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Examiner's Report  
Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE  
In Paper (1JA0)

Paper 2F: Speaking in Japanese

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## Introduction

2024年はスピーキングの新コースの4年目となります。1年目は2019年でした。  
2024 is the fourth year of the new specification for the speaking component (the first series being Summer 2019).

今年は変換ができるワードのCS2をアップロードしたセンターが殆どでしたが、試験を実施する先生は試験の決まりが理解しているかを確認してください。問題1と問題2は記入されている通りに読んでいただかないと減点になります。余分な質問等を足したりしないで、促す時は書いてある言葉を使用し、質問を繰り返す場合は丸ごと読み直したりするようにしましょう。今年は殆どのセンターは問題の時間を守っていました。問題1は多少早くても問題になりません。

This year most centres have uploaded the correct version of the CS2 word document. However, centres need to ensure that teacher examiners are aware of the requirements of the examination. The **scripts** for Task 1 and Task 2 should be adhered to and repetition of questions is permitted if the entire question is repeated in full. Additional questions and prompts that are not on the question paper are not permitted. The timings of the tasks have been met in most centres according to the specification.

稀なのですが、生徒に見合うレベルを受けていない事例がありました。  
Not all candidates were entered for the most appropriate tier.

毎年、オーディオの音量を確認してください。生徒も先生の声が聞こえなく採点に影響された事例がありました。

Please check audio volumes as inability to hear both the candidate and the teacher examiner affects what can be marked.

### 注意事項

試験期間は三月中旬から五月中旬までです。毎年、録音されたファイルのアップロードは五月中旬までにされることになっていますが、毎年、多少変わりますので、ご確認お願い致します。

Please note that the examination is supposed to take place during set dates starting in March and ending in May. Work is expected to be uploaded by a set date in mid-May. Please check this date as it may alter each year.

### Task 1 問題1

This is worth 10 marks. 10点です。

前に書いたように受験生がいい点数を取れるように先生は書いてある通りにセリフを読み上げてください。変更した場合は残念ながら、減点の対象になります。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.

今年は試験準備の12分を利用して英語で書いてある指示を読んで設定された場面にあうような返事をしていない事例がありました。例えば友達同士の話となっていました。相手を先生と呼んだりしていました。Candidates should read the task instructions as some candidates did not respond according to the situation they were provided with: for example referring to the teacher examiner as 先生 when the role play was with a friend.

受験生は答えは一つではないので、指示について考えて答えるように練習させてください。返事は短い方が良い場合は多いです。長くなると余計な情報が入り答えが曖昧になってしまって、点数が減る場合があります。

す。受験生にとって質問を聞くことは大変難しいようですが、今年は、どれぐらい、と質問された場合が特に回答が難しいようでした。

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 longer responses, these 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 どのくらいそのボランティアをしていますか。

## Task 2 問題 2

This is worth 24 marks. 24 点です。

又、前に書いたように受験生がいい点数を取れるように先生は書いてある通りにセリフを読み上げてください。変更すると残念ながら、減点されます。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.

ここは記入されている「それから、どうしてですか」を利用して受験生の発言を伸ばそうとしたのは幸いです。Many teacher-examiners used 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.

点数の良かった受験生は写真を見て文化的な知識や想像を利用して、その場面を説明しようとしていました。答えを伸ばすコツとして人物に名前を与えて写真を説明していました。意見を言ったりテンスを3つ使ったりしました。点数の良くなかった受験生は過去形や理由「から」を使いませんでした。今年は最初の写真の質問にこだわり過ぎて、他の質問に必要な文法や内容を表す事が出来ませんでした。

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) developed responses, and adapted 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 問題 3

This is worth 36 marks. 36 点です。

決められた答えしかない質問を聞かなかったり優しく言い直したりした先生は受験生が広い単語や文法を言わせることができました。それに伴う過去形、現在形、将来形を言わせる質問を聞きました。しかし、難しい質問を聞いたり、「はい」や「いいえ」としか返事出来ない質問を聞くといい点数はもらえません。続きの質問を聞かない先生もいました。生徒が答えようとしているところで邪魔せずに待ちましょう。言語力が低い受験生は複雑な質問に答えることができないので、簡単な質問を聞いて返事ができるようにしましょう。

Teacher-examiners who asked open questions and reworded questions eliciting the widest range of Japanese vocabulary and structure from candidates allowing them 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. 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 straightforward questions using language which they were able to manipulate. Less able candidates were frequently asked complex 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).

毎年、発言を混乱している言葉はきれい・嫌い、映画・英語です。しかも、「いる」と「ある」を使い間違える受験生が多いです。

The confusion between きれい・きらい、えいが・えいご and いる・ある is apparent in many candidates across the tasks.

### **試験管理**

基層レベルだと重要な単語が分からなかったら質問に答えられませんでした。

問題3は2つのテーマが必要で、独り言にならないようにできるかぎり幅の広い質問を聞くと良いです。会話の長さも確認してください。

### **Administration**

In general Foundation candidates found it difficult to answer a question without understanding key vocabulary. Task 3 should cover both themes and a suitable range of questions need to be asked to ensure the task does not become a monologue. Please check the required length for the conversation.