

**Edexcel GCSE in
Japanese A – 4 skills (1752)
Japanese B – 3 skills (1753)**

First examination 2003

March 2001

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Contents

| | |
|---|-----------|
| Introduction | 1 |
| Key features | 1 |
| Summary of the specification content and scheme of assessment | 2 |
| Topic areas with related subtopics | 3 |
| Availability of external assessment | 4 |
| Prior learning and progression | 4 |
| Forbidden combinations and links with other subjects | 4 |
| Specification aims and assessment objectives | 5 |
| National qualifications framework criteria | 5 |
| Aims | 5 |
| Assessment objectives | 5 |
| Knowledge, skills and understanding | 6 |
| Specification content and scheme of assessment | 7 |
| Paper 1: Listening and responding | 7 |
| Paper 2: Speaking | 9 |
| Paper 3: Reading and responding | 11 |
| Paper 4: Writing | 12 |
| Entry tiers | 13 |
| Relationship of assessment objectives to scheme of assessment | 13 |
| Awarding, reporting and equivalence | 13 |
| Language of assessment | 13 |
| Students with particular requirements | 13 |
| Private candidates | 13 |
| Grade descriptions | 14 |
| Assessment criteria | 16 |
| Speaking | 16 |
| Conversation | 16 |
| Writing mark scheme | 18 |
| Learning and teaching requirements for key stages 3 and 4 | 22 |

| | |
|---|-----------|
| The wider curriculum | 24 |
| Key skills | 24 |
| Social, cultural, spiritual, moral and ethical issues | 24 |
| Education for citizenship | 24 |
| Information and communication technology | 25 |
| Environmental education, health and safety education and the European dimension | 25 |
| Textbooks and other resources | 26 |
| Examiners' comments and mark schemes | 27 |
| Support and training | 28 |
| Training | 28 |
| Edexcel Publications | 28 |
| Regional offices and Customer Response Centre | 28 |
| Appendices | 29 |
| Appendix 1 – GCSE Japanese rubrics | 31 |
| Appendix 2 – GCSE Japanese linguistic structures and kanji list | 35 |
| Appendix 3 – GCSE Japanese minimum core vocabulary | 39 |
| Appendix 4 – Key skills | 53 |

Introduction

- **Japanese A 1752 (4 skills)**

This specification offers positive and appropriate assessment for Japanese language learners at key stage 4. Building on best practice, it affords students and teachers choice and scope for linking learning activities to student interests and new technology. It encourages the development of different language skills and provides opportunities to apply these across a range of contexts.

It is also possible to undertake GCSE examinations in Japanese without a speaking component. This specification provides appropriate information for the ‘3 skills’ alternative GCSE since the listening, reading and writing papers are common. The alternative specification is:

- **Japanese B 1753 (3 skills)**

Key features

- Streamlined list of topic areas.
- Increased focus on ICT.
- Full INSET support, professional advice and guidance.
- New speaking test arrangements.
- Progression route to the Edexcel AS/A GCE Japanese specification.

Other modern foreign languages in the Edexcel GCSE portfolio

In addition to the Chinese GCSE featured in this specification, Edexcel also offer:

- **French** (1226)
- **German** (1231)
- **Italian** (1237)
- **Spanish** (1246)
- **Urdu** (1901)
- **French – Short course** (3226)
- **Arabic** (1606/7)*
- **Chinese** (1666/7)*
- **Modern Greek** (1776)
- **Russian** (1241)

*An alternative three skills GCSE (no speaking test) is also available in Arabic and Chinese

Summary of the specification content and scheme of assessment

This specification provides a framework for the development of effective language learning and use of the target language and relates to the requirements of the national curriculum orders for modern foreign languages in England, Wales and Northern Ireland.

It combines an emphasis on communication skills with reward for a practical knowledge and understanding of language structures and grammar. Rather than develop language within numerous topic areas, students will be encouraged to adapt and apply their target language to different contexts and situations. All papers are designed to match the language experience and maturity of candidates at key stage 4 and will draw on some of the language knowledge developed at key stage 3 or during initial exposure to the target language. The specification provides student-focussed papers for listening and responding, speaking (as appropriate), reading and responding and writing.

A list of five general topic areas and related sub-topics has been produced to provide learners with a clear focus but students will not cover all of these in each part of the examination. The speaking tests, for example, afford students an open choice of first conversation topic, but this is complemented by a reduced number of sub-topics for second and third conversation exploitation.

There is a single tier of entry for this specification. The following grids show the relationship between assessment objectives and examination components. Full assessment criteria for speaking and writing papers are given in this specification.

There has been special agreement with the Qualifications and Curriculum Authority (QCA) concerning the subject criteria for the '3 skills' GCSE in Arabic, Chinese and Japanese. Whereas the revised modern foreign language (MFL) GCSE criteria require a minimum of 20% of the total marks to be allocated to knowledge and accurate application of grammar and structures, this is reduced to 15% in the case of '3 skills' language GCSEs. In the latter qualification, the assessment of knowledge and application of grammar will be solely based on each candidate's performance in the writing paper. The endorsed '3 skills' GCSE certificate will clearly indicate that there has been no assessment of speaking skills.

NB: Due to changes in the MFL GCSE criteria, the 2003 specification does not permit dictionary access in any of the papers.

Japanese A (4 skills)

| Paper/assessment objective | % | Method of assessment | Time |
|-----------------------------------|-----|----------------------|---------------------------------|
| 1 Listening and responding | 25% | Terminal Examination | 45 mins (+ 5 mins reading time) |
| 2 Speaking | 25% | Terminal Examination | 8 – 12 mins |
| 3 Reading and responding | 25% | Terminal Examination | 55 mins |
| 4 Writing | 25% | Terminal Examination | 1 hour 15 mins |

Japanese B (3 skills)

| Paper/assessment objective | % | Method of assessment | Time |
|-----------------------------------|-----|----------------------|---------------------------------|
| 1 Listening and responding | 33% | Terminal Examination | 45 mins (+ 5 mins reading time) |
| 3 Reading and responding | 33% | Terminal Examination | 55 mins |
| 4 Writing | 33% | Terminal Examination | 1 hour 15 mins |

Topic areas with related subtopics

| | |
|---|--|
| In the United Kingdom and abroad | <ul style="list-style-type: none"> • Things to see and do • Life in the town, countryside, seaside • Weather and climate • Travel, transport and directions • Holidays, tourist information and accommodation • Services and shopping abroad • Customs, everyday life and traditions in target-language countries and communities |
| Education, training and employment | <ul style="list-style-type: none"> • School life and routine • Different types of jobs • Job advertisements, applications and interviews • Future plans and work experience |
| House, home and daily routine | <ul style="list-style-type: none"> • Types of home, rooms, furniture and garden • Information about self, family and friends • Helping around the house • Food and drink |
| Media, entertainment and youth culture | <ul style="list-style-type: none"> • Sport, fashion and entertainment • Famous personalities • The media • Current affairs, social and environmental issues |
| Social activities, fitness and health | <ul style="list-style-type: none"> • Free time (evenings, weekends, meeting people) • Special occasions • Hobbies, interests, sports and exercise • Shopping and money matters • Accidents, injuries, common ailments and health issues (smoking, drugs) |

Availability of external assessment

Students **must** be externally assessed for all four (or three) papers. First assessment of this specification will be in summer 2003. Assessment will be available in each summer examination session thereafter.

Prior learning and progression

This specification builds on the knowledge, understanding and skills established by the National Curriculum at Key Stages 1, 2 and 3. It provides a foundation for further study at levels 2 and 3 in the National Qualifications Framework, including AS and Advanced GCEs and certain NLS/NVQ language units.

Forbidden combinations and links with other subjects

Every specification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

The classification code for this specification is 6010.

Candidates entering for this specification may not, in the same series of examinations enter for any other specification with the same title.

Specification aims and assessment objectives

National qualifications framework criteria

The specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities including QCA and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for modern foreign languages.

Aims

The aims of this GCSE specification are to provide a framework for the development of different skills, knowledge and understanding in a modern foreign language. It is designed to enable students to:

- develop understanding of the spoken and written forms of the modern foreign language in a range of contexts
- develop the ability to communicate effectively in the modern foreign language, through both the spoken and written word, using a range of vocabulary and structures
- develop knowledge and understanding of the grammar of the modern foreign language, and the ability to apply it
- apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity
- develop knowledge and understanding of countries and communities where the modern foreign language is spoken
- develop positive attitudes to modern foreign language learning
- provide a suitable foundation for further study and/or practical use of the modern foreign language.

NB: Clearly the requirements which relate to the development of oral skills do not apply to those undertaking the 3 skills GCSE.

Assessment objectives

All candidates will be required to demonstrate ability to:

| | | |
|------------|--|----------------------|
| AO1 | understand and respond to spoken language | 25% (33% – 3 skills) |
| AO2 | communicate in speech, showing knowledge of applying accurately the grammar and structures prescribed in the specification | 25% (N/A – 3 skills) |
| AO3 | understand and respond to written language | 25% (33% – 3 skills) |
| AO4 | communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification. | 25% (33% – 3 skills) |

NB: Assessment objective 2 relates to oral skills and does not apply to those undertaking the 3 skills GCSE.

Knowledge, skills and understanding

The specification complements and corresponds to the learning and teaching requirements for key stages 3 and 4 of the national curriculum as listed below:

- acquiring knowledge and understanding of the target language
- developing language skills
- developing language-learning skills
- developing cultural awareness
- breadth of study.

Further information is given in *Learning and teaching requirements for key stages 3 and 4*. Candidates will be required to:

- listen and respond to different types of spoken language
- express themselves in speech using a range of vocabulary, syntax and structures
- read and respond to different types of written language, including texts from ICT-based sources
- express themselves in writing using a range of vocabulary, syntax and structures
- understand and apply the grammar of the modern foreign language as detailed in the specification
- respond to materials from countries and communities where the modern foreign language is spoken.

In addition, candidates aiming at grades C-A* will be expected to:

- listen and respond to longer and more complex extracts of spoken language including some unfamiliar material
- speak at greater length, using a wider range of vocabulary and more complex syntax and structures
- read and respond to longer and more complex written texts including some unfamiliar material
- write at greater length, using a wider range of vocabulary and more complex syntax and structures
- understand and apply a fuller range of grammar, as detailed in the *Linguistic structures (Appendix 2)* section of this specification.

NB: The expectations for speaking are, of course, not applicable to candidates undertaking the 3 skills GCSE.

Specification content and scheme of assessment

Paper 1: Listening and responding

Candidates will be required to listen to a range of authentic recorded material spoken by native speakers. The teacher supervising the test will be required to stop the tape at appropriate points to allow candidates sufficient time to write their answers. Extracts will be of varying lengths and no undue burden will be placed on memory. Speed of delivery will range from near normal to normal and all recordings will be heard twice and students will be allocated five minutes reading time immediately before the start of this examination paper. Before each section, the topic title and scenario will be introduced followed by the rubric ‘read the following questions’.

