

Examiners' Report/
Principal Examiner Feedback

Summer 2013

GCSE Japanese (5JA01)
Paper 1 Listening and Understanding in
Japanese

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GCSE Japanese

Unit 1 Listening and Understanding in Japanese

Examiner Report

This unit draws on vocabulary and structures from across the four specified common topic areas. The examination consisted of a number of passages or interactions in Japanese with a variety of question types. Students were tested on their ability to understand spoken Japanese through a variety of tasks which require a response, written or non-verbal, to demonstrate their understanding.

In general, students coped well with the exam format. However, it was felt that many students would benefit from familiarising themselves with the 'x' answering method. Teachers should encourage students to follow strategies which will prevent duplicate answers in one row and no answers in another row. Students also need to be reminded to listen to the whole conversation before selecting their correct answers.

When confronted with spaces to be filled in, such as in questions Q6 and Q9, it was felt that many students did not read the questions properly and failed to notice that some of the answer boxes were already filled in. In Q9 in particular, students are also required to answer some questions in detail and in full sentences. Teachers need to be aware that it is increasingly important for students to write their answers fully and clearly as the Mark Scheme is strictly adhered to.

Overall, the paper followed 'peaks and troughs' of difficulty pattern which was spread out throughout the paper. Teachers should remind students that more difficult questions do no longer appear towards the end of the paper and easier ones at the beginning. Students must be encouraged to attempt to answer all questions throughout the paper.

Most students performed well in questions Q1 and Q2 although the word きょねん in question 1 and とけい in Q2 were obviously unfamiliar to some. Many students were familiar with the topics in questions Q3 and Q4 and they were well answered. Many students found identifying the topic of conversation in Q5 challenging. It was clear the word しょくばたいけん was unfamiliar to many.

Many students found Q6 challenging. A surprisingly large number failed to recognise key words such as えき and 水. Q6(c) is another example where students were required to provide a full answer. Ms Yamamoto has asked to meet you at Tokyo station. Although the answer 'station' was accepted Tokyo alone was rejected. A surprising number of students did not recognise the word ずぼん. On the whole, students performed well in Q7 and Q8. However, there was evidence of students not listening to the whole conversation before selecting their correct answer.

In the final question, many students fabricated answers based on hearing a single word correctly and did not appear to consider whether the given answer might fit the context of previous answers. There was also an evidence of students not listening to the whole conversation before writing their answer. A

surprising number of students did not recognise words such as えはがき and びじゅつかん. Several students did not recognise ...たり...たり and heard いたり as Italy in part (g). As before, some students failed to write their answers fully and lost marks in particular parts (h) and (i).

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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