



Pearson
Edexcel

Examiner's Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE
In Paper (1JA0)

Paper 2F: Speaking in Japanese

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Summer 2023

Publications Code 1JA0_2F 2306_ER

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Introduction

2023 is the third year of the new specification for the speaking component (the first series being Summer 2019). It has become clear that teacher examiners really do need to equip themselves with a full understanding of the administrative requirements of the Examination. Teacher-Examiners/centres need to familiarise themselves with the new, and very different, requirements of the GCSE Japanese Speaking Exam. In particular Teacher-Examiners/centres will need to understand the **tasks** and **timings** as set out in the specification. In particular, it is vital that before the next exam series that Teacher-Examiners/centres give some time and attention to understanding how to complete, and in what format to submit, the **CS2** document.

Task 1

This is worth 10 marks.

To enable candidates to achieve their potential Teacher-Examiners should read their **script** exactly as it is written on the card. It is unfortunate, but necessary, that any changes the Teacher-Examiner made to the script meant that the candidate was penalised. Candidates need to be encouraged to think around the instruction they have been given as there are usually several correct answers. The role play tasks do not need extended responses and best practice is to keep answers to what is required in the bullet points. Unfortunately, where candidates gave overlong responses, these sometimes contained material which caused communication to be less clear. Many candidates struggled to form a question or respond to the unseen question. (part 3 & 5). Particularly difficult questions were 何名様ですか。

Task 2

This is worth 24 marks.

Once again, in order to enable candidates to achieve their potential Teacher-Examiners should read their **script** exactly as it is written on the card. It is unfortunate, but necessary, that any changes the Teacher-Examiner makes to the script will mean that the candidate is penalised. Teacher examiners did not need to be nervous of using the prompts they are given (それから・どうしてですか) to elicit further information from the candidate. Indeed, this is to be encouraged.

The most successful candidates were able to use a combination of visual clues, cultural knowledge and imagination to describe and narrate the scene in the photograph. Candidates aiming to achieve the highest grades at FOUNDATION tier (4/5) were able to develop responses, adapt language to narrate and inform in response to the stimulus question. Candidates hoping to achieve the highest grades at FOUNDATION employed a range of strategies including naming people in the photograph; giving opinions; justifying opinions making deductions; and using tenses.

Task 3

This is worth 36 marks.

This task 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 they 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). Candidates were not able to demonstrate their Japanese to the best of their ability when teacher-examiners asked questions using higher tier grammar. 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. Weaker candidates were most successful when they were given the opportunity to respond to more modest questions using language which they were able to manipulate. Less able candidates were frequently asked very difficult questions, often in a range of tenses, where a simpler line of questioning would have enabled the candidate to achieve higher marks at (especially for Communication and Content).

The confusion between えいが・えいご and いる・ある is apparent in many candidates across the tasks.

Administration

In general Foundation candidates found it difficult to answer a question without understanding key vocabulary. Task 3 should not be a monologue and both themes ought to be covered. Please check the required length for the conversation.