The questions will elicit a combination of non-verbal responses, target language and English language answers. Up to 20% of the tasks set will require responses in English. These tasks will usually be placed at the end of the test. A range of test-types will be used and these may include grid completion, multiple-choice, matching, form or plan completion, note taking, questions in the target language and interpreting tasks. Where a response is required in English, tasks could include guided note taking or summary.

Assessment

Marks will be allocated for communicating an easily identifiable correct response and no marks will be awarded or removed for the quality of language. Questions will be presented in a ‘peaks and troughs’ format, which encourages candidates to complete the whole paper. A student experiencing difficulty with one particular task may find the next task more accessible since there is no progressive incline of difficulty. Students will not gain any mark for use of English where a target-language response is required (and vice versa).

Content

The recorded material may include instructions, announcements, telephone messages, short narratives, descriptions and dialogues, short news items and advertisements.

Candidates will be required to:

- identify and note main points
- extract specific details.

Additionally, questions targeted at grades D and C may also require candidates to:

- identify points of view
- show some understanding of familiar language in unfamiliar contexts
- understand reference to past, present and future events.

Questions targeted at C-A* may also involve a wider variety of spoken texts, such as extracts from radio broadcasts, discussions, presentations and interviews. For these questions, candidates will be required to:

- identify and note main points
- extract specific details
- identify points of view
- recognise attitudes and emotions
- draw conclusions
- understand reference to past, present and future events.

Paper 2: Speaking

This test is a compulsory and integral part of the 4 skills GCSE. It is expected that key stage 4 students studying Japanese as a timetabled subject in school will undertake this paper. All marks awarded for speaking test performances fully contribute to the total marks and will count towards a candidate's overall grade.

The 3 skills GCSE is available for candidates entering at centres without access to a teacher-examiner.

Candidates will take part in a conversation on three topics and they will be assessed globally on the basis of their performance across all three topics. There is no rôle-play requirement for this specification. Although assessment should be qualitative rather than quantitative, it is expected that the total recording for each candidate should last between a minimum of 8 and a maximum of 12 minutes. Candidates are able to score the highest marks without 'perfect' or native speaker level Japanese.

Conversation 1

Candidates will have a **free choice** of first conversation topic. This will be agreed with the teacher in advance of the speaking test and should relate to any of the five main topic areas. For the first conversation, students may bring brief notes or a visual stimulus into the examination (no larger than an A5 piece of paper). A few target-language bullet points or a simple 'spider diagram' would be acceptable. Candidates will have the opportunity to introduce briefly their chosen topic (one minute maximum) to enable them to make a confident start. The first conversation should not exceed 3-4 minutes.

Although there is a free choice of topic area for the initial conversation, possible examples of student topic choices are given below. Exact topic choice will depend on the interests and language experience of the individual student. Those aiming at grade C and above will be expected to express opinions and give a range of appropriate time references.

| | |
|---|--------------------------|
| In the UK and abroad | My best holiday ever |
| Education, training and employment | My work experience at... |
| House, home and daily routine | My ideal home |
| Media, entertainment and youth culture | ... (famous personality) |
| Social activities, fitness and health | My free time |

Conversations 2 and 3

The second and third topics will be allocated on a random basis as prescribed by Edexcel and will require the teacher-examiner to choose from a limited choice of three. (This will ensure that the second and third conversation topics are different to the main topic area selected for the first conversation.) Edexcel provide guidance on the types of question to be asked to ensure that candidates are given the opportunity to demonstrate their linguistic skills at an appropriate level. These will be sample questions showing how a conversation may be developed to allow candidate expansion within the related topic area, and are not compulsory.

Teachers are free to develop **any** related conversation sub-topic or sub-topics and some *possible* sub-topics are identified in the following grid. Although the choice and use of these sub-topics is at the teacher's discretion, there is no requirement to develop any additional sub-topics to those listed, although this will be permissible.

As in the first conversation, those aiming at grade C and above will be expected to express opinions and give a range of appropriate time references.

Suggested sub-topics

| | |
|---|---|
| In the UK and abroad | My region/town... (or region/town in target-language country that the student has either visited or researched) Holidays |
| Education, training and employment | School life and routine Future plans Work experience (if appropriate) |
| House, home and daily routine | My home and domestic routine Family Friends Food and drink |
| Media, entertainment and youth culture | Television/cinema/music/theatre |
| Social activities, fitness and health | Sports/exercise Free time/interests Health issues |

For example, a student undertaking Education, Training and Employment as their second or third conversation topic area, could talk about all the related sub-topics (school life and routine, future plans and work experience) or focus on just one. Teachers would be able to refer to the Edexcel-revised bank of possible linked questions.

Assessment arrangements

All speaking tests will be conducted by the teacher-examiner and recorded on a date chosen by the centre within a period specified annually by Edexcel. Centres must then send all recordings to Edexcel for marking. Please refer to the assessment criteria for further information. Further support will be available at INSET training sessions.

Paper 3: Reading and responding

Candidates will be required to read a range of authentic written material of varying lengths. The questions will elicit a combination of non-verbal responses, target-language answers and answers in English. Up to 20% of the tasks set may require responses in English. These tasks will usually be placed at the end of the test.

A range of test-types will be used and may include grid completion, matching, form or plan completion, multiple-choice, note-taking, cloze tests, summary, questions in the target language and interpreting tasks. Where a response is required in English, tasks could include guided note-taking or summary.

Students will be exposed to a range of stimuli (advertisements, articles and short passages) and these will include texts from ICT-based sources.

Assessment

Marks will be allocated for communicating an easily identifiable correct response and no marks will be awarded or removed for the quality of language. Students will not gain any mark for use of English where a target-language response is required (and vice versa). Questions will be presented in a 'peaks and troughs' format which encourages candidates to complete the whole paper. A student experiencing difficulty with one particular task may find the next task more accessible since there is no progressive incline of difficulty. Dictionaries must not be used in these tests.

Content

The material for the test may include signs, notices, short advertisements, messages and letters (both printed and hand-written), information leaflets and newspaper and magazine extracts. Candidates will be required to:

- identify and note main points
- extract specific details.

Additionally, questions targeted at grades D and C may require candidates to:

- identify points of view
- show some understanding of unfamiliar language
- understand reference to past, present and future events.

Students will also be required to respond to some longer texts, both factual and non-factual (targeted at grades C-A*). They will be expected to:

- identify and note main points
- extract specific details
- identify points of view
- recognise attitudes and emotions
- draw inferences and conclusions
- understand reference to past, present and future events.

Paper 4: Writing

This paper will reward students for communication and content as well as for knowledge and application of grammar and structures. Students may complete the following tasks using a mixture of kana and kanji characters. More-able candidates will be expected to demonstrate greater knowledge of the kanji (as listed in *Appendix 2 – Linguistic structures*).

- Task 1:** Candidates will be required to write short lists or fill in a form or questionnaire using individual characters. The task will be marked for communication only and instructions will be in English. Task instructions will be given in English.
- Task 2:** Candidates will be required to write a postcard or similar message of approximately 75 characters. Task instructions will be given in English.
- Task 3:** Candidates will be required to produce a piece of continuous writing of approximately 165 characters. A task could be a reply to a short letter in the target language, the expansion of notes or be based on visuals or other simple stimuli written in the target language. Instructions will be given in English.
- Task 4:** Candidates may be required to narrate events, express ideas and justify points of view. They will be expected to produce longer sequences of writing, using a wider range of vocabulary, structure and time references. They will be offered a **choice of task** and will be required to produce a piece of approximately 325 characters. Questions will be set so that candidates can undertake either narrative or discursive writing. These may be factual or imaginary narratives or involve extended letter writing. They may be based on stimuli in the target language, visuals or a combination of both. Instructions will be given in the target language.

Entry tiers

There is a single tier of entry for this specification as all papers have been designed to reward performances from grades G to A*.

Relationship of assessment objectives to scheme of assessment

The tables on page 3 show the overall weightings of the assessment objectives and the relationship between the assessment objectives and each of the examination components.

Awarding, reporting and equivalence

The grading, awarding and certification of this specification will comply with the requirements of the GCSE and GCE A/AS Code of Practice for courses starting in September 2001, which is published by QCA. Qualifications will be graded and certificated on an eight grade scale from A* to G. The full qualification may be taken more than once.

Language of assessment

Assessment of this specification will be through non-verbal or target-language responses although up to 20% of the tasks set in listening and reading papers will require responses in English. This is necessary in contexts which include simple authentic interpreting situations (eg your friend is unable to read Japanese and wants to know...). Assessment materials will be published in the target language with English support provided where appropriate (eg contextualisation).

Students with particular requirements

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the address below or by telephoning 0870 240 9800.

Edexcel will assess whether or not special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements
Edexcel
Stewart House
32 Russell Square
London WC1B 5DN

Private candidates

This specification is available to private candidates. Please contact the Edexcel Customer Response Centre on 0870 240 9800 for further details.

NB: Those wishing to undertake a '4 skills' GCSE must ensure that their examination centre is able to provide an appropriate teacher-examiner to conduct the speaking test.

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content specified by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

Grade F

Candidates identify and note main points and extract some details from simple language spoken clearly at near normal speed. (AO1)

Candidates take part in simple conversations showing some ability to substitute words and phrases. Their pronunciation is generally accurate, and although there may be grammatical inaccuracies, the main points are communicated. (AO2)

Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of words. (AO3)

Candidates make short sentences, and respond to written texts by substituting words and set phrases. Although there may be mistakes in spelling and grammar, the main points are communicated. (AO4)

Grade C

Candidates identify and develop main points and extract details and points of view from language spoken at normal speed. The spoken texts include past and future events. They are drawn from a variety of topics which include familiar language in unfamiliar contexts. (AO1)

Candidates develop conversations and simple discussions that include past, present and future events, involving the use of different tenses. They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate. (AO2)

Candidates identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and which include past, present and future events. They show an ability to understand unfamiliar language. (AO3)

Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message. (AO4)

Grade A

Candidates understand gist and identify main points and detail in a variety of types of authentic spoken language. They recognise points of view, attitudes and emotions and are able to draw conclusions. (AO1)

Candidates initiate and develop conversations and conclusions and discussions, and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb forms. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures. (AO2)

Candidates understand gist and identify main points and detail in a variety of types of authentic and simulated texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language. (AO3)

Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structures and verb forms. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose. (AO4)

Assessment criteria

Assessment criteria are designed to reward learners at GCSE level. It will therefore not be necessary for candidates to perform ‘perfectly’ in order to attract the highest marks available in each grid. References to ‘high standard’ should be interpreted in this context.

