

# Examiners' Report/ Principal Examiner Feedback

## Summer 2010

GCSE

### GCSE Japanese (5JA02) Paper 01

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## Paper 2 (5JA02 01): Speaking

The speaking exam is divided into two separate, equally weighted, parts. The first part is the picture based discussion (or presentation) with follow up questions. The presentation part should last for 1 to 2 minutes. Teachers had successfully covered the required areas of the specification in such a way that candidates were well able to construct a grammatically accurate and interesting presentation and were then able to answer a range of questions that related to the presentation

The second part, the general conversation, was most successful when teacher-examiners tried to elicit the widest range of Japanese vocabulary and structures; gave candidates opportunities to respond in the past, present and future tenses; asked candidates to express, and justify opinions; responded to candidates request for repetition by rewording questions; and allowed the candidate numerous opportunities to take the initiative and develop responses.

Candidates were familiar with the format of the second part of the exam. Candidates were confident at expressing positive opinions in the present tense. There were some inaccuracies with past tense and negative opinions. Strong candidates were able to use て form and たり with confidence. There was repeated confusion between きれい/きれいで and えいが/えいご and the use of particles between の/に.

As the administration and paperwork for this exam is new teacher-examiners must ensure that they read both the Specification and the booklet entitled Instructions for the Conduct of the Examinations with care. Teacher-examiners must ensure that candidates sign the form at the end of the speaking exam. One form must be submitted for each candidate.

## Grade Boundaries

Grade	Max Mark	A*	A	B	C	D	E	F	G	U
Raw mark boundary	50	44	38	32	26	20	15	10	5	0
Uniform mark scale boundary	80	72	64	56	48	40	32	24	16	0

Please note that although the modern foreign languages specifications share a common design, the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across MFL specifications are comparable at specification level.



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