



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2022

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2022

Publications Code 1JA0_3H_2206_ER

All the material in this publication is copyright

© Pearson Education Ltd 2022

Introduction

Candidates demonstrated that they had been well prepared for this paper by their teachers, and that they had also prepared well for the examination themselves. Please remind candidates to write their answers legibly.

Question 1

This question required short written responses in response to a text about Akira, who got confused when the clocks changed. Most candidates were able to answer these questions well.

Question 2

This question required candidates to respond to a series of multiple choice questions after reading a text about a test in an art lesson. This set of questions was generally well tackled by candidates.

Question 3

This was a literary text to which candidates were required to respond by answering short questions. Most candidates knew the word for "apple" in (b), although fewer candidates knew "sanpo": some assumed that this was a place name. The majority of candidates were not thrown by the "Oolong" part of "Oolong tea" and were able to answer "tea" correctly.

Question 4

This question required candidates to match the names of people to the descriptions of their holidays. This question was generally well tackled.

Question 5

Candidates were required to read three people's reasons as to why there were studying Japanese, and answer short comprehension questions. (a) was the easiest. The word for "horse riding" was well known, and candidates were able to deduce "long life" from the kanji, but they had more difficulty with 生活.

Question 6

This was the second literary text followed by a series of multiple choice questions. There were generally well tackled by candidates.

Question 7

The text was about travelling on the Genbi bullet train. The first set of questions, in which candidates had to match the name of the person to their experience, was generally well handled by candidates. In the second half, giving a detail about the route of the train probed harder for candidates. Please remind candidates to be as precise as they are able in responding to questions.

Question 8

The text was about protecting a rare plant, with short answer questions to be answered. Many candidates found this text challenging. Reading the details of the text and responding with sufficient precision was difficult for candidates. Please continue to encourage candidates to read all sorts of texts, so that they get used to some more unusual texts and vocabulary items.

Question 9

The text was about Pin, an abandoned cat who had come to live in a café. This question was generally well tackled. In (i), candidates had to be specific that "Pin has his own blog", not just "There is a blog about Pin" or "Pin features in a blog". Whilst most candidates were familiar with the word "blog", quite a few lost the mark because they were not specific enough in their answer.

Question 10

Candidates had to translate a short passage about some English visitors arriving at a Japanese school. In general candidates showed that they were familiar with the grammatical forms required at GCSE, for example putting "doing things like" or "We intend to....". The vocabulary items "introduce" and "lake" proved harder for candidates.

