

Examiners' Report/
Principal Examiner Feedback

Summer 2014

Pearson Edexcel GCSE
in Japanese (5JA02/01)
Paper 1: Speaking in Japanese

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2014

Publications Code UG039251*

All the material in this publication is copyright

© Pearson Education Ltd 2014

GCSE Japanese
Unit 2 Speaking in Japanese
Examiner Report

The speaking exam is divided into two separate, equally weighted, parts. There are two themes – Media, Travel and Culture and Sport, Leisure and Work. One or both of these should be covered in parts 1 and 2. Centres need to be reminded that it is not acceptable to create their own themes such as “my pet” or “holidays”.

The first part of the exam is the picture based discussion or presentation with follow up questions. Most teachers had successfully covered the required areas of the specification in such a way that enabled students to construct a grammatically accurate and interesting presentation and were then able to answer a range of questions that related to the presentation. However, some teacher examiners either did not ask any questions or possibly asked a few, closed questions – preventing students from demonstrating their true ability. It is of some concern to note that this year, again, many teacher examiners cut short this first part of the Speaking exam.

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

The majority of students seemed familiar with the format of this part of the exam. Students were confident at expressing positive opinions in the present tense. There were some inaccuracies with past tense and negative opinions. More able students were able to use, for example, *くて、かつた、くない、前に、後で、ことが、と思います* and *たりたり* with confidence.

It would have been preferable, therefore, if a significant minority of teacher examiners either had asked open ended questions; or had allowed students the time to expand on their initial response; or had not translated key questions words (*い、どう、どうして*) into English; or had allowed Part 1 and/or Part 2 to continue for the required amount of time.

It is vital that teacher examiners read, with care, both the Specification and the booklet entitled Instructions for the Conduct of the Examinations. It is disappointing to note that, as in 2013, some students were not able to achieve higher marks because the requirements of the Exam were not met.

Summary

- Teacher examiners must ensure both task 1 and task 2 last for the required amount of time.
- Teacher Examiners need to be clear about the themes that are permitted.
- Teacher examiners should, where necessary, reword questions without using English.
- Teacher examiners must ensure they give their students opportunities, and time, to give detailed responses.

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>

