

Examiners' Report
June 2013

GCSE Japanese 5JA04 01

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Introduction

The paper was similar in format to that of previous years. Students showed evidence of having been prepared very thoroughly for this paper by their teachers. Whilst there was a huge range in the performance of students, they were generally able to use hiragana, katakana and kanji as appropriate. There was clear evidence that students had learnt various grammatical structures, and were very conscious that they needed to use those in their writing to score high marks.

Question 1 (a)

Q1(a) required students to write about the cultural life of their city. Most students were able to give simple details such as "I go to a concert in the concert hall. I like concerts because I like music". Fewer were able to give full details about the activity and expand their opinions, so found it difficult to score top marks on the content criterion.

This is clearly a student who has been prepared well. They have been successful at using their advanced grammatical structures such as "to omoimasu" and "tari tari", as well as a "kara" sentence.

Answer space for Section A (short writing task)

Start here
↓

			で	ッ	ら	の	け	い	サ	ビ	に	
			す	ス	だ	し	ん	け	ッ	ッ	っ	ビ
			。	ト	い	く	で	ま	カ	ヨ	い	シ
				ト	好	て	は	し	ー	プ	て	ヨ
				ホ	み	お	サ	た	も	ッ	話	プ
				ル	で	も	ッ	り	し	ス	し	ッ
				ド	す	し	カ	で	た	ト	た	ス
				は	。	ろ	は	す	り	ト	い	ト
				一	ビ	い	と	。	映	ホ	と	ト
				番	ッ	で	て	私	画	ル	思	ホ
				都	ヨ	す	も	の	館	ド	ま	ル
				市	ア	か	た	い	の	で	す。	ド



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Examiner Comments

This student has answered both bullet points. The first bullet point could have been better answered if the student had chosen football or the cinema, and then expanded on it. For example, the student could have said where the football ground is, how big it is, and give some details about the dates and times of their practices and matches etc. For the second bullet point, the student could have said more about the fact that they enjoy playing with their friends; they enjoy winning matches etc. This was awarded for content "Most of the task is completed and relevant information is conveyed".



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Examiner Tip

Students are recommended to set out their work using paragraphs. This will help to clearly separate different ideas.

Question 1 (b)

This was the most popular of the short answer questions. It is clear that many students felt confident in writing about a holiday they had been on. Many students used their dictionaries to translate "activity holiday", and carried this out with varying degrees of success. In general, students had difficulty stating why they thought an activity holiday was a good idea.

This student has made an effort to address both bullet points, as well as to link the whole piece together.

Answer space for Section A (short writing task)

Start here
↓

ま	な	な	ひ	ご	し	好		す		た	た	私
	ら	な	こ	に	い	*	私		か			は
	う	が	う	行	で	で	は	し	か	私	私	言
	ス	ら	*	く	す	す	か	か	そ	は	は	語
	ペ	に	に	も			っ	し	れ	て	ス	リ
	イ	ス	行	ま	私	か	ご	私	は	ん	ペ	よ
	ン	ペ	く	リ	は	ら	う	は	し	*	イ	こ
	ゴ	テ	よ	ま	に	そ	リ	ひ	ば	が	ン	う
	に	ン	て	す	し	れ	よ	や	ら	好	行	行
	行		い		う	し	こ	け	し	*	*	き
	*	私	で	私	か	ば	う	で	い	て	ま	ま
	ま	は	す	は	ん	ら	が	す	で	す	し	し



ResultsPlus Examiner Comments

The content definitely has expansion, more than a minimal response, and an attempt to link the piece into a whole. For the first bullet point, the student could have given more information - eg dates, who they went with, what time the language classes were, a description of the teacher etc.

The basic "masu, masu" sentences are correct, although the two "because" sentences are the wrong way round. There is a good use of "yotei desu" towards the end. This response goes beyond the standard "masu, masu" which would be interpreted as "adequate but predictable range of vocabulary and structures".



ResultsPlus Examiner Tip

Students should pay attention to "because" sentences - make sure they are in the correct order.

Question 1 (c)

Responses were often very detailed, and clearly explained the students' view on their ideal future job.

This response was awarded top band marks for content and the language.

