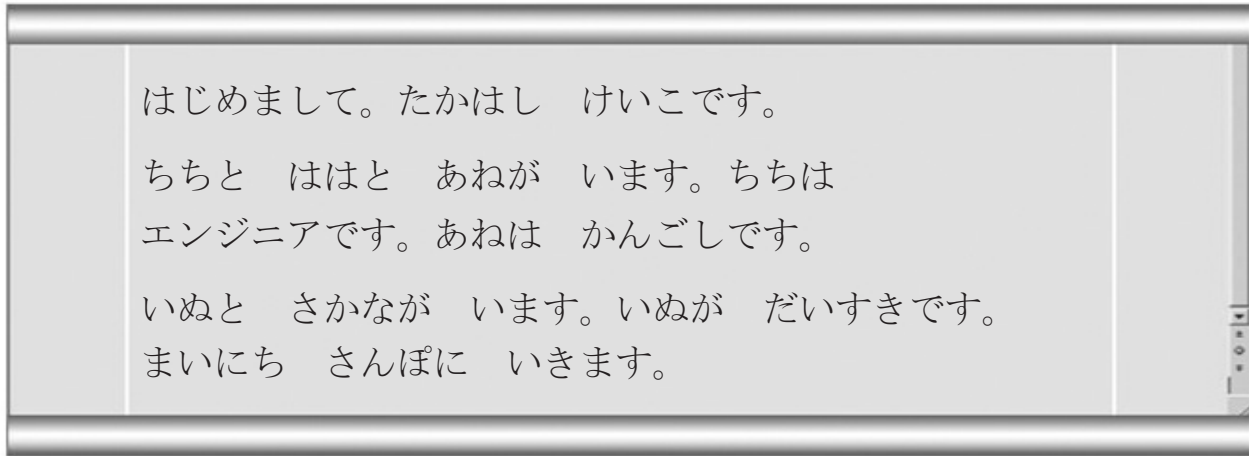
- (a) The school is in front of the \_\_\_\_\_ . (1)
- (b) The school is \_\_\_\_\_ . (1)
- (c) The school starts at \_\_\_\_\_ o'clock. (1)
- (d) There are \_\_\_\_\_ teachers. (1)
- (e) He likes \_\_\_\_\_ . (1)

(Total for Question 2 = 5 marks)



### Keiko's blog

3 (a) Read this blog by Keiko.



Answer the following questions **in English**. You do not need to write in full sentences.

(i) What is her father's job?

(1)

(ii) Apart from her dog, what other pet does she have?

(1)

(iii) What does Keiko do every day?

(1)

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(b) The blog continues.

あねは まいにち いそがしいです。  
ときどき よるも びょういんに いきます。  
やすみも すくないですから、かなしいです。

(i) Why does her sister sometimes go out at night?

(1)

(ii) What does the writer dislike about her sister's job?

(1)

**(Total for Question 3 = 5 marks)**



**'Go nin no ekichō san' by Masao Tsurumi**

4 Read the extract below, which is from a short story.

大きな 町の えきから 山まで、  
でんしゃが ゆっくり はしって  
いました。でも、おきやくさんは  
一日に、四、五人ぐらい でした。  
町の人は、「でんしゃは ふるい  
ですから、みちを つくりましょう。」  
と いいました。  
えきちょうさんは かなしかったです。  
いろいろ かんがえました。  
あつい なつが 来ました。えきの  
まわりに はなが たくさん  
ありました。町の 人は みんな、  
「山の でんしゃは すばらしいです。」  
と ききました。

(Source from: Kokoro ni nokoru 3 nennsei no yomimono, Hatoju Muku ed.)

Complete these statements by putting a cross ☒ in the correct box for each question.

**Example:** This story is about...

<input type="checkbox"/>	<b>A</b> a road.
<input type="checkbox"/>	<b>B</b> a river.
<input type="checkbox"/>	<b>C</b> a bridge.
<input checked="" type="checkbox"/>	<b>D</b> a train line.

(i) At the beginning of the story, the train line was...

<input type="checkbox"/>	<b>A</b> popular.
<input type="checkbox"/>	<b>B</b> dangerous.
<input type="checkbox"/>	<b>C</b> not well used.
<input type="checkbox"/>	<b>D</b> very long.



(ii) The townspeople said that the train was...

<input type="checkbox"/>	<b>A</b> old.
<input type="checkbox"/>	<b>B</b> late.
<input type="checkbox"/>	<b>C</b> new.
<input type="checkbox"/>	<b>D</b> cheap.

(iii) The townspeople wanted to...

<input type="checkbox"/>	<b>A</b> pick up the rubbish.
<input type="checkbox"/>	<b>B</b> paint the station.
<input type="checkbox"/>	<b>C</b> open a shop.
<input type="checkbox"/>	<b>D</b> build a road.

(iv) The station master felt...

<input type="checkbox"/>	<b>A</b> sad.
<input type="checkbox"/>	<b>B</b> pleased.
<input type="checkbox"/>	<b>C</b> angry.
<input type="checkbox"/>	<b>D</b> excited.

