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Edexcel

Examiners' Report Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE
In Japanese (1JA0)

Paper 2F: Speaking in Japanese

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Introduction

2022 is the only second year of the new specification for the speaking component (the first, and previous, series being Summer 2019). 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. In particular, it is vital that before the next exam series Teacher-Examiners/centres give some time and attention to understanding how to complete, and in what format to submit, the CS2 document.

Task 1

This task is worth 10 marks.

In order to enable candidates 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 candidate is penalised. Candidates 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 candidates gave overlong responses these sometimes contained material which caused communication to be less clear. Candidates need to be encouraged to think around the instruction they have been given as there are usually several correct answers. It is important that candidates 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. Candidates need to think carefully about tenses and listen out for key word(s) on the unseen question. Many candidates 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 candidates 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 candidate is penalised. Teacher examiners should not be nervous of using the prompts they are given (それから・どうしてですか) to elicit further information from the candidate. Indeed, this is to be encouraged.

The most successful candidates were able to use a combination of visual clues, cultural knowledge and imagination to describe and narrate the scene in the photograph. Candidates need to be encouraged to develop responses, adapting language to narrate and inform in response to the stimulus question. Candidates 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 candidates to express, and justify, opinions. Equally, Teacher-Examiners maximised their candidates' ability to achieve high marks where followed up with a suitable question giving candidates an opportunity to respond in past, present and future tenses or reworded questions (as a sympathetic native speaker would do). Candidates 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 candidates from demonstrating their true ability but also from achieving the higher/highest marks. Weaker candidates 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 candidates were frequently asked very difficult questions, often in a range of tenses, where a simpler line of questioning would have enabled the candidate to achieve higher marks at (especially for Communication and Content).