



Examiner's Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE
In Japanese (1JA0)

Paper 1H: Listening and Understanding in
Japanese

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Introduction

Candidates had been well prepared for all aspects of the examination.

Question 1

This question was about Junko talking about her ambitions to be a truck driver. Some of the candidates understood that she was going to deliver water after an earthquake but failed to spot that this was going to be to a supermarket.

Question 2

This was a set of multiple-choice questions about Mrs. Kimura, whose hobby is origami. This set of questions was generally well answered.

Question 3

This question was Takeshi talking about a trip to China. Candidates generally tackled this question well.

Question 4

This question was about a boy staying in a Japanese hotel with his older brother. (e) was the hardest in this set of questions, possibly because of the negative in the stem.

Question 5

This was a multiple-choice question about an induction day at a school. Most candidates tackled this question well: they could possibly imagine the sort of activities which take place in schools on induction days.

Question 6

This question was about an unusual rubbish bin, which walks around a room and stops by rubbish, "asking" people to put rubbish into it. Most candidates were able to answer the first two parts - that it was a robot and had no hands or arms. Some candidates put "It is cute" as the answer to part (c), despite the question clearly stating, "apart from its appearance". Some candidates find it hard to express the concept that the bin moves its body to say thank you for (d), despite the fact that this was marked quite generously and a wide range of words was accepted provided the concept came across clearly. "To empty the bag" was often given as a guess in (e).

Question 7

Question 7 was about an unusual timetable arrangement, whereby Fridays were devoted to an intensive study of one chosen subject. Some candidates struggled with (a) and (b) in which these ideas were tested. Candidates were generally stronger in (d) and (e) and were able to state that they edited the videos to put music on them, and that the message in the videos was that hospitals are not scary.

Question 8

This question was a group of students talking about their future dreams. The question tested nuance as well as recall and deliberately targeted some of the harder vocabulary items from the list. The weaker candidates found this question hard.

Question 9

In this question the speaker was describing the choices she made as she bought presents to take abroad. In the first part, the words “work experience” was unfamiliar to some candidates. The second and third parts – that the tie was not made in Japanese, and that the hat had kanji on – were easier. In (iv), some candidates lost the mark as they did not make it clear that it was a lunchbox and chopsticks set.

Similarly, in (v), some candidates wrote “knife and fork”, which is not an answer to a “why” question. Candidates are reminded to read the questions very carefully and give appropriate responses. In section B, (ii) may have been the hardest question in the whole paper – many candidates muddle up にがい with にがて.

Question 10

This question was about a trip abroad to Singapore. This being the end of the paper, the question is expected to be hard. There were many responses with lots of crossing outs and rewriting. Candidates may be best advised to take notes in the margin / blank parts of the question paper until they have heard the recording for the second time, and only then indicate their answer on the answer grid. They also need to make sure that they cross two (and only two) boxes for each part.