Answer space for Section A (short writing task) – (continued)

									じ	う	い	ば	作
									。	す	し	ら	く
										る	よ	し	こ
										前	う	い	と
										に	け	ア	ガ
										作	レ	す	ア
										冊	ぬ	。	キ
										冢	い	ア	ま
										ガ	べ	も	せ
										な	ん	、	ん
										り	き	私	。
										た	よ	は	す

TOTAL FOR SECTION A = 20 MARKS

Answer space for Section A (short writing task)

Start here



す。		フ	好	作	そ		楽	ま	ー	曲	す。	
。	私	も	な	曲	が	作	を	す	の	冢	。	私
そ	は	い	な	冢	し	曲	作	か	の	が	音	の
れ		そ	作	ブ	い	は	き	ら	音	な	楽	ゆ
に	い	か	冢	す	も	楽	ま	ビ	楽	り	が	め
毎	い	し	ブ		。	し	す	デ	は	た	大	仕
日	い	い	す	そ	こ	い	。	オ	た	い	す	事
私	仕	い	。	し	こ	い	ニ	ゲ	く		き	は
は	事	い	か	フ	こ	い		ー	さ	。	だ	作
音	と	。	れ	か	ん	い		の	ん	ビ	か	曲
楽	思		は	れ	ど	も		の	聞	デ	ら	冢
を	い		と	は	は	い		音	き	オ	作	ブ
	ま									ゲ		

61

54

43

32

21

10

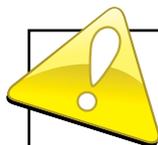


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Examiner Comments

This student has clearly answered all of the bullet points, and then to expanded and explained their view point. Their response is fully relevant, and shows an ability to express opinion and expand.

This student initially concentrated on answering the bullet points and getting some good content down, and then included some harder grammatical structures towards the end.

The response is clearly set out in appropriate paragraphs.



ResultsPlus
Examiner Tip

Students should try to go beyond stating the minimum in order to answer the bullet points.

This has been included as an example of a weaker response.

Answer space for Section A (short writing task)

Start here
↓

						ド	う	う	チ	い	い	私
						で		か	ー	父	さ	は
						す。	私	を	4	に	っ	い
							は	ら	お	ま	し	ち
							い	て	た	き	よ	ば
							き	を	が	こ	書	ん
							ゆ	か	い	ま	カ	す
							う	す	に	れ	ら	き
							は	こ	た	る	す	し
							さ	う	す	。	ば	こ
							ポ	し	け	私	ら	と
							ン	ゆ	あ	の	し	け



ResultsPlus
Examiner Comments

The content awarded for, "main points conveyed" and "not easy to read". It is just about clear that the student wishes to join the police, because the team helps each other and something is wonderful. There is an attempt at giving an hourly rate, but this is unclear.

This piece of writing gives the impression that the student looked up nearly every word in the dictionary. It is hard to read and understand. The student could have been more successful if they had tried to generate their own simple sentences, for example, "Keisatsu ga suki desu. Keisatsu wa subarashii desu. Chichi no shigoto mo keisatsu desu." etc.



ResultsPlus
Examiner Tip

Students should be careful about how they use a dictionary. It is not advisable to copy out lots from the dictionary, as language mistakes are likely. Students should aim to write most of the piece from sentence patterns that have learnt and that they are confident using, dictionaries should be used to look up the occasional unknown word.

Question 1 (d)

This question was reasonably popular, although some students found it hard to write about what they found difficult about the sport. Many answers seemed to be derived from something previously practiced in class, so focussed on explaining why the student liked their particular sport, and on describing a particular session.

This response was awarded appropriately for content and language.

Start here
↓

Answer space for Section A (short writing task)

ゴ	む	フ	ル	私	を	フ	な	大	で	は	ル	お
ル	ら	ク	フ	な	風	で	で	好	し	む	フ	は
フ	さ	ラ	す	ば	で	す	し	き	た	ず	が	よ
き	き	ブ	て	か	も	が	た	な	も	か	あ	私
す	で	は	き	じ	つ	か	ね	も	も	し	そ	の
る	す	紫	な	な	よ	ん	き	も	も	か	び	友
な	よ	し	で	し	か	た	み	も	も	っ	ま	で
す	な	で	す	で	っ	ん	な	の	も	た	し	す
て	!	す	私	も	た	し	好	で	ゴ	ね	た	きよ
き	な	大	の	ゴ	で	な	き	華	ル	よ	ゴ	う
た	ん	好	ゴ	す	し	い	ゴ	や	フ	う	ル	は
が	で	き	ル	さ	た	の	ル	か	か	し	フ	ゴ



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Examiner Comments

This student has not organised their ideas very well and makes the response quite hard to follow. However, the student does convey that golf was difficult because the wind was strong, and that they like golf because of the golf club. Therefore it was given "relevant information conveyed", "ability to go beyond minimal response" etc.

