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Edexcel

Examiners' Report  
Principal Examiner Feedback

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Pearson Edexcel GCSE  
In Japanese (1JA0)  
Paper 4H

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## General comments

The majority of candidates who entered for this exam session were able to deal with the tasks very proficiently. It was good to see that many had taken note of comments made about the 2019 exam: to ensure that EACH bullet point was addressed (even if only to say 'I think X is important', without necessarily being able to give a good reason), and not to waste valuable writing space with an introduction (for example, in 2b to the headteacher).

### Question 1

Most candidates chose to tackle 1a, but those who chose 1b also produced some excellent answers. It was the third bullet point in 1a that produced the most interesting responses, with many saying how simply working without any rest can be damaging to health, not simply saying 'it's fun'. Some of those who chose 1b could have used a little more imagination to describe a 'particularly enjoyable' restaurant visit; often it was simply 'I went with my friends'. A simple reason for the visit, for example a birthday, would have made the response a little more interesting.

### Question 2

Both tasks in Question 2 were fairly demanding, but nevertheless excellent answers were produced by many candidates. It was clear from responses to 2a that candidates had been prepared well for a question like this: names were clearly written in katakana and considerable detail was given about the role model's achievements (something often demanding specialist vocabulary, such as 'score goals' or 'win a gold medal'). It was surprising how many said they would like to be seen by others as a role model in order to help younger people. Whilst 2b perhaps required less specialist vocabulary, it was still important to distinguish the future planned work from the work or volunteering already done; some candidates' work failed to make a clear distinction between the non-past and the past verb forms. Many candidates came up with very interesting reasons why work experience can be valuable, but even the relatively simple 'you can make friends' was a perfectly acceptable reason.

### Question 3 (translation)

It was most pleasing to see how well candidates tackled this task. The majority of responses showed that students were familiar with most of the vocabulary, and there was some clever use of alternatives too where the necessary word was lacking. As far as the grammar was concerned, it was good to see how many used the (行く) こと□の が好き structure accurately. There were more problems, however, with the 'while' pattern, many students simply using a て form to link the two activities. The たり pattern in the last sentence (clearly signalled in the English 'did things like..') was also sometimes not completely accurate.

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