Speaking

Percentage weightings for the Speaking paper

| Structure of speaking test | | Mark allocation | | | Timing |
|----------------------------|-------------------------|---------------------------|-------------------------|----------|-----------------------|
| | | Communication and content | Application of language | Accuracy | |
| Conversation | | | | | |
| Topic 1 | Chosen by the candidate | 50% | 25% | 25% | 8-12 minutes in total |
| Topics 2 and 3 | Allocated by Edexcel | | | | |

Conversation

Communication and content

Application of language

Accuracy

Marks are not allocated separately for each topic but are awarded for performance throughout the full conversation (all three topics). Please refer to the following assessment grid.

Conversation

| Communication and content | | Application of language | | Accuracy | |
|---------------------------|---|-------------------------|---|----------|---|
| 9-10 | Responds very well indeed to a wide range of question-types. Extremely responsive – expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions. | 5 | Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items | 5 | Very accurate indeed although isolated, usually insignificant errors may occur. Pronunciation and intonation of a consistently good standard. |
| 7-8 | Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty. | 4 | Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. | 4 | Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation/intonation generally good. |
| 5-6 | Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on teacher-examiner's structured language. | 3 | Offers some examples of subordination. Mostly predictable lexical items deployed. | 3 | Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Pronunciation generally accurate. |
| 3-4 | Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on teacher examiners' language and prompts. Opinions limited to basic likes and dislikes. | 2 | Short main clause structures predominantly used. Inappropriate lexical items may impede communication at times. Deploys a very limited/repetitive range of structure and lexis. | 2 | Communicates main points despite high incidence of errors. Some 'prelearn' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent. |
| 1-2 | Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on teacher-examiner's structured questions. | 1 | Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language. | 1 | Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor. |
| 0 | No rewardable communication/content. | 0 | No rewardable language. | 0 | No rewardable language. |

Writing mark scheme

The first question rewards candidates for communication only whereas all other questions attract marks for knowledge and application of target-language grammar and structures. Questions 3 and 4 share a common mark scheme both for communication and content, knowledge and application of language and accuracy. The knowledge and application of language mark scheme for question 2 incorporates elements that reward accuracy.

Question 1

Marked for communication only

Marks are awarded positively for each item/point communicated in such a way that it can be readily understood by a sympathetic native speaker. No marks are allocated for accuracy beyond that required for effective communication.

Question 2

Marks are awarded globally across each task using the criteria below.

| Communication and content | |
|--|--|
| 5 | The task is completed, perhaps with minor ambiguity or omission. |
| 4 | Most of the task is completed. There may be some ambiguity or omission. |
| 3 | About half of the task is completed, though with some ambiguity. |
| 2 | One or two elements of the task are completed but with some ambiguity. |
| 1 | There is little meaningful communication – single lexical items only. |
| 0 | No effective communication. |
| Knowledge and application of language | |
| 5 | Appropriate vocabulary for the task. Correct syntax in simple phrases. Generally accurate with some lapses. |
| 4 | Basic errors evident but these rarely interfere with communication. Able to construct simple sentences with some lapses. Vocabulary and structures generally appropriate for the task. |
| 3 | Inaccurate language sometimes impedes communication. Shows some ability to construct simple sentences. Vocabulary and structures adequate to the task. |
| 2 | Much inaccuracy which impedes communication. Some examples of simple sentence structure – prelearned phrases. Vocabulary and structures only just adequate for the task. |
| 1 | Frequent errors which prevent communication, only isolated examples of accurate recognisable language – unconnected words or characters. No awareness of structure. |
| 0 | No language worthy of credit. |

Questions 3 and 4

Marks are awarded for communication and content, knowledge and application of language and accuracy. Please refer to the following grids.

| Communication and content | |
|----------------------------------|--|
| 9-10 | Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read. |
| 7-8 | Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or, alternatively, somewhat over-ambitious. |
| 5-6 | Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted. |
| 3-4 | Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and/or irrelevance or repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Just about comprehensible overall. Is not easy to read. |
| 1-2 | Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Except for isolated items would not be comprehensible to a native speaker. |
| 0 | No relevant communication. |

Knowledge and application of language

| | |
|---|---|
| 5 | Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description eg expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of a range of kanji and more complex structures (eg more than one consecutive adjective) although there may be the occasional lapse. Clear ability to manipulate language to suit purpose. |
| 4 | Evidence of a range of vocabulary and structures appropriate to narrative and description, eg expressing opinions, justifying ideas and points of view. Uses a range of kanji and some attempt to vary sentences by using more ambitious structures (consecutive events in one sentence, adverbial or other phrases), although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes. |
| 3 | Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Undertakes some simple linking. Although there will be prelearned, set phrases and attempts to manipulate the language, this may be only partially successful. Basic command of non-complex kanji from the prescribed list. |
| 2 | Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs though frequent lapses. Prelearned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination. |
| 1 | Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language. There may be the occasional almost correct phrase or short sentence but this will be prelearned or stereotyped. |
| 0 | No language worthy of credit. |

| Accuracy of language | |
|-----------------------------|--|
| 5 | High level of accuracy though not necessarily faultless. Orthography generally well mastered with the odd slip. Secure when using more complex language but again there may be minor errors. Wide use of appropriate kanji from the prescribed list. |
| 4 | Generally accurate in straightforward language and most structures correct. Accuracy can be more variable when more complex structures are attempted. Significant use of kanji from the prescribed list. |
| 3 | Fairly accurate in simple language. Inconsistency in structures but more correct than incorrect. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated. Limited use of kanji from the prescribed list. |
| 2 | Many basic errors but main points communicated. Some correct phrases but frequent errors. |
| 1 | Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. |
| 0 | No language worthy of credit. |

Summary of mark allocations for the writing paper

| | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------------------|---------------|---------------|---------------|---------------|
| Communication and Content | 5 | 5 | 10 | 10 |
| Application of Language | – | 5 | 10* | 10* |

*Marks are equally divided between application of language and accuracy within this task.

Learning and teaching requirements for key stages 3 and 4

This specification complements and corresponds to the learning and teaching requirements for key stages 3 and 4 of the national curriculum for England as listed below.

Acquiring knowledge and understanding of the target language

Pupils should be taught:

- the grammar of the target language and its application
- how to express themselves using a range of vocabulary and structures
- the principles and interrelationship of sounds and writing in the target language.

Developing language skills

Pupils should be taught:

- how to listen carefully for gist and detail
- correct pronunciation and intonation
- how to ask and answer questions
- how to initiate and develop conversations
- how to vary the target language to suit context, audience and purpose
- how to adapt language they already know for different contexts
- strategies for dealing with the unpredictable
- techniques for skimming and for scanning written texts for information including those from ICT-based sources
- how to summarise and report the main points of spoken or written texts, using notes where appropriate
- how to redraft their writing to improve accuracy and presentation, including the use of ICT.

Developing language-learning skills

Pupils should be taught:

- techniques for memorising words, phrases and short extracts
- how to use context and other clues to interpret meaning
- to use their knowledge of English or another language when learning the target language
- how to use dictionaries and other reference materials appropriately and effectively
- how to develop their independence in learning and using the target language.

Developing cultural awareness

Pupils should be taught about different countries and cultures by:

- working with authentic materials in the target language, including some ICT-based sources
- communicating with native speakers

- considering their own culture and comparing it with the cultures of the countries and communities where the target language is spoken
- considering the experiences and perspectives of people in these countries and communities.

Breadth of study

During key stages 3 and 4, pupils should be taught the knowledge, skills and understanding through:

- communicating in the target language in pairs and groups, and with their teacher
- using everyday classroom events as an opportunity for spontaneous speech
- expressing and discussing personal feelings and opinions
- producing and responding to different types of spoken and written language, including texts produced using ICT
- using a range of resources, including ICT, for accessing and communicating information
- using the target language creatively and imaginatively
- listening, reading or viewing for personal interest and enjoyment, as well as for information
- using the target language for real purposes
- working in a variety of contexts, including: everyday activities, personal and social life, the world around us, the world of work and the international world.

The wider curriculum

Key skills

This specification will provide opportunities, as appropriate, to develop the key skills of Information technology, Improving own learning and performance, Working with others and Communication.

Examples of such opportunities are signposted throughout the specification. It is important that these opportunities fall naturally into a programme of study, and it may be that not all the examples are appropriate for all programmes. The examples offered may be adapted to suit particular situations, and it will be possible to devise many alternative opportunities and approaches. The development of key skills can enhance teaching and learning strategies and can be a stimulus to new approaches, and increase levels of student involvement.

*Although learning a modern foreign language will greatly assist in the development of effective communication skills, it is important to stress that evidence for the key skill of communication can only be evidenced in English, Irish or Welsh.

Key skills opportunities are detailed more fully in *Appendix 4*.

Social, cultural, spiritual, moral and ethical issues

This specification contributes to an understanding of spiritual, moral, ethical, social and cultural issues.

Social and cultural issues

The ethos of any language course is to promote understanding of other cultures in addition to developing language knowledge. Use of the target language in a range of contexts and for different purposes offers natural opportunities for students to consider and express opinions on a variety of social and cultural issues. In particular, the specification identifies the importance of developing student awareness of ‘current affairs, social and environmental issues’.

Spiritual, moral and ethical issues

General spiritual, moral and cultural values of society and the individual should also be upheld. The qualification encourages individual learning, pair work and group activities. When working with others, the respect of each member’s personal beliefs is very important in building a positive and supportive environment in which to develop and respond. In producing and making notes on their own work and through research, students may address spiritual, moral and cultural implications and impact on others through their written and oral communication.

Education for citizenship

This specification makes a contribution towards coverage of the key stage 4 programme of study for Citizenship. Study of a modern foreign language can enable students to understand and appreciate different countries, cultures, people and communities. They will be expected to learn about the customs, everyday life and traditions of the countries or communities where the target language is spoken.

This affords students an opportunity to consider themselves as world citizens as well as citizens of the United Kingdom and Europe.

Information and communication technology

Information and communication technology can play a vital role in supporting and stimulating modern foreign language learning. As the range of available software increases and as access to e-mail and Internet facilities becomes more widespread, it is expected that teachers will integrate ICT activities into the language learning process. It provides an effective means of communication with foreign students and can facilitate independent target-language learning and research.

Environmental education, health and safety education and the European dimension

This qualification provides opportunities to support awareness of environmental issues, health and safety considerations and European developments consistent with relevant international agreements. This can be in the form of activities undertaken within the contexts of everyday activities, personal and social life, the world around us, the world of work and the international world which feature in this specification. Although Japanese is not an official language of the European Union, the specification provides opportunities for language activities that have a European or international dimension. For example, students may refer to European social issues, celebrities or visits. This is reflected in the topics and minimum core vocabulary of the specification. References may also be made to Japanese speaking communities in Europe.