The language shows some reasonably successful attempts at the past tense of i adjectives, but also contains some basic errors and some dictionary induced mistakes.

Question 2 (a)

Some creative and interesting answers were seen for this question. The strongest responses made their youth club sound interesting, whilst at the same time sticking to reasonably familiar content (sports, music, computer games etc.) in describing the activities that they do. Developing the ability to take a topic that is very familiar (eg sports) and then re-cycle it in a new context (eg youth club) is a very valuable skill for GCSE students to have.

This student is clearly talking about their Christian youth club, and makes that point. However, had they tried to fully describe all their more religious activities, they would probably have rapidly run out of language. Instead, the student makes the sensible decision to focus on a trip to Cannock Chase, which was familiar language and thus handled brilliantly by the candidate.

Answer space for Section B (longer writing task) - (continued)

				く	ら	を	ら	き	ふ		が	の
				つ	い	ま	し	ま	ジ	私	な	し
				ぶ	こ	い	ま	し	エ	は	ら	り
				け	の	ま	く	た	イ	九	い	う
				つ	青	し	こ	。	。	月	ま	き
				も	少	た	た	た	ツ	十	し	よ
				り	年	か	の	く	ー	二	た	う
				ふ	ク	ら	し	さ	。	日	。	も
				す	ラ	、	い	人	ユ	が		た
				。	フ	し	の	の	ー	ら		く
					に	よ	人	す	に	今		さ
					行	う	ま	ば	行	ま		ん

TOTAL FOR SECTION B = 30 MARKS

TOTAL FOR PAPER = 50 MARKS

Answer space for Section B (longer writing task) - (continued)

し	ら	生	私	大	か		す	私	ま	こ	い	を
ま	ブ	む	と	好	ら	み	。	の	す	う	た	う
し	ぶ	す	ほ	き	、	人		一	か	は	り	た
た	ギ	か	が	。	私	な		番	ら	と	し	っ
。	タ	ら	の	一	の	は		好	、	こ	ま	た
キ	ー	、	人	人	青	や		き	そ	も	し	り
リ	が	私	の	の	少	さ		な	の	す	た	、
ス	じ	の	ギ	リ	年	し		け	リ	こ	。	ギ
ト	よ	青	タ	ー	ク	い		い	よ	い	そ	タ
キ	ら	少	ー	ダ	ラ	人		け	こ	と	の	ー
よ	た	年	の	ー	ブ	む		人	う	思	リ	を
ら	フ	ク	先	は	が	す		で	は	い	。	ひ

Start here

Answer space for Section B (longer writing task)

フ	男	よ	ニ		に	私	青	ユ	ブ		ク	
リ	の	こ	十	ジ	行	た	年	一	の	私	ラ	
ス	子	う	人	エ	き	ち	ク	で、	名	の	ブ	
ビ	が	に	ぐ	イ	ま	は	ラ	キ	前	せ		私
ー	い	務	ら	・	し	カ	ブ	リ	は	い		の
せ	ま	ハ	い	ジ	た	ノ	て	ス	ジ	し		せ
し	す	女	て	ー	。	ク	す	ト	エ	ホ		い
た	。	の	す	・		・	。	き	イ	う		し
リ	私	子	。	ユ		チ	さ	ホ	・	ね		ホ
、	た	と	こ	ー		エ	い	う	ッ	人		う
音	ち	十	の	は		ー	き	の	ー	ク		ね
楽	は	二	リ			ス	人	青	・	ラ		ん



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Examiner Comments

The bullet points have been answered (description of the youth club, details about an activity and reasons why they like the youth club) and have been expanded. The whole response flows coherently.

There is a good range of advanced language - tari tari, tsumori desu and to omoimasu.



ResultsPlus
Examiner Tip

Remember to include as many interesting details as possible when describing any person or activity.

This is just one page of a response to illustrate how a student can write a great amount, but use only a very limited range of language.

