

Examiners' Report/  
Principal Examiner Feedback

Summer 2014

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

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## **GCSE Japanese**

### **Unit 1 Listening and Understanding**

#### **Examiner 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. Students 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, students 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 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.

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. Similarly, where students are choosing numerous boxes such as questions 4 and 8, students 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, students 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 students 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, students are also required to write their answers 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. Students also need to be reminded to listen to the whole conversation before selecting their correct answers.

Most students performed very well in questions 1 and 2. Although a surprising number of students did not recognise 読書 and lost a mark in Q1. Some students were not familiar with フライドポテト and struggled with 2,500 in Q2. In Q3, many students struggled to recognise directions such as 右に曲がる and 前. Similarly, the word 郵便局 was not unfamiliar to many. Teachers should ensure the topic is covered thoroughly in the future.

Most students 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, students must ensure the correct number of answers is selected in this type of question. It was a mixed performance in Q5. The most students recognised the items for (i), (iii) and (v). However, many struggled to recognise 切手 and 人形.

Many students found Q6 challenging. A surprisingly large number failed to recognise the time, day of the week and the floor number. Similarly, many struggled to recognise 着物 and エレベーター. Many students heard the word そば and thought the announcement was about noodles. Teachers are strongly recommended to find strategies to improve students' skills in listening to announcements.

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 particularly in Q8. Again, students must ensure they select the correct number of answers in Q8.

The final question was generally well answered although some 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. Like last year, several students did not recognise the phrase へたりへたり and heard it as 'Italy'. As a result, many students concluded Emily either speaks Italian or wants to go to Italy. 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 経済旅行会社 and ドイツ語 and could not provide appropriate translations in English. There were a few two mark sections in this question. However, some students did not the mark allocation despite the clear layout. Teachers should help students be more aware of number of marks allocated to each subsection and write answers in appropriate spaces. As before, some students failed to write their answers fully and lost marks in particular (a)(iii) and (b)(ii). For instance, simply writing 'interesting' is not enough to gain the mark in (a)(iii). Teachers should make it clear to the students 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>