Textbooks and other resources

Advice on language teaching resources is available from the following organisations:

CILT (Centre for Information on Language Teaching)

20 Bedfordbury
London WC2N 4LB

Tel: 020 7379 5110

Grant and Cutler Ltd
55-57 Great Marlborough Street
London W1V 2AY

Tel: 020 7734 2012

Association for Language Learning (ALL)

150 Railway Terrace
Rugby CV21 3HN

Tel: 01788 546443

Oriental City – specialist booksellers

399 Edgware Road
London NW9 OJJ

Tel: 020 8200 0039

Although Edexcel does not normally prescribe dictionaries for classroom use, the following is recommended:

Webster's New World Japanese Dictionary (pocket edition ISBN 0-02-861725-8))

Japan Centre Bookshop

212 Piccadilly
London W1V 9LD

Tel: 020 7439 8035

Japan Foundation London Language Centre

27 Knightsbridge
London SW1X 7QT

Tel: 020 7838 9955

Useful Internet site addresses

All the websites listed commence <http://www>.

The sites given represent a selection of the large number available. The list should not be regarded as recommended or exhaustive. It is suggested that interested teachers and students should experiment and pursue their own research to find suitable and helpful websites.

linguanet.org.uk/websites/websites.htm

Site maintained by CILT, provides links to a variety of sites for Japanese and other languages.

educationunlimited.co.uk/netclass/schools/modernlanguages/0,5607,79833,00.html

This is a site hosted by The Guardian and The Observer and provides exercises and links for Japanese and other languages.

www.quia.com/index.html

American site with interactive mainly mnemonic exercises and exercises designed by teachers in many languages. It provides templates for designing your own exercises.

Examiners' comments and mark schemes

Examiners' comments and mark schemes will be issued to centres for each language after each examination session. Additional copies may be obtained from Edexcel Publications (see next page).

Support and training

Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET
Edexcel
Stewart House
32 Russell Square
London WC1B 5DN
Tel: 0870 240 9800
Fax: 020 7758 6960
E-mail: inset@edexcel.org.uk

Edexcel Publications

Specimen papers, teachers' guides and further copies of this specification can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4LN
Tel: 01623 467467
Fax: 01623 450481
E-mail: publications@linneydirect.com

Website

www.edexcel.org.uk

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found. The website is regularly updated, and an increasing amount of support material and information will become available through it.

E-mail

A special e-mail facility has been set up which is dedicated to providing centres with a modern foreign language advice and information service. Queries can be sent direct to modernlanguages@edexcel.org.uk

Regional offices and Customer Response Centre

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Response Centre on 0870 240 9800.

Appendices

| | |
|--|-----------|
| Appendix 1 – GCSE Japanese rubrics | 31 |
| Appendix 2 – GCSE Japanese linguistic structures and kanji list | 35 |
| Appendix 3 – GCSE Japanese minimum core vocabulary | 39 |
| Appendix 4 – Key skills | 53 |

Appendix 1 – GCSE Japanese rubrics

JAPANESE RUBRICS

INSTRUCTIONS

与えられた語句を適当に
絵を適当な順番に
ならべかえなさい。

内から適当な語句を
適当な文を [一つ]
適当な絵を
適当な番号/記号/アルファベットを
適当な番号を
絵/写真にあった文を
絵/図/見出し/タイトルにあったテキストを
質問に対する適当な答えを
えら
選
び
な
さ
い。

内から適当な語句を選んで
与えられた語句をならべかえて
ぶん
かん
せ
い
を
完
成
し
な
さ
い。

リスト/表 /メモを
かん
せ
い
を
完
成
し
な
さ
い。

適当な文になるよう、
誤りを正しなさい。

適当な [全部] に✓を
し
る
記
し
な
さ
い。

正しいものに○、誤っているものにXを
つ
け
な
さ
い。

••に下線を
ひ
き
な
さ
い。

テープ/会話などを
き
き
な
さ
い。

手紙/テキスト/物語を
よ
み
な
さ
い。

絵/写真/地図を
み
な
さ
い。
リスト/表 /図を

……の意味を
 に …… を
 ……ものを一つ/五つ/十
 に 適当な字/語句を
 家/家族などについて
 お知らせ/インフォメーションを
 アドバイスを
 手紙/はがき/返事を
 記事を
 メッセージを
 質問を
 ……が言った内容を/……のしたことを
 だれが……と言ったか/……したか
 作文を [一つ]

書きなさい。

リスト/表 を
 ポスター/パンフレット/ちらしなどを

作りなさい。

(……について) くわしく

説明しなさい。

(……について) 意見を
 (……について) 印象 を
 どうしてか/なぜか/理由を
 どのようにするか/方法を

述べなさい。

質問に
 アンケートに

答えなさい。

……を

要約しなさい。

OTHER WORDS AND PHRASES

例

正しいですか、誤りですか。

Appendix 2 – GCSE Japanese linguistic structures and kanji list

JAPANESE GCSE GRAMMAR LIST

| | |
|---|--|
| Pronouns | kore, sore, are, dore (this one, that one, that one over there, which one) |
| Modifying nouns | the possessive particle "no" (eg. Tomu-kun no hon) -i adjectives before nouns (eg. omoshiroi hon) -na adjectives before nouns (eg. kireina hon) kono, sono, ano, dono (this etc; which) NB. before <u>nouns</u> konna, sonna, anna, donna before nouns |
| Particles after nouns : | wa, ga, o, mo, de, ni, no, kara, made, to, ya, dake, ka |
| Particles after mid-sentence verbs | ga (but); kara (because) |
| Particles after verbs at end of sentence : | ka (?), yo, ne, wa (exclamation - females; not hiragana "ha" !) |
| Verbs in -masu form | -masu, -masen -te imasu, -te imasen -masho -mashita, -masen deshita -te imashita, -te imasen deshita |
| Verbs in plain form | dictionary form, -nai -te iru, -te inai -ou, -you -ta, -nakatta -te ita, -te inakatta |
| -te form of verbs and uses: | -te kudasai (positive requests) -te, (linking clauses to mean "and") -te kara (after -ing, I/he.....) -te mo ii desu (permission) -te wa dame desu / ikenai desu / ikemasen (prohibition) -te mimasu (to try doing) -te okimasu (to do something ready) -te shimaimasu (to finish doing; to end up doing <i>regrettably</i>) |
| Use of present negative plain form: | -naide kudasai (negative requests) |
| Use of dictionary form | - mae ni (before doing) (also : noun + no mae ni) - te iru aida ni (while - <i>different subjects possible</i>) also noun+no aida ni (during) - tsumori desu (intend to) - koto ga dekimasu (can do) - koto ga suki desu (like doing) - koto ga arimasu (there are times when) - no ga jouzu desu (be good at -ing) - hou ga ii desu (it is better to do) |
| Use of past plain positive form | -ta koto ga arimasu (have ever done) -tari.....-tari.....shimasu / shimashita etc (do / did things like) -ta ato de (after -ing, I/he/it.....) (also : noun + no ato de) -ta hou ga ii desu (had better do) |
| Use of plain form verb in appropriate tense / positivity /negativity : | -keredomo (although); -to omoimasu/imasu/kakimasu (think/say/write that - <i>omou usually positive</i>) |

| | |
|----------------------------------|--|
| Use of verb stem : | + ni and verb of motion (to do, in order to do) + hajimemasu (begin doing) + owarimasu (finish doing) + tsuzukemasu (continue doing) + tai (want to do) + kata (way of doing) + nikui (difficult to do) + yasui (easy to do) |
| Question words | nani, nan, itsu, dare, doko; dochira (<i>polite</i> where; which of two), dore (which of three), dono (which + <i>noun</i>), donna (what kind of), donata (<i>polite</i> who), nan + counter, + ka (something etc), + mo (nothing etc), + demo (anything etc) |
| Numbers 0 - 100, 000, 000 | (including hitotsu, futatsu etc) |
| Number counters : | -nin (people), -kagetsu (no. of months), -sai (yrs old), -shuukan (no. of weeks), -nen (no. of yrs), -en (yen), -ji (o'clock), -kai (floors), -do (times), -kai (times), -satsu (bound paperwork), -hiki (small animals), -hon (long thin things), -mai (thin, flat things), -jou (pills) |
| Adverbs : | -i adjectives change to -ku -na adjectives add "ni" mou (already) mada (+ neg. verb or + desu = not yet); + pos. verb = still) |
| Adjectives : | -i desu (is) -kunai desu (isn't) -katta desu (was) -kunakatta desu (wasn't) -kute, (is / was.....and.....) -kunakute, (isn't / wasn't.....and/nor.....) yon... (more...than) hodo... (as...as) motto... (more...) ichiban... (most...) hou ga suki desu (prefer) |
| Idiomatic expressions : | eg. o sewa ni narimashita ("you've been very good to me"); hajimemashite ("how do you do?"); douitashimashite (you're welcome) |

Kanji arranged by stroke order

| | |
|------------|---|
| 1 stroke | 一 |
| 2 strokes | 九、七、十、人、丁、二、入、八 |
| 3 strokes | 下、口、才、三、山、子、女、小、上、川、千、大、土、万 |
| 4 strokes | 円、化、火、月、区、牛、犬、元、五、午、公、今、手、少、心、水、切、中、天、内、日、父、文、分、方、木、友、六 |
| 5 strokes | 外、古、号、左、市、四、写、出、生、台、田、冬、白、半、平、母、北、本、目、右 |
| 6 strokes | 安、会、気、休、好、行、西、字、寺、耳、自、州、成、先、多、地、同、肉、年、百、每、名、有、 |
| 7 strokes | 何、花、近、見、言、私、社、車、住、囟、赤、村、体、町、男、売、来、 |
| 8 strokes | 雨、英、画、学、京、金、空、国、事、所、青、知、長、店、東、物、和 |
| 9 strokes | 映、音、海、泉、後、思、持、室、春、秋、食、神、前、待、段、庭、風、昼、南、屋、 |
| 10 strokes | 院、家、夏、帰、校、高、時、紙、書、真、病、勉、旅、料 |
| 11 strokes | 教、強、魚、黒、週、雪、族、烏、都、動、豚、部、理、 |
| 12 strokes | 飲、階、間、場、達、朝、道、買、晚、番 |
| 13 strokes | 園、漢、楽、新、鉄、電、働、話、 |
| 14 strokes | 駅、銀、語、読、聞 |
| 17 strokes | 館 |
| 18 strokes | 曜 |