Start here
↓

Answer space for Section B (longer writing task)

ク	ト	ラ	イ	ク	シ	ハ	シ	ク	ク	テ	
ラ	イ	ブ	ビ	ク	ク	ル	ク	ク	ク	モ	セ
ブ	イ	の	ト	ク	ク	ク	ク	ク	ク	タ	イ
ジ	ク	ク	シ	ハ	ク	ジ	デ	ク	ク	の	シ
あ	ラ	ラ	デ	セ	ラ	あ	ス	ブ	ト	ク	ク
リ	ブ	ブ	ス	イ	ブ	リ		ハ	イ	ハ	イ
ま	デ	ハ		シ	の	ま	セ	ト	ク	ク	ク
セ	ス	ア	生	ク	ク	セ	イ	ク	ク	ク	ク
ん		ク	シ	ん	ク	ん	シ	テ	ク	ク	ク
	ガ	ク	ク	ア	ト		ク	モ	ク	ク	ク
	に	ク	ん	ク	ク	ク	ん	ク	ク	ク	ク
	の	ク	ク	ト	ク	ク	ハ	ク	ク	ク	ク



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Examiner Comments

This has been included as an example of a piece of writing which is basically a repetition of "desu", "desu". The range of structures is thus repetitive, and there is also a lack of kanji.



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Examiner Tip

Try to use a variety of sentence patterns. Use some verbs to say what you did. Try to include some kanji if possible.

Question 2 (b)

This was an overwhelmingly popular question. Some students had problems with transcriptions of names of films and film stars into katakana.

This is an example of a student who has really tried hard to follow all the bullet points and write a longer piece, even though perhaps their language was more limited than some of the other students.

Answer space for Section B (longer writing task) – (continued)

ま	ツ	こ	ブ	で	を	ッ	ソ	で	す	は	か	。
す。	ト	お	い	す。	の	ス	は	き	ま	か		映
	は	も	行		み	は	ナ	ま	は	た	た	画
さ	の	し	き	ッ	ま	す	ニ	す。	ま	と	で	は
ひ	う	ろ	ま	ス	す。	し	コ		は	思	す。	お
ま	ぎ	い	す。	は		を	一	ッ	ハ	い	。	も
ら	よ	で		又	映	た	た	ス	レ	ま	い	し
。	う	す。	映	ポ	画	た	よ	は	一	す。	口	ろ
	映		画	一	は	こ	み	レ	ホ		ボ	く
	画	い	は	ッ	五	コ	ま	又	一	ッ	ツ	こ
	た	口	よ	ク	ほ	一	す。	ト	ル	又	ト	集
	し	ボ	く	ラ	し	ル	。	ラ	ガ	は	は	し

Start here

Answer space for Section B (longer writing task)

ツ	ま	す	ニ	。	す	ご	ツ	画	し	私	ま	友
ス	す	し	十	ツ	。	す	ト	館	た	は	し	友
は	。	た	よ	ス	ツ	。	は	の	。	友	た	。
コ	コ	た	ん	は	ス	ツ	楽	行	私	達	。	。
カ	一	べ	た	た	は	ス	し	き	は	と	い	私
え	ル	て	ぬ	た	車	は	く	ま	友	映	口	は
ノ	た	さ	ま	い	の	い	こ	し	達	画	ボ	映
の	の	し	す	ま	運	い	お	た	誕	館	ツ	画
行	み	み	。	す	転	さ	を	。	生	の	ト	館
き	ま	た	ツ	。	し	た	し	い	日	行	こ	の
ま	す	た	ス	ツ	ま	し	ろ	口	と	き	す	行
す	。	べ	は	は	す	ま	い	木	映	ま	。	き



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Examiner Comments

Although the sentences are quite short and the language is generally basic, all 3 bullet points have been answered. The basic sentence structure is correct, with some attempts at more ambitious grammar such as "katta desu", "te" forms and "to omoimasu."



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Examiner Tip

Remember that the line for the long vowel in katakana goes down when writing down on genko yoshi.

This is an example of a student who scored in the top band for content.

