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Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE
In Japanese (1JA0)

Paper 2H: Speaking in Japanese

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Introduction

2022 is only the 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 really do need to equip themselves with a full understanding of the administrative requirements of the Examination.

Teacher-Examiners/centres need to familiarise themselves with the new, and very different, requirements of the GCSE Japanese Speaking Exam. In particular Teacher-Examiners/centres 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 that 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. 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 responses 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. Candidates need to think carefully about tenses and listen out for key word(s) on the unseen question. Many candidates 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 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 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 candidates. The presentation (where candidates 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 candidates 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 candidates 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 candidates 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 candidates from demonstrating their true ability but also from achieving the higher/highest marks. A good example of an open question is *学校の一日について話してください* as this would allow a candidate 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 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). Overall, candidates were confident at expressing positive opinions in the present tense. There were some inaccuracies with the past tense and negative opinions. Successful candidates were able to use *くて、* the *て* form and *たり たり* with confidence. However, Candidates seemed to find it hard to use the *た* form accurately. For example, with a question such as *コンサートに行いったことがありますか* few candidates 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*. Furthermore, there were a number of candidates who struggled to use vocabulary items such as *かんこうきやく* and/or *こくさいてきな* correctly.