(v) In the summer, the townspeople heard that the railway...

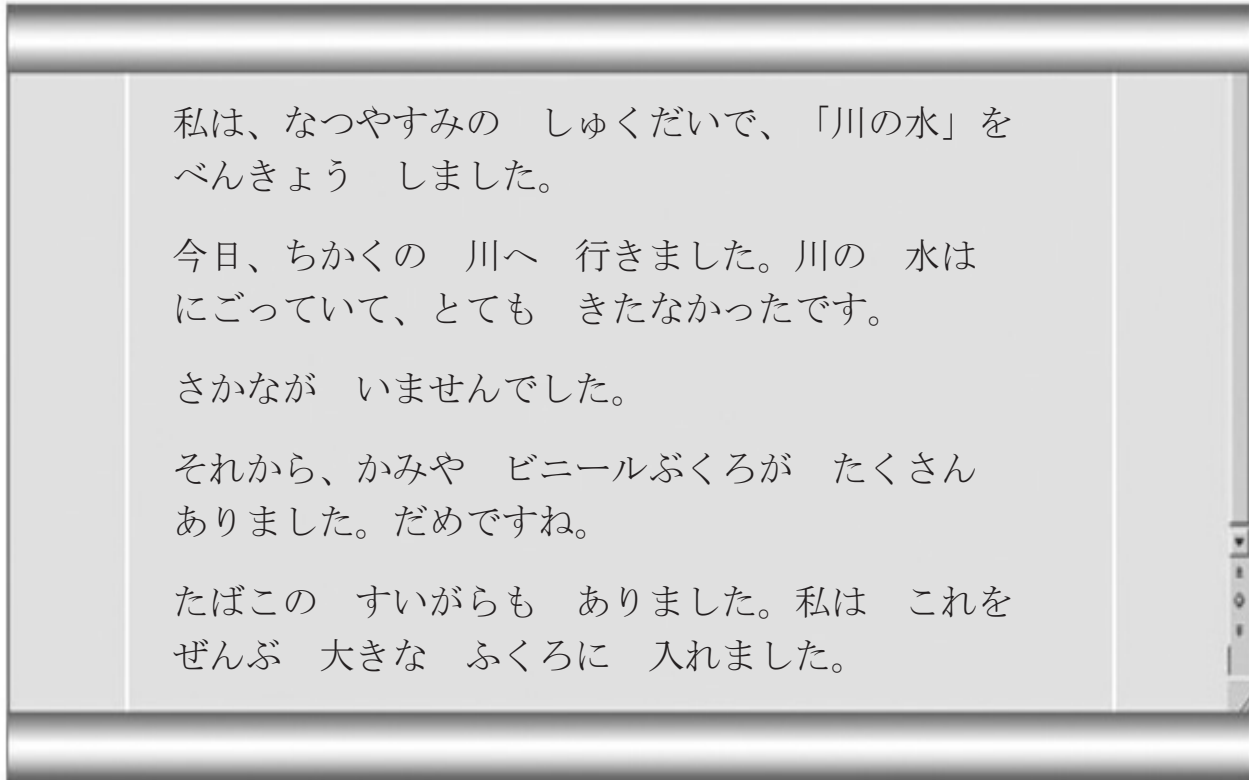
<input type="checkbox"/>	<b>A</b> was really fast.
<input type="checkbox"/>	<b>B</b> was amazing.
<input type="checkbox"/>	<b>C</b> had been damaged.
<input type="checkbox"/>	<b>D</b> had been closed.

(Total for Question 4 = 5 marks)



### A research project

5 Read what Megumi has written about her research project.



Answer the following questions **in English**. You do not need to write in full sentences.

(a) Why is Megumi doing a research project?

(1)

(b) How could she tell the river was polluted?

(1)

(c) What did she do to help matters?

(1)

(Total for Question 5 = 3 marks)

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**QUESTION 6 BEGINS ON THE NEXT PAGE**



## Volunteering

6 Read the diary below.

私は 三月に ボランティアを しました。私の おばあさんは  
おとしよりの ホームに すんでいます。その「ゆり」ホームへ  
行きました。

おばあさんたちと いっしょに むかしの どうようを うたいました。  
たのしい カード・ゲームも しました。とても よかったです。

ふるい しゃしんも たくさん 見ました。むかしの ファッションは  
ながい スカートで、おかしいですね。

Complete these statements by putting a cross ☒ in the correct box for each question.

**Example:** She volunteered in...

<input checked="" type="checkbox"/>	A March.
<input type="checkbox"/>	B April.
<input type="checkbox"/>	C May.
<input type="checkbox"/>	D June.

(i) She volunteered in...

<input type="checkbox"/>	A a primary school.
<input type="checkbox"/>	B a homeless shelter.
<input type="checkbox"/>	C an old people's home.
<input type="checkbox"/>	D an animal rescue centre.

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(ii) They...