Appendix 3 – GCSE Japanese minimum core vocabulary

Use of 漢字 in this vocabulary list: where a word using more than one 漢字 is included and all the 漢字 are on the 漢字 list, then these are used in this list; if one or more of the 漢字 is/are not on the list then the whole word will be given in ひらがな but teachers are welcome to encourage to use the known 漢字 together with others or with ひらがな wherever appropriate
 n.b. all words where the honorific prefix is used to distinguish 'yours' from 'mine' are assumed to be listed in both forms; other words, such as those for food items may be given with the honorific prefix but can equally well be used without if appropriate

| | | | |
|-----------|--|--------|--------------------|
| -円 | yen | -おく | 100 million |
| -海 | -Sea | -階 | floor, story |
| -かいて (の家) | -storied house | -か月 | number of months |
| -方 | way to (do) | -月 | month (name) |
| -川 | -River | -がわ | -side |
| -区 | ward | -くん | after male names |
| -県 | prefecture | -こ | Lake- |
| -語 | language | -オ | years old |
| -さつ | books counter | -さま | after formal names |
| -さん | after names | -山 | Mount- |
| -市 | -City | -時 | -o'clock |
| -時間 | -hour (duration) | -時間目 | -th hour |
| -十 | 10 | -人 | -nationality |
| -所 | place | -週間 | -weeks counter |
| -すぎる | to be too- | -ずつ | each |
| -千 | 1000 | -せん | line, track |
| -たち | plural suffix | -ちゃん | after names |
| -丁目 | block | -てん | marks |
| -ど | degree | -日 | days counter |
| -人 | people counter | -年 | years counter |
| -年生 | school year counter | -パーセント | % |
| -はい/ばい/ばい | cup/glassfuls | -番線 | track, platform |
| -半球 | hemisphere | -百 | 100 |
| -分 | minute | -ペンス | pence |
| -ポンド | pounds | -万 | 10000 |
| -目 | -th | -メートル | metres |
| -屋 | shop | -行 | bound for |
| -曜日 | day of the week | | |
| - | 1. 二 2. 三 3. 四 4. 五 5. 六 6. 七 7. 八 8. 九 9. | | |

| | | | |
|----------|------------------------|---------|-----------------------|
| あいさつ | greeting | アイスクリーム | icecream |
| 間 | between | 会う | to meet |
| 青い | blue | 赤い | red |
| 赤ちゃん | baby | 明るい | light, bright |
| 秋 | autumn | 上がる | to go up, enter |
| あく, あける | to open | あげる | to give |
| 朝 | morning | 朝ご飯 | breakfast |
| あさって | the day after tomorrow | あし | foot, leg |
| あじ (がする) | (to taste) | アジア | Asia |
| あした | tomorrow | あそこ | over there |
| あそぶ | to play, muck about | あたたかい | warm |
| あたま | head | 新しい | new |
| あつい | hot | あつめる | to collect |
| 後 | after | あなた | you |
| あに | older brother | あね | older sister |
| アパート | flat | あぶない | dangerous |
| アフリカ | Africa | あまい | sweet |
| あまり | not so | 雨 | rain |
| アメリカ | America | あらう | to wash |
| ある | to be | あるく | to walk |
| アルバイト | part time job | あれ | that thing over there |
| 安心 (する) | (to be) relieved | 安ぜん | safe |

| | | | |
|-----------|-------------------------|-----------|-----------------------|
| あんない (する) |) to guide, show around | あんないじょ | information bureau |
| いい | good | いいえ | no |
| 家 | house | 言う | to say, be called |
| いかが | how | イギリス | the U.K. |
| 行く | to go | いくら | how much |
| 石 | stone | いす | chair |
| いそがしい | busy | いそぐ | to hurry |
| いたい | pain | いただく | to receive |
| いちご | strawberry | 一番 | number one, most |
| 一日中 | all day | いつ | when |
| いつか | some day | いつも | always |
| いっしょ (に) | together | いっしょうけんめい | diligently |
| いっぱい | full | いっぱく (する) | to stay the night |
| いとこ | cousin | いなか | country(side) |
| 犬 | dog | いま | living room |
| 今 | now | いみ | meaning |
| いもうと (さん) | younger sister | いや (な) | terrible, dislike(d) |
| いらっしゃる | to be, come, go | 入口 | entrance |
| いる | to be | いる | to need |
| 入れる | to put in | 色 | colour |
| いろいろ (な) | various | | |
| ウイスキー | whisky | 上 | up, above |
| ウエートレス | waitress | うえる | to plant |
| うけつけ | reception | うける | to sit exams, receive |
| うさぎ | rabbit | 牛 | cow |
| 後ろ | behind | うた | song |
| うたう | to sing | うつ | to hit, bang |
| うつくしい | beautiful | うで | arm |
| うどん | noodles | 馬 | horse |
| 生まれる | to be born | 海 | sea |
| 売る | to sell | うるさい | noisy |
| うれしい | happy, glad | うんてん (する) | to drive |
| うんてんしゅ | driver | うんどう | sports |
| うんどうかい | sports meeting | | |
| え | picture | エアコン | air conditioning |
| ええ | yes | 映画 (館) | film (cinema) |
| 英語 | English | 英国 | the U.K. |
| 駅 | station | えさ | animal food |
| エスカレーター | escalator | えはがき | post card |
| えらぶ | to choose | エレベーター | lift |
| えんぴつ | pencil | | |
| おいしい | delicious | おうふく | return ticket |
| 多い | many, numerous | 大きい | big, large |
| オーストラリア | Australia | オートバイ | motor bike |
| お母さん | mother | おかし | cake |
| おかしい | funny, strange | お金 | money |
| おきゃくさん | visitor, customer | おきる | to get up |
| おく | to put | おくさん | wife (of another) |
| おくる | to send | おくれる | to be late |
| おこめ | rice | おこる | to get angry |
| おさけ | rice wine | おさら | dish, plate |
| 教える | to teach | おじ | my uncle |
| おじいさん | grandfather/old man | おじさん | uncle/middleaged man |
| おしょうがつ | New Year | おしろ | castle |
| おそい | late, slow | おそば | noodles |
| おちゃ | tea | おちる | to fall, fail |
| おつり | change | おてあらハ | toilet |

| | | | |
|-------------|----------------------|-----------|-----------------------|
| お寺 | temple | 音 | sound, noise |
| お父さん | father | おとうと (さん) | younger brother |
| 男 (の子) | man (boy) | おとしより | old person |
| おととい | day before yesterday | 大人 | adult |
| おとなしい | quiet, well-behaved | おなか | stomach |
| 同じ | the same | おにいさん | elder brother |
| おねえさん | elder sister | おば | aunt |
| おばあさん | grandmother/old lady | おば (さん) | aunt/middle aged lady |
| おはし | chopsticks | お話し中 | busy (phone) |
| (お) べんとう | (packed) lunch | おぼえる | to remember, memorise |
| おぼん | "Bon" festival | おふろ (に入る) | (to get in) bath |
| おまつり | festival | おきる | get up |
| おまわりさん | policeman | おみやげ | souvenir |
| おめでとう | congratulations | おもい | heavy |
| 思い出す | to recall | おもしろい | interesting |
| 思う | to think | オランダ | Holland |
| おりる | to get off | オレンジ | orange |
| おやつ | snack | おゆ | hot water |
| およぐ | to swim | おわり | end, finish |
| おわる | to end, to finish | 音楽 | music |
| おんせん | hot spring | 女 (の子) | woman (girl) |
| カード | card | 会館 | meeting hall |
| かいがん | coast | かいぎ | meeting |
| 外国 | foreign country | 外国語 | foreign language |
| 外国人 | foreigner | 会社 | company |
| 会場 | meeting place | 階段 | staircase |
| 会長 | chair person | ガイド | guide |
| 買物 | shopping | 会話 | conversation |
| かう | to keep animals | 買う | to buy |
| かえす | to return, give back | 帰る | to return, go home |
| かお | face | かかる | to take (time) |
| 化学 | chemistry | かき | persimmon |
| かぎ | key | 書く | to write |
| かく | to draw | 学生 | student |
| かこむ | to surround | かさ | umbrella |
| 火山 | volcano | 家事 | housework |
| 火事 | fire | かす | to lend |
| ガス | gas | カセット | cassette tape |
| 風 | wind | かぜ (をひく) | (to catch) cold |
| ガソリン (スタンド) | petrol (station) | かぞえる | to count |
| 家族 | family | 方 | person, direction |
| かたづけ | to tidy, clean up | かたみち | one way (ticket) |
| かち | a win | 学び | school term |
| 学校 | school | 家庭 | household |
| かど | corner | 家内 | (my) wife |
| かなしい | sad, sorrowful | かならず | without fail |
| かなり | fairly, somewhat | 金持ち | rich (person) |
| かばん | bag | かぶる | to wear (on head) |
| かべ | wall | 紙 | paper |
| 神 | god | かみのけ | hair |
| カメラ | camera | かもく | school subject |
| 火曜日 | Tuesday | からい | hot, peppery |
| 体 | body | 空手 | "karate" |
| かりる | to borrow | かるい | light (weight) |
| カレーライス | curry and rice | ガレージ | garage |
| 川 | river | かわいい | pretty, cute |
| かわく | to become dry | かわる | to change |
| かんがえる | to think, consider | かんけい | connection, relation |
| かんこう (する) | (to) tour | かんごふ (さん) | nurse |
| 漢字 | Chinese characters | かんじる | to feel |

| | | | |
|------------|----------------------------|----------|-----------------------|
| かんたん (な) | simple | がんばる | to try hard |
| 木 | tree | 気をつける | to be careful |
| きいろい | yellow | キオスク | kiosk |
| きかい | opportunity | 聞く | to hear, listen, ask |
| 聞こえる | to/can be heard | きせつ | season |
| きそく | rule, regulation | 北 | north |
| ギター | guitar | きたない | dirty, untidy |
| きっさてん | coffee shop | 切手 | stamp |
| きつと | undoubtedly | きっぷ | ticket |
| きのう | yesterday | きびしい | strict, tough, harsh |
| 気分 | condition | きみ | you |
| 気持ち | feeling | きもの | clothing |
| きむきょういく | compulsory education | きめる | to decide, fix |
| キャンプ (に行く) | (to go) camping | きゅうきゅうしゃ | ambulance |
| 九州 | Kyushu | 休日 | holiday |
| 牛肉 | beef | きゅうりょう | salary |
| 今日 | today | 教会 | church |
| きょうかしょ | text book | 教室 | classroom |
| 京都 | Kyoto | きょうみ | interest |
| きょねん | last year | きらい (な) | dislike |
| きり | fog | キリスト教 | Christianity |
| きる | to wear | 切る | to cut |
| きれい (な) | beautiful, clean | キロ (グラム) | kilo(gram) |
| キロ (メートル) | kilo(metre) | 銀行 | bank |
| 金魚 | goldfish | 近所 | neighbourhood |
| 金曜日 | Friday | | |
| 空気 | air | くうこう | airport |
| くださる | to give (me/us) | くだもの | fruit |
| 口 | mouth | くすり | medicine |
| くつ | shoe | くつした | socks |
| 国 | country | くび | neck |
| くも | cloud | くもる | to become cloudy |
| くらい | dark | ぐらい | about |
| クラシック | classic (music) | クラス | school class |
| クラブ | club | くらべる | to compare |
| グラウンド | play ground | クリケット | cricket |
| クリスマス | Christmas | 来る | to come |
| 車 | vehicle, car | くれる | to give (me/us) |
| 黒い | black | | |
| けいかく | plan, project | けいざい | economy |
| けいさつ | police | ケーキ | cake |
| けいけん | experience | けいたい電話 | mobile phone |
| ゲーム (をやる) | (to play) a game | けが (をやる) | injury (to injure) |
| げき | (theatre) play | 今朝 | this morning |
| けしき | view, scenery | けしゴム | rubber |
| けす | to turn off | 月曜日 | Monday |
| けっか | result, outcome | けっこう (な) | good, fine |
| けっこん (する) | (to) marry | けっこんしき | wedding |
| 見学 (する) | (make a) study visit | げんかん | entrance porch |
| げんき (な) | healthy | けんこう | health |
| 見物 (する) | sightseeing | | |
| 公園 | park | こうがい | suburb |
| こうがい | pollution | こうぎょう | industry, manufacture |
| 高校 (生) | senior high school/student | こうこく | advertisement |
| こうさてん | cross roads | こうじょう | factory |
| 校長先生 | head teacher | こうつう | traffic, transport |
| 校庭 | school yard | こうばん | police box |

