



Pearson
Edexcel

Examiner's Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE
In Paper (1JA0)

Paper 2H: Speaking in Japanese

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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.

Teacher-Examiners should read their **script** exactly as it is written on the card for candidates to achieve their potential. It is unfortunate, but necessary, that any changes the Teacher-Examiner made to the script means that the candidate is penalised. The roleplay tasks do not require extended responses and best practice is to keep answers to what is required in the bullet points. Unfortunately, where candidates gave overlong responses, they sometimes contained material which caused communication to be less clear. A significant number of candidates struggled to form two questions with several failing to understand that they were expected to ask a question. The unseen question presented a difficulty for weaker candidates whilst 趣味、カード、予約、地図 and お小遣い appear to be vocabulary that was unfamiliar to many students. A particularly difficult question was いつ日本語の勉強を始めましたか many candidates gave a response relating to hours rather than a length of time.

Task 2

This is worth 24 marks.

Once again, 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 who used the prompts they are given (それから・どうしてですか) to elicit further information from the candidate had more success than those who were silent or cut the student off mid-sentence. Successful candidates were able to