

Examiners' Report/ Principal Examiner Feedback

Summer 2016

Pearson Edexcel GCSE in Japanese
(5JA01/01)
Paper 1: Listening and Understanding
in Japanese

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GCSE Japanese (2016)
Unit 1 Listening and Understanding in Japanese
Examiner's Report

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

In general, candidates coped well with the exam format. The paper followed 'peaks and troughs' of difficulty patten which was spread out throughout the paper. Teachers should remind candidates that the more difficult questions no longer appear towards the end of the paper and easier ones at the beginning. Candidates must be encouraged to attempt to answer all questions throughout the paper.

Like in previous years, it was felt that many candidates would benefit from familiarising themselves with the 'x' answering method. Teachers should encourage candidates to follow strategies which will prevent duplicate answers in one row and no answers in another row. Similarly, where candidates are choosing numerous boxes such as questions 4 and 8, candidates should look at the mark allocation carefully and make sure the correct number of boxes is selected. When answering questions by writing letters, as in question 5, candidates must ensure their letters are clearly written, and 'B' and 'E' for example are distinguished. When confronted with spaces to be filled in, such as in questions 2 and 6, it was felt that many candidates did not read the questions properly and failed to notice that some of the answer boxes were already filled in. In question 9 in particular, candidates are also required to write their answers in detail and in full sentences. Teachers need to be aware that it is increasingly important for candidates to write their answers fully and clearly as the Mark Scheme is strictly adhered to. Candidates also need to be reminded to listen to the whole conversation before selecting their correct answers.

Most candidates performed very well in questions 1 and 2, although a surprising number of candidates did not recognise the word 'nurse' and lost a mark in Q1. Some candidates struggled to recognise ¥3,400 in Q2. Many did very well in Q3 and the most scored four marks or above. Similarly, many candidates were familiar with the topic and scored the full marks in Q4. However, some did not recognise the work 時刻表 and selected 'E' instead of 'F'. As mentioned above, candidates must ensure the correct number of answers is selected in this type of question. Q5 was also well answered. Q5(ii) was particularly well answered and most of the candidates recognised the word クラブ. However, some were unsure of the difference between アルバイト and 職場体験.

On the whole, candidates performed well in Q6. A surprisingly large number failed to recognise 帽子 and 体育館. Teachers are strongly recommended to find strategies to improve candidates' skills in listening to announcements. Many candidates found Q7 and Q8 challenging. There was a strong evidence of

candidates not recognising the topic in Q7. School subjects are one of the topics which are regularly covered in the examination and teachers are strongly recommended to ensure candidates are familiar with them. As for Q8, there was evidence of candidates not listening to the whole conversation before selecting their correct answer particularly. Again, candidates must ensure they select the correct number of answers.

A number of candidates struggled to answer the final question this year. Some candidates 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. A surprising number of candidates did not recognise 右足 and various parts of the body were named in (a)(i). There was also evidence of candidates not listening to the whole conversation before writing their answer. For example, numerous candidates answered toasts and eggs in (b)(i) even though the question clearly asks what Simon has been eating *recently* and the word 最近 is used in the transcript. There were a couple of two mark sections in this question. However, some candidates did not take note of the mark allocation despite the clear layout. Teachers should help candidates be more aware of the number of marks allocated to each subsection and write answers in appropriate spaces. As before, some candidates failed to write their answers fully and lost marks in particular (a)(iii), (b)(ii) and (c)(ii). For instance, simply writing 'easy' in is not enough to gain a mark in (c)(ii). Teachers should make it clear to the candidates that they are required to write their answers in detail and in full sentences.

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>