Answer space for Section B (longer writing task) – (continued)

											も	も
											お	の
											も	が
											し	た
											る	り
											い	と
											で	は
											し	い
											た	ゆ
											。	り
												と
												て

TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 50 MARKS

Answer space for Section B (longer writing task) – (continued)

む	な	。	も	れ	え	え	う	せ	た	と	ふ	イ
す	が	し	よ	い	い	い	び	な	ち	ク	く	プ
か	い	か	い	い	い	か	で	ら	は	ラ	ざ	ン
し	そ	し	と	で	か	は	し	ら	え	マ	つ	チ
い	し	、	な	す	の	す	た	い	い	え	で	ノ
。	て	え	っ	と	く	い	そ	も	か	い	す	の
で	み	い	と	い	る	せ	れ	う	を	が	と	物
も	る	が	く	ゆ	ま	ん	か	の	み	で	イ	語
え	ち	は	さ	ろ	を	し	ら	た	ま	す	ク	は
い	よ	と	せ	は	と	ま	ら	ん	し	。	ツ	と
か	つ	て	で	と	も	す	ぼ	じ	た	ぼ	ユ	て
の	と	も	す	て	を	。	く	い	な	く	ン	も

Start here

Answer space for Section B (longer writing task)

し	か	ど	い	と	俳	ン	は	か	先		プ	ラ
た	ら	き	が	オ	優	チ	ハ	ん	月		ン	エ
。	ぼ	ど	は	リ	れ	ン	ヲ	い	に		ち	ル
ハ	く	ま	と	ビ	ジ	み	エ	き	ぼ			コ
ヲ	は	さ	て	イ	ユ	ま	ル	ま	く			ム
エ	え	せ	も	ワ	イ	し	コ	し	は			
ル	い	る	お	ヨ	ム	た	ム	た	家			ト
コ	が	で	も	ド	ス	。	ト	。	族			ウ
ム	が	す	し	で	マ	え	ウ	ぼ	と			
ト	す	。	る	す	ク	い	ダ	く	え			ダ
ウ	き	そ	い	。	ロ	が	イ	た	い			イ
ダ	で	れ	と	え	ユ	の	プ	ち	が			



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Examiner Comments

The bullet points have been addressed, and lots of good details have been included. The piece would have been easier to follow had these ideas been grouped into paragraphs. There is good use of connectives.



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Examiner Tip

Students that don't know very much difficult grammar, can still get a reasonably decent content mark by keeping going and writing down lots of interesting and appropriate details.

Remember to use kanji.

Include any more difficult grammatical structures which have been studied.

Question 2 (c)

Generally students who attempted this question did not answer the first bullet point (a description of the new shops and cafes in the city centre). Students were unable to produce language such as "A wa B no migi desu". "Atarashii kissaten wa XX ni arimasu". "Atarashii resutoran wa hiroi desu. Soshite, ryori wa yasukute oishii desu.", all of which would have counted as a description. Students were better at describing a recent experience they had, and in giving their reasons for liking the new look city centre.

Answer space for Section B (longer writing task)

Start here
↓

							こ	が	は	は	。	こ
							ん	す	は	い	私	ん
							に	が	も	め	は	に
							を	。	も	ま	十	を
							わ		も	し	五	わ
							!		夫	こ	と	!
							私		日	!	い	私
							は		本		こ	は
							キ		に		す	キ
							ラ		あ		。	ラ
							こ		お		女	こ
							す		い		メ	す



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Examiner Comments

Even though this piece is very short, mostly pre-learnt and mostly irrelevant, examiners will always do their best to find some marks if candidates write something.



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Examiner Tip

Do write something down (even if it's very short and basic) for both section A and section B. Don't leave a blank sheet of paper. If you write something, examiners will do their best to find something that is worthy of some marks.

Question 2 (d)

Not many students chose this question. Those that did generally remembered to include both details about the sports centre (opening times, sports available etc.) and a description of a session they had recently enjoyed there.

Answer space for Section B (longer writing task) – (continued)

								二			い	け
								十	書		く	ま
								九			。	し
								日	書			た
												。
								一				さ
								十				よ
								月				う
												な
												ら
												。
												け

Paper Summary

Based on their performance on this paper, students are offered the following advice:

- Focus on the content of what you are writing, in addition to focusing on using various grammatical structures. Firstly, seek to directly answer the point, but then expand it further by giving more details, opinions etc
- Use dictionaries appropriately
- Think about where to use the more difficult grammatical structures, and make sure that these are used in an appropriate way ie don't just include a tari...tari structure anywhere at all, but where you are genuinely giving examples of activities
- Set out your answers in appropriate paragraphs
- Use genko yoshi correctly, paying attention to commas and full stops at the top of new lines

Grade Boundaries

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

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