| | | | |
|------------|------------------------|-------------|------------------------|
| コーヒー | coffee | コーラ | cola |
| ゴールデンウィーク | Golden Week | こえ | voice |
| こおり | ice | ごきょうだい | brothers (sisters) |
| 国語 | Japanese | こくさい | international |
| こくりつ | national | ここ | here |
| 午後 | p.m. afternoon | 心 | heart |
| ごしゅじん | husband | こしょう | pepper |
| 午前 | a.m. morning | こたえる | to answer |
| こたつ | foot warmer | ごちそう (する) | to treat, feast |
| こちら | this | こづつみ | parcel |
| コップ | glass | こと | thing, matter |
| 今年 | this year | ことば | word, language |
| 子ども | child | このごろ | recently, these days |
| ごはん | meal | こまる | to be at a loss |
| こむ | to be crowded | ごみ | rubbish, waste |
| ごりょうしん | parents | ゴルフ | golf |
| これ | this | ごろ | about, around |
| ころぶ | to fall over | こわい | strict (afraid) |
| こわす | to break | こわれる | to be broken |
| 今月・週・晩 | this month/week/eve | コンサート | concert |
| こんど | this time, next time | コンピューター | computer |
| さいきん | recently | さいこう | highest |
| さいてい | lowest | さいふ | purse |
| 魚 | fish | さがす | to look for |
| 下がる | to go down | さく | to bloom |
| さくら | cherry tree | さくぶん | essay, composition |
| さしみ | raw fish dish | さす | to point |
| さっか | writer | サッカー | soccer |
| さとう | sugar | さびしい | sad, lonely |
| ざぶとん | cushion | さむい | cold |
| サラダ | salad | サラリーマン | salaried person |
| さんぎょう | industry | ざんぎょう (する) | (to do) overtime |
| サンドイッチ | sandwich | ざんねん | regret |
| さんぽ | walk, stroll | | |
| しあい | match, game | しお | salt |
| じかんわり | timetable | しけん | exam |
| じこ | accident | 四国 | Shikoku |
| じごく | hell | じこくひょう | timetable |
| しごと | work | じさつ (する) | (to commit) suicide |
| じしん | earthquake | じしょ (をひく) | (to search) dictionary |
| しずか (な) | quiet, calm | 下 | under, below |
| じだい | age, era, time | 下町 | down town |
| しつもん (する) | (to) question | しつれい (な) | rude |
| しっぱい | failure, blunder | じてんしゃ | bicycle |
| はんぱいき | vending machine | 自動車 | motor car |
| しばふ (をかる) | (to cut) lawn | しばらく | for some time |
| 自分 | oneself | しぬ | to die |
| しま | island | しまる | to be closed |
| じむしょ/オフィス | office | しめる | to close |
| 社会 | society | じゃがいも | potato |
| 写真 (をとる) | (to take) photograph | 社長 | company president |
| じゃま | nuisance | シャワー (をあびる) | (to take) shower |
| じゃんけん (する) | (to play) scissors etc | じゆう | free |
| ジュース | juice | しゅうがくりょこう | school trip |
| しゅうかん | custom | しゅうごう (する) | gather (ing) |
| 住所 | address | じゅうどう | "judo" |
| じゅうぶん | enough, sufficient | じゅぎょう | lesson |
| じゅく | crammer | しゅくだい | homework |
| しゅしょう | Prime Minister | しゅっぱつ | departure |

| | | | |
|------------|-------------------------|------------|----------------------|
| しゅと | capital city | しゅふ | housewife |
| しゅみ | hobby | じゅんび (する) | (to) prepare |
| しょうかい (する) | (to) introduce | 小学生 | primary school pupil |
| 小学校 | primary school | しょうぎょう | commerce, business |
| しょうじ | sliding screens | 上手 (な) | skill(full) |
| しょうせつ | novel | しょうたい | invitation |
| しょうゆ | soy sauce | ジョギング (する) | (to) jog |
| 小人 | child | 少年 | youth |
| じょうば | horse riding | 食事 (をやる) | (to eat) a meal |
| しょくどう | dining room | 知らせる | to inform, tell |
| しらべる | to check, research | しりつ | private |
| 知る | to know | 白い | white |
| 神社 | shrine | 人口 | population |
| しんごう | signals | しんこんりょこう | honeymoon |
| しんしつ | bedroom | しんじる | to believe |
| 親切 (な) | kind | 神道 | Shinto |
| 新年 | new year | しんぱい (する) | (to be) worried |
| 新聞 | newspaper | | |
| すいえい | swimming | すいか | water melon |
| 水曜日 | Wednesday | すう | to smoke |
| すうがく | maths | スーパー | supermarket |
| スープ | soup | スカート | skirt |
| 好き (な) | like, favourite | スキー | skiing |
| すきやき | "sukiyaki" | すく | to become empty |
| すぐ | immediately | 少ない | few, not many |
| すごい | great (slang) | 少し | few, little |
| すし | "sushi" | すずしい | cool |
| ずっと | much more, all the time | すっぱい | sour |
| ステーキ | steak | すてき (な) | fabulous |
| すてる | to throw away | ステレオ | stereo |
| スト | strike | ストーブ | heater |
| ストレス | stress | すばらしい | wonderful |
| スプーン | spoon | スペイン | Spain |
| ズボン | trousers | 住む | to live |
| すもう | sumo wrestling | スリッパ | slippers |
| する | to do | すると | thereupon |
| すわる | to site down | | |
| せ (が高い・低い) | height (tall/short) | せいかつ | lifestyle |
| せいじ | politics | 成人 | adult |
| せいせき | results, marks | せいと | pupil |
| せいふ | government | せいふく | uniform |
| 生物 | biology | セーター | sweater |
| せかい | world | せきにん | responsibility |
| せつめい (する) | (to) explanation | ぜひ | definitely |
| せまい | narrow | せわ (をやる) | (to) care, aid |
| 先月・週 | last month/week | せんしゅ | athlete, player |
| 先生 | teacher | ぜんぜん | (not) at all |
| せんそう | war | せんたく (をやる) | (to) launder(y) |
| センチ | centimetre | 全部 | all |
| そうじ (をやる) | (to) clean | そうしき | funeral |
| そこ | there | そして | and |
| そつぎょう (する) | (to) graduate | 外 | outside |
| そば | next to | 空 | sky |
| それ | it, that | | |
| たいいく (かん) | gym | 大会 | assembly |
| 大学 (生) | university (student) | たいし (かん) | ambassador (embassy) |
| たいしょく (する) | (to) retire | だいじょうぶ | alright, safe |

| | | | |
|-----------|-------------------------|----------|------------------------|
| 大切 (な) | important, valuable | たいそう | exercise |
| だいたい | generally, more or less | たいてい | mostly, usually |
| 台所 | kitchen | だいぶ | considerably, a lot |
| 台風 | typhoon | タイプライター | typewriter |
| たいへん | very | 高い | tall, expensive |
| だから | therefore | たく | to cook (rice) |
| たくさん | many, much | タクシー | taxi |
| だけ | only | 出す | to put out, spend |
| たすける | to help | ただ | free |
| たたみ | matting | ただしい | correct |
| たつ | to stand | たてももの | building |
| たてる | to build, erect | たとえば | for example |
| たに | valley | 楽しい | happy, enjoyable |
| たのむ | to ask, request | タバコ たばこ | cigarettes |
| 食べ物 | food | 食べる | to eat |
| たまご | egg | たまねぎ | onion |
| ため | purpose, reason | だめ (な) | useless |
| ためる | to save up | だれ | who |
| 男子 | boy | たんじょうび | birthday |
| ダンス (を) | (to) dance | だんだん | gradually |
| だんち | block of flats | たんぼ | rice field |
| 小さい | small | チーム | team |
| 近い | near | ちがう | to be different, wrong |
| ちかがい | underground shops | 近く | vicinity |
| 地下鉄 | underground train | 地図 | map |
| 父 | father | 地方 | region |
| ちいろ | brown | ちawan | rice bowl, tea cup |
| ちゅうい | warning, caution | 中学生 | middle school pupil |
| 中学校 | middle school | 中国 | China |
| 昼食 | lunch | 中心 | centre |
| ちゅうもん | order | ちよきん | savings |
| 長女 | oldest daughter | 朝食 | breakfast |
| ちようど | exactly, just | ちよっと | a little |
| 長男 | oldest son | | |
| つかう | to use | つかれる | to be tired |
| 月 | moon | つき | next |
| 月見 | moon viewing | つく | to arrive, reach |
| つくえ | desk | つくる | to make |
| つける | to turn on | つけもの | pickles |
| つごう | convenience | つたえる | to convey a message |
| 土 | earth | つづける | to continue |
| つつむ | to wrap | つとめる | to be employed |
| つまらない | boring | つめたい | cold (to touch) |
| つゆ | rainy season | つもり | intention, purpose |
| 強い | strong | つり (を) | fishing |
| つれて いく | to take (person) | つれて くる | to bring (person) |
| 手 | hand | ていねい (な) | polite, careful |
| ていねいたいしょく | retire at age limit | テープ | tape |
| テーブル | table | 出かける | to set out, depart |
| 手紙 | letter | 出口 | exit |
| できている | to be made | てきとう (な) | suitable |
| できる | can, be able to | デザート | desert |
| テスト | test | 手つだう | to help, assist |
| 鉄道 | railway | 手に入れる | to obtain |
| テニス | tennis | デパート | department store |
| 出る | to go out | テレビ | television |
| てん | marks | てんにん | shop assistant |
| 天気 | weather | 電気 | electricity |

