

Examiners' Report/
Principal Examiner Feedback

Summer 2016

Pearson Edexcel GCSE
in Japanese (5JA02/01)
Paper 2: Speaking in Japanese

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Publications Code 5JA02_01_1606_ER

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GCSE Japanese

Unit 2 Speaking in Japanese

Examiner's Report

The Speaking exam is divided into two equally weighted parts.

Task 1 was completed very successfully by the overwhelming majority of candidates. The presentation or picture based discussion were generally well prepared and incorporated a wide variety of vocabulary and structures. It is impressive that most candidates were able to talk for around 2 minutes on such a wide variety of topics.

The follow up questions were generally answered with enthusiasm, a wide range of opinions and a variety of tenses. Some candidates struggled to answer questions starting with *どのぐらい、どうして* and *いつから、いつまで*. A significant minority of Teacher Examiners either asked a few closed questions or failed to ask any follow up questions. Clearly this not only prevented those candidates from demonstrating their true ability but also from achieving the higher/highest marks.

Task 2, the general conversation, was most successful where Teacher Examiners tried to elicit the widest range of Japanese vocabulary and structure which allowed candidates to express, and justify, opinions. Equally, Teacher Examiners maximised their candidates' ability to achieve high marks where followed up with a suitable question giving candidates an opportunity to respond in past, present and future tenses or reworded questions (as a sympathetic native speaker would do). Overall, 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 *くて*, the *て* form and *たり たり* with confidence. However, there is still confusion between *とまります/とりますえいが/えいご* and *きれい/きらい*.

The paperwork and administration of this exam has not altered for several years. Teacher Examiners and Centres need to refamiliarise themselves with the requirements of the GCSE Japanese Speaking exam. It also needs to be noted that centres should carefully package CDs/memory sticks to avoid damage and should take the precaution of keeping a copy of their recording(s). Teacher Examiners should refrain from deliberately wasting time with long pauses, anecdotes, unnecessarily long

introductions, or repeated laughing. Also, the microphone should be positioned to record the candidate most clearly. With regard to the recognised themes, Media, Travel and Culture and/or Sport, Leisure and Work are the only two acceptable options so it is not acceptable for Teacher-Examiners to note themes such as "food", "my pet" or "hobbies" on the Mark Record Sheet.

Furthermore, candidates cannot expect to achieve the highest grades if both Task 1 and Task 2 do not last 4-5 minutes each.

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>