<input type="checkbox"/>	<b>A</b> sang.
<input type="checkbox"/>	<b>B</b> watched a film.
<input type="checkbox"/>	<b>C</b> baked cakes.
<input type="checkbox"/>	<b>D</b> danced.

(iii) The games they played were...

<input type="checkbox"/>	<b>A</b> online games.
<input type="checkbox"/>	<b>B</b> video games.
<input type="checkbox"/>	<b>C</b> ball games.
<input type="checkbox"/>	<b>D</b> indoor games.

(iv) She saw some old...

<input type="checkbox"/>	<b>A</b> stamps.
<input type="checkbox"/>	<b>B</b> photos.
<input type="checkbox"/>	<b>C</b> rooms.
<input type="checkbox"/>	<b>D</b> phones.

(v) She thought the clothes were...

<input type="checkbox"/>	<b>A</b> short.
<input type="checkbox"/>	<b>B</b> fashionable.
<input type="checkbox"/>	<b>C</b> strange.
<input type="checkbox"/>	<b>D</b> amazing.

(Total for Question 6 = 5 marks)



### A diary

7 Read Kenta's diary below.

六時に かえりました。それから、ちちと  
あにと ばんごはんを 食べました。  
カレーライスでした。おいしかったです。  
  
それから、かんじの れんしゅうを しました。  
あにが うるさくて、こまりました。  
そのあと、本を よみました。むずかしい  
ことばは ぜんぶ ちちに ききました。  
  
八時に、友だちと インターネットで  
はなしました。それから、おふろに 入って、  
ねました。

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

delicious sandwiches father washed up  
words places brother drink  
six bath studied eight

**Example:** Kenta got home at \_\_\_\_\_ *six* \_\_\_\_\_.

- (a) His dinner was \_\_\_\_\_ (1)
- (b) After dinner, he \_\_\_\_\_ (1)
- (c) He couldn't work, because his \_\_\_\_\_ was annoying. (1)
- (d) He asked his father the \_\_\_\_\_ he didn't know. (1)
- (e) Before bed, he had a hot \_\_\_\_\_ (1)

(Total for Question 7 = 5 marks)



'Aru chōkoku ka' by Saneatsu Mushanokoji

8 Read the extract from the text.

ある日 ぼくは はが いたかったです。  
はいしやに 行きました。そして、まちあい  
しつで まちました。ほかの かんじやが 二人  
いました。  
へやは、わしつでした。きれいな えや  
かびんが ありました。そして、その下に  
おもしろい ちようこくが ありました。  
はいしやは とても 上手でした。くすりも  
もらいました。「これで だいじょうぶ！」  
はいしやは「あした、また 来てください。」  
と 言いました。あした、はいしやで また  
その きれいな えを 見ます。たのしみです。

(Source from: Aru chōkoku ka from Poketto Nihon Bungaku kan, Mushanokoji Saneatsu)

Answer the following questions in English. You do not need to write in full sentences.

(a) What problem did the writer have? (1)

(b) What was the waiting room like? Give one detail. (1)

(c) Why did the writer feel better? (1)

(d) Why was the writer pleased to come back the next day? (1)

(Total for Question 8 = 4 marks)



### My school

9 Four students are describing their school events.

ともみ	ゆうめいな 学校です。コーラスも オーケストラも ありますから、いろいろな コンサートを します。
よしこ	スポーツが つよい 学校です。バスケの チームも サッカーの チームも あります。私は けんどうを しています。
ひろし	ふゆに 学校の りょこうで ほっかいどうに 行きます。 そこで、スキーを します。おんせんにも 入ります。
たかし	町の 人が よく 学校に 来ます。うんどうかいの日は、 町の 人が みんなの おべんとうを つくります。

Who is the correct student? Enter **Tomomi, Yoshiko, Hiroshi** or **Takashi**.

You can use each person more than once.

**Example:** It has a football team. \_\_\_\_\_ *Yoshiko* \_\_\_\_\_.

- (a) Local people prepare lunches for the sports day. \_\_\_\_\_ (1)
- (b) There is a winter sports trip. \_\_\_\_\_ (1)
- (c) It is known for its music performances. \_\_\_\_\_ (1)
- (d) The school trip took place within Japan. \_\_\_\_\_ (1)
- (e) You can do a traditional Japanese sport. \_\_\_\_\_ (1)

(Total for Question 9 = 5 marks)

**TOTAL FOR SECTION A = 43 MARKS**



SECTION B

Translation

10 Translate this passage into English.

やきゅうの しあいに行きました。チームは 日本と アメリカでした。  
たのしかったですから、また 見たいです。

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION B = 7 MARKS

TOTAL FOR PAPER = 50 MARKS



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**'Go nin no ekichō san'** by Masao Tsurumi

Source from: 'Mr. Five of the station managers', by Masao Tsurumi, School books

**'Aru chōkoku ka'**

Source from: 'One Sculptor', Mushio Mushao Alley, Pocket Japanese Literature museum