| | | | |
|------------|----------------------|------------|----------------------|
| 天気よほう | weather forecast | 電車 | tram |
| でんち | battery | テント (をはる) | (to pitch) a tent |
| でんとう | tradition | てんぷら | "tenpura" |
| 電話 | telephone | | |
| と | sliding door | ドア | door |
| ドイツ | Germany | 同時 | same time |
| どうぞ | please | 東京 | Tokyo |
| とうちゃく (する) | to arrive | 動物 | animal |
| 動物園 | zoo | どうも | thanks |
| どうやって | how | とおい | far |
| トースト | toast | とおる | to pass through |
| とおる | to pass (exam) | 時 | time |
| ときどき | sometimes | 読書 | reading |
| とくい | pride, triumph | どくしん | unmarried |
| とくべつ (な) | special | とけい | watch, clock |
| どこ | where | とこのま | alcove |
| 所 | place | 年 | year |
| 都市 | city | 図書館 | library |
| とじる | to close | とだな | cupboard |
| とちゅう | on the way | とても | very |
| とどける | to deliver | どなた | who |
| となり | next to | トマト | tomato |
| とまる | to stop | とまる | to stay |
| とめる | to stop | 友達 | friend |
| トラック | truck, lorry | トランプ (をやる) | (to play) cards |
| 鳥 | bird | 鳥肉 | chicken |
| とる | to catch, take | どんな | what kind of |
| とんカツ | pork cutlet | | |
| ナイフ | knife | なおす | to fix, cure, mend |
| なおる | to be cured | 中 | inside |
| 長い | long | なく | to cry |
| なくなる | pass away, disappear | なげる | to throw |
| なし | pear | なぜ | why |
| 夏 | summer | 何 | what |
| なべ | pan, pot | 生 (の) | raw, draught (beer) |
| なみだ (をながす) | (to cry) tears | 名前 | name |
| ならう | to learn | ならぶ | to be lined up |
| 成る | to become | | |
| におい | smell | にがい | bitter |
| にぎやか (な) | lively, bustling | 肉 | meat |
| 西 | west | 日曜日 | Sunday |
| にっき (をつける) | (to keep a) diary | にもつ | luggage |
| 入学 (する) | (to) enter | ニュージーランド | New Zealand |
| 入場 | admission | ニュース | news |
| 庭 | garden | にんきょう | doil |
| 人間 | human beings | にんじん | carrots |
| ぬぐ | to take off | | |
| ネクタイ | tie | ねこ | cat |
| ねずみ | mouse | ねつ | fever |
| ネットボール | netball | ねだん | price |
| ねむい | sleepy | ねる | to go to bed |
| のうぎょう | farming | のうじょう | farm |
| ノート | notebook | のど | throat |
| のぼる | to climb | 飲物 | drink |
| 飲む | to drink | のりかえる | to change trains etc |

| | | | |
|-----------|-----------------------|----------|----------------------|
| のりもの | transport | のる | to get(ride) on |
| は | tooth | パーティー | party |
| はい | yes | ハイキング | hiking |
| 売店 | kiosk | 入る | to enter |
| はがき | post card | はく | to wear (below belt) |
| はくぶつかん | museum | はこ | box |
| はさみ | scissors | はし | bridge, chopsticks |
| はじまる | to start, begin | はじめる | to start, begin |
| 場所 | place | はしる | to run |
| バス(てい) | bus (stop) | はずかしい | embarrassed |
| バスケットボール | basket ball | パスポート | passport |
| はたけ | field, vegetable plot | はっきり | clearly |
| 働く く | to work | パトカー | patrol car |
| 花 | flower | はな | nose |
| 話す | to talk, speak | バナナ | banana |
| 花火 | fireworks | 花見 | flower viewing |
| 母 | mother | はやい | fast, early |
| はやし | a wood | はやる | to be popular |
| はらう | to pay | 春 | spring |
| バレーボール | volleyball | はれる | to become clear/fine |
| 半 | half | 晩 | evening |
| パン | bread | ハンカチ | handkerchief |
| ばんぐみ | programme | 番号 | number |
| 晩ご飯 | evening meal | ハンサム(な) | handsome |
| はんたい(する) | (to) oppose | 半年 | half year |
| ハンバーガー | hamburger | 半分 | half |
| 日 | sun, day | ピアノ | piano |
| ビール | beer | 東 | east |
| ひきわけ | a draw | ひく | to pull, play |
| ひくい | low | ピクニック | picnic |
| ひこうき | aeroplane | ひざ | knee |
| ピザ | visa | 左 | left |
| びじゅつ(かん) | art (gallery) | ひつじ | sheep |
| びっくりする | to be surprised | ビデオ(ゲーム) | video (game) |
| 人 | person | ひま(な) | free time, leisure |
| 病院 | hospital | 病気 | illness |
| 昼(ご飯) | noon (lunch) | ビル | building |
| 昼間 | day time | 広い | wide, spacious |
| ピンク(の) | pink | びんぼう(な) | poor |
| ふえる | to increase in number | ふうとう | envelope |
| プール | swimming pool | フォーク | fork |
| ふく | to wipe | ふく | to blow |
| ふくしゅう(する) | (to do) revision) | ふすま | sliding door |
| 豚 | pig | 豚肉 | pork |
| ふつう | generally, normally | ぶっきょう | Buddhism |
| 物理 | physics | ふでばこ | pencil case |
| ぶどう | grape | ふとる | to become fat |
| ふとん | bedding | 部分 | part |
| ふべん | inconvenient | 父母 | parents |
| ふね | ship | 冬 | winter |
| フライ(パン) | frying (pan) | ブラウス | blouse |
| フランス | France | ふる | to fall (rain) |
| 古い | old | フレンチフライ | chips |
| プロ | professional | ふろば | bathroom |
| 文 | sentence | 文化 | culture |
| 文学 | literature | | |
| 平気 | calm | 平成 | Heisei era |

| | | | |
|------------|-----------------------|-----------|----------------------|
| 平和 | peace | ページ | page |
| へた (な) | unskilful | ベッド | bed |
| ペット | pet | 部屋 | room |
| へん (な) | strange | ペン | pen |
| 勉強 | study | へんじ (をする) | (to) reply |
| ペンフレンド | penfriend | べんり (な) | convenient |
| 方 | side, direction | ぼうし | hat |
| ボーナス | bonus | ホーム | platform |
| ホームルーム | formroom | ボール | ball |
| ほか | other | ぼく | I (male) |
| ほしい | want | ポスト | post box |
| 北海道 | Hokkaido | ホッケー | hockey |
| ホテル | hotel | 本 (屋) | book (store) |
| 本日 | this day | 本州 | Honshu |
| 本当 | true, real | | |
| 前 | in front, before | 毎 | every |
| まがる | to turn | まける | to lose |
| まご | grandchild | まじめ (な) | serious, diligent |
| まず | firstly | まずい | distasteful |
| まずしい | poor | また | again |
| 町 | town | まちがえる | to make a mistake |
| 待つ | to wait | まっすぐ | straight ahead |
| まど | window | 学ぶ | to study, learn |
| まにあう | to be on time | まもる | to keep, preserve |
| まるい | round | まんいん | full, packed |
| まんが | comic, cartoon | | |
| 見える | to be visible | 見おくる | to see off |
| みがく | to polish | みかん | tangerine |
| 右 | right | みじかい | short |
| 水 | water | みずうみ | lake |
| 店 | shop | 見せる | to show |
| みそしる | miso soup | 道 | road, way |
| 見つける | to find | みどり (の) | green |
| みな (さん) | everyone, all | みなと | harbour |
| 南 | south | 耳 | ear |
| 名字 | surname | 見る | to see |
| みんしゅく | B&B | | |
| むかえに行く | to go to welcome | むかし | in ancient times |
| むこう | over there | むしあつい | hot and humid |
| むずかしい | difficult | むすこ (さん) | son |
| むすめ (さん) | daughter | 村 | village |
| むり | unreasonable | | |
| 目 | eye | めいし | business card |
| めがね (をかける) | (to wear) glasses | めずらしい | rare, unusual |
| メニュー | menu | メンバー | member |
| 木曜日 | Thursday | もしもし | hello (phone) |
| もちろん | of course | 持つ | to have, hold |
| 持って行く・来る | to take/bring | もっと | more |
| 物 | thing | 物語 | story |
| もも | peach | もらう | to receive |
| もり | forest | モルモット | guinea pig |
| もんだい | problem | | |
| 八百屋 | greengrocer | やきゅう | baseball |
| やく | to grill, roast, bake | やくそく | appointment, promise |

| | | | |
|---------|------------------------|----------|-----------------------|
| やさい | vegetables | やさしい | easy, kind |
| 安い | cheap | 休む | to rest, take holiday |
| やせる | to lose weight | やね | roof |
| やぶる | to tear, break | 山(のぼり) | mountain (climbing) |
| やむ | to stop (raining) | やめる | to stop, leave |
| やる | to give | | |
| ゆうがた | evening | 友人 | friend |
| ユースホステル | youth hostel | ゆうびん | mail, post etc |
| ゆうびんきょく | post office | ゆうびんやさん | postman |
| 有名(な) | famous | ゆかた | light cotton robe |
| 雪 | snow | ゆたか(な) | wealthy, plentiful |
| ゆっくり | slowly, at leisure | | |
| よう | to get drunk | ようこそ | welcome |
| ようじ | things to do, business | ヨーロッパ | Europe |
| よく | well, often | よっぱらい | drunkard |
| よてい | plan schedule | よぶ | to call, invite |
| 読む | to read | よやく(する) | (to) reserve |
| 夜 | night | よろこぶ | to be pleased |
| よわい | weak | | |
| ラーメン | Chinese noodles | 来月・年・週 | next month/year/week |
| らく(な) | comfortable, easy | ラグビー | rugby |
| ラジオ | radio | ラッシュアワー | rush hour |
| ラム | lamb | | |
| りか | science | りゅうがくせい | student abroad |
| りょう | dormitory | 料金 | fee |
| 料理 | cooking | 旅館 | inn |
| 旅行(をする) | (to) travel | 旅行会社 | travel company |
| りんご | apple | | |
| れいぞうこ | refridgerator | れきし | history |
| レコード | record | レストラン | restaurant |
| レンジ | microwave oven | れんしゅう | practice, exercise |
| レンタカー | hire care | れんらく(する) | (to) contact, inform |
| ローマ字 | Roman letters | ロシア | Russia |
| ワープロ | word processor | (ワイ)シャツ | shirt |
| ワイン | wine | わかい | young |
| わかす | to heat up | わかる | to understand |
| わかれる | to be divided, part | 和食 | Japanese food |
| わすれもの | a thing left behind | わすれる | to forget |
| 私 | I | わたる | to cross |
| 和風 | Japanese style | わらう | to laugh |
| わるい | bad | ワンピース | one piece dress |

Appendix 4 – Key skills

This GCSE offers a range of opportunities for students to:

- develop their key skills
- generate assessed evidence for their portfolio.

In particular, the following key skills can be developed through this specification at level 2:

- information technology
- improving own learning and performance
- working with others
- *communication.

* Although learning a modern foreign language will greatly assist in the development of effective communication skills, it is important to stress that **evidence for the key skill of communication can only be evidenced in English, Irish or Welsh.**

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts:

- Part A: what you need to know – this identifies the underpinning knowledge and skills required of the student
- Part B: what you must do – this identifies the evidence that students must produce for their portfolio
- Part C: guidance – this gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 2 key skills units. For those students working at level 1, these level 2 opportunities can also be used to generate evidence at level 1. Reference should be made to the appropriate level 1 statements in the key skills specifications.

The evidence generated through this GCSE will be internally assessed and contribute to the student's key skills portfolio. In order to achieve the key skills qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications as some students may be exempt from part or all of the assessment of a specific key skill.

Each paper (listening, speaking, reading and writing) within all the modern foreign language GCSEs featured in this specification will provide opportunities for the development of the key skills identified. This appendix identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation which can be ordered from Edexcel Publications.

Mapping of key skills: summary table

| Key skills (level 2) | Paper 1 | Paper 2 | Paper 3 | Paper 4 |
|---|---------|---------|---------|---------|
| Information technology | | | | |
| IT2.1 | 3 | 3 | 3 | 3 |
| IT2.2 | | | 3 | 3 |
| IT2.3 | | | | 3 |
| Working with others | | | | |
| WO2.1 | 3 | 3 | 3 | 3 |
| WO2.2 | 3 | 3 | 3 | 3 |
| WO2.3 | 3 | 3 | 3 | 3 |
| Improving own learning and performance | | | | |
| LP2.1 | 3 | 3 | 3 | 3 |
| LP2.2 | 3 | 3 | 3 | 3 |
| LP2.3 | 3 | 3 | 3 | 3 |
| Communication | | | | |
| C2.1a | 3 | 3 | | |
| C2.1b | | 3 | | 3 |
| C2.2 | | 3 | 3 | 3 |
| C2.3 | | | | 3 |

Information technology level 2

When producing work for any of the GCSEs in this specification, students will have numerous opportunities to use information technology. The Internet, CD ROM, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be E-mailed to tutors for initial comments and feedback.

As part of their modern foreign language programme students may not be able to generate sufficient evidence required for this unit, for example working with numbers through the use of a spreadsheet application, or some aspects of database use. In this situation, students may use standalone IT sessions for development and evidence generation and/or other parts of their GCSE course.

| Key skill portfolio evidence requirement | | GCSE paper(s) | Opportunities for development or internal assessment |
|--|--|---------------|---|
| IT2.1 | Search for and select information for two different purposes | 1, 2, 3, 4 | <p>Students will need to identify suitable sources of information and effectively search for information using multiple criteria. Information selected should be interpreted and students should decide what is relevant for their purpose.</p> <p>A student could, using key words, search, locate and extract target-language information from the Internet or other ICT sources on a given topic as appropriate to the activity (eg reviewing a tourist bulletin of a given locality and then selecting suitable holiday activities for different people with specific interests or requirements).</p> |
| IT2.2 | Explore and develop information, and derive new information, for two different purposes | 3, 4 | <p>Students are required to bring together information in formats, such as tables, that help development. The information should be explored by, for example, changing information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs.</p> <p>New information could be derived from websites, eg football league table or another sports-related source from a target-language country, and this could be compared with results from the previous year and, using different formulae, converted into tables. This could provide a stimulus for further research and language development, eg students could discover more information about a certain club and key players.</p> <p>Eg a student could undertake research into the ‘Most Popular Weekend Activities’ identified by contributors to an Internet discussion group in the target language. This information could be transferred into a table and provide a stimulus for an article (to be word processed in the target language). Additionally, students could contribute to the online discussion.</p> |

| Key skill portfolio evidence requirement | | GCSE paper(s) | Opportunities for development or internal assessment |
|--|---|---------------|---|
| IT2.3 | <p>Present combined information for two different purposes</p> <p>This work must include at least one example of text, one example of images and one example of numbers</p> | 4 | <p>In presenting combined information students will need to select and use appropriate layouts in a consistent way through, for example, the use of margins, headings, borders, font size, etc. Layouts, etc should be refined to suit both the purpose and the needs of the audience (early drafts should be kept as portfolio evidence).</p> <p>The final piece of work should be suitable for its purpose and audience, eg OHTs/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and have been proofread.</p> <p>Eg a student could undertake a task such as the ‘Weekend Activities’ article (see IT2.2) and develop this as a piece of word-processed extended writing in the target language. This could possibly be enhanced with suitable graphics and charts/tables. The student would choose a suitable layout and insert symbols as appropriate to the target language.</p> |

Evidence

Student evidence for information technology could include:

- tutor observation records
- notes of sources used
- printouts with annotations
- draft documents.

Working with others level 2

To achieve this key skill, students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show that they can work in group situations. Students will plan their work with others and confirm working arrangements, work cooperatively towards achieving identified objectives, and exchange information on progress.

| Key skill portfolio evidence requirement | | GCSE paper(s) | Opportunities for development or internal assessment |
|--|---|---------------|---|
| WO2.1 | Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements | 1, 2, 3, 4 | <p>Students should identify the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities, for example suggesting ways help can be given, asking what others can do, checking their own and others' responsibilities. The group needs to confirm responsibilities and working arrangements.</p> <p>Eg students agree tasks and responsibilities for carrying out a project comparing likes and dislikes about school with other class members, undertaking research, planning questionnaires, writing articles.</p> <p>Eg students plan an informative web page or video project on their town intended for a target-language audience.</p> |
| WO2.2 | Work cooperatively with others towards achieving identified objectives, organising tasks to meet responsibilities | 1, 2, 3, 4 | <p>Students will need to organise tasks so that responsibilities can be met, for example obtaining resources, completing tasks on time, etc. Tasks should be completed accurately and safely. Cooperative ways of working should be supported through, for example, anticipating the needs of others, avoiding actions that offend, etc. Advice from others, including group members, tutor, etc, should be sought when needed.</p> <p>Eg students actively engage in activities to ensure completion of the 'School' project as mentioned above.</p> |
| WO2.3 | Exchange information on progress and agree ways of improving work with others to help achieve objectives | 1, 2, 3, 4 | <p>Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve objectives.</p> <p>Eg students react appropriately to assessment from teacher and peers – acknowledging areas of weakness and identifying ways to improve target-language performance.</p> |

Evidence

Student evidence for working with others could include:

- tutor observation records
- preparatory notes
- records of process and progress made.

Improving own learning and performance level 2

Within these MFL GCSEs, students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this key skill, students will need to provide at least **two** examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and through learning through a straightforward practical activity. This GCSE in Japanese will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities.

Activities that generate evidence for this skill should take place over a period of a few weeks. Over the period of the activity there will be times when the students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance.

Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this key skill.

| Key skill portfolio evidence requirement | | GCSE paper(s) | Opportunities for development or internal assessment |
|--|--|---------------|--|
| LP2.1 | Help set short-term targets with an appropriate person and plan how these will be met | 1, 2, 3, 4 | Students plan how they are to meet short-term targets with an appropriate person, eg agreeing a project with their tutor. This will include setting realistic targets and action points. Review dates with, for example, their tutor should be built into the plan. Eg discussing planning and research procedures for an assignment and agreeing a deadline for plan and/or initial draft. |
| LP2.2 | Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets Improve your performance by: <ul style="list-style-type: none"> • studying a straightforward subject • learning through a straightforward practical activity | 1, 2, 3, 4 | The plan should be implemented with performance reviews and should include working for short periods without close supervision. Eg agree to undertake independent study/homework as directed and respond to teacher guidance, interpreting general teacher/feedback and identifying errors within texts through consulting reference books, teacher or language assistant. |

| Key skill portfolio evidence requirement | | GCSE paper(s) | Opportunities for development or internal assessment |
|--|--|---------------|---|
| LP2.3 | Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task | 1, 2, 3, 4 | <p>Students should review their own progress with the help, for example, of their tutor. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well, targets met, providing evidence of achievements from relevant sources. They should identify, with for example their tutor, action for improving their performance.</p> <p>Eg target-setting review meeting may reveal that a student has developed a wide vocabulary but needs to be more secure with a range of tenses.</p> <p>Eg asking for advice and guidance from the teacher when referring to marked work.</p> |

Evidence

Student evidence for improving own learning and performance could include:

- tutor records
- annotated action plans
- records of discussions
- learning log
- work produced.

Communication level 2

For the communication key skill, students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE specification.

| Key skill portfolio evidence requirement | | GCSE paper(s) | Opportunities for development or internal assessment |
|--|---|---------------|---|
| C2.1a | Contribute to a discussion about a straightforward subject | 1, 2 | <p>Many of the topics in this specification are suitable as the basis of a group discussion. The discussion should be about a straightforward subject. This may be a subject often met in their studies, etc and the vocabulary will be familiar. During the discussion students should make clear and relevant contributions, listen and respond to others, helping to move the discussion forward.</p> <p>Eg students choose a topic for discussion about different types of film. They would prepare this and then contribute to a class/group discussion. This activity would encourage students to give and justify opinions.</p> |
| C2.1b | Give a short talk about a straightforward subject, using an image | 2, 4 | <p>Following a period of research, students could be given the opportunity to give a short talk to the rest of their group.</p> <p>During the talk students should speak clearly in a way that suits the subject and situation. They should keep to the subject. The structure of the talk should help listeners follow points made. The talk should include an image to illustrate main points clearly. Images could include charts and diagrams, pictures or models, maps, etc.</p> <p>Eg a student could make a short presentation about their work experience. The presentation could be enhanced with a copy of a page from the work diary to illustrate the daily work routine and activities undertaken.</p> |

| Key skill portfolio evidence requirement | | GCSE paper(s) | Opportunities for development or internal assessment |
|--|--|---------------|--|
| C2.2 | <p>Read and summarise information from two extended documents about a straightforward subject</p> <p>One of the documents should include at least one image</p> | 2, 3, 4 | <p>Students will have a number of opportunities to read and synthesise information from two extended documents, for example as part of their preparation for the discussion and talk, or as preparation for a piece of written work for their GCSE.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read relevant material. From this information they will need to identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this information in a form that suits the purpose, eg for a talk, discussion or an essay.</p> <p>Eg a student could read two extended letters from students living in a country where the target language is spoken giving information about and their views on a particular topic (eg school life). Students could then extract and summarise the main points from each letter.</p> |
| C2.3 | <p>Write two different types of documents about straightforward subjects</p> <p>One piece of writing should be an extended document and include at least one image</p> | 4 | <p>Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured, eg through the use of headings, paragraphs, etc.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>Eg a student could undertake an essay about a special occasion or visit. They could enhance the presentation with an annotated story board incorporating photographs, drawings, etc. This would be ideal preparation for the development of extended writing skills. Students could write a letter about a different topic as a contrasting activity.</p> |

Evidence

Student evidence for communication could include:

- tutor observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays.

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