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Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE
In Japanese (1JA0) Paper 3H: Reading and
Understanding in Japanese

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Introduction

The paper is in two sections: section A, reading comprehension, worth 43 marks, and section B, translation, worth 7 marks. The total marks on the paper is 50. The time allowed for the examination is 65 minutes. The skill of translation was tested for the first time in this new specification in 2019.

Question 1

Students were required to answer short questions in English about Megumi's summer holiday project. (a) was generally well answered, with most students able to state 'homework' or 'a summer holiday project.' In part (c) some students lost marks as they wrote things like 'clean up the area' which was not specific enough. Students are encouraged to be as specific as possible in their answers.

Question 2

Students were required to answer multiple choice questions about a girl's experience of volunteering at an old people's home. (ii) about singing songs was the easiest question for students, with (v) requiring interpretation of the word おかしい the hardest.

Question 3

Students were required to write answers in English to comprehension questions, having read a literary text about a visit to a dentist. (c) was the easiest, with many students able to identify either the skill of the dentist or the receiving of medicine as the cause for the writer feeling better. Students found (d) the hardest, possibly because they were not expecting to read about beautiful artwork in a waiting room in the context of a short story about dental treatment.

Question 4

Students were required to match details about each school with the speaker who made the comment. Most students found (b) with the key word 'winter' relatively easy. Interpreting (a) about lunches for sports day was harder.

Question 5

Students were required to respond in English to comprehension questions, having read a passage about where various young people live. Students found identifying who gave specific details about their city in (a) and (d)

easiest. Some students missed the detail 'only in autumn' in (c) of the question and hence gave one of the activities that could be done all year round.

Question 6

Students were required to read a literary text and answer multiple choice questions. Students were generally able to answer (i) about the weather. Some students found (iv) hard, presumably because there was a lot of text in which to locate where the 'suddenly' in the question was to be found.

Question 7

Students were required to read a passage about what various students had done in their summer holidays. Identifying who did what in (a) to (d) was relatively easy. Some students lost marks on (f) as they did not associate the idea of a holiday with going to cram school, and so did not pick up the benefits of cram school Kitagawa mentions.

Question 8

Students were required to answer comprehension questions in English, based on a passage about the writer's childhood friends. Students were in general able to answer the question in (b) about what they did in the park. Parts (d) and (e), which described Natsuko who was quiet and enjoyed reading books and talking about ideas from the world of reading were harder.

Question 9

Students were required to read a passage about a high school, and the writer's role as the leader of the cookery club. Students generally made a good attempt at choosing the correct statements from a set in (i). In parts (ii) and (iii), some students lost marks as their answers were not specific enough: for example, 'make special recipes' is not a specific enough answer to the question 'What special activity does the cooking club do?'

Question 10

Students were required to translate a short passage from Japanese into English. It was pleasing that most students attempted at least part of this question: most were able to pick up either 'watched kabuki' or 'Japanese was difficult' or 'intend to listen in English'. The interpretation of 今度 was difficult.