



Examiner's Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCE
In Japanese (9JA0)
Paper 3: Listening, reading and writing

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Introduction

Most learners were well prepared for all aspects of the examination.

Question 1

This was a set of multiple-choice questions about a Japanese performer of the koto playing in the streets of London. This question was generally well answered.

Question 2

This was another set of multiple-choice questions about Haruto, a young man recalling his experiences living in an evacuation centre after the 2011 earthquake. Most learners were able to answer the questions correctly.

Question 3

This question was about a couple of influencers who use social media to communicate their message. In both questions (i) and (ii), some learners lost marks as they did not give sufficient information. In (i) “the north of Japan” was often missed out, and in (ii) “silk” was often missed out. The remaining sections of (a) were generally well answered. In (b), a summary of the key points was required. When the mayor was speaking, there was some confusion over the third bullet point: it seemed difficult for learners to understand that he was trying to change the image of the (office of) mayor, and not of himself personally. The details of the woman (an employee of the city hall) were more easily taken down, with the exception of the number 5 万円. Errors such as ごだんえん、5 千円、5 だんねん were common. Generally learners who wrote this in figures scored better than those who tried to write it in hiragana / kanji.

Question 4

This question was about school meals being eaten in silence and facing forward. Many learners were able to pick out most of the details, with (e) perhaps being the hardest. In (a) learners often erroneously wrote “They had to eat in silence”.

Question 5

This question was about the benefits of introducing (AI) technology into a bakery (in the spoken text) versus its disadvantages (in the written text). Many learners were able to pick out and list the key attitudes from both texts. Learners are reminded that they must pick out attitudes, and not facts. This year some learners lost marks as they picked out facts from the spoken and written texts, rather than attitudes towards them. The writing section, 5 (c), asked for an evaluation of both viewpoints. As in previous years, some learners misunderstood the point of this question and wrote their own opinion of the introduction of technology into shops. What is needed is a critical evaluation of both the perspectives. Learners generally did better (within the limited word count) if they came down on one side of the argument or the other. Many, for example, were impressed by the hygiene argument of using cashless payment. On the other side, there were many responses which sympathetically linked the older person’s confusion at the newly refurbished café with knowledge about the ageing society

in Japan, studied as part of the wider A level course. What is being assessed in this question is the learner's ability to critically evaluate – and so it does not matter which side they argue, but they must do so in detail, giving full justification for the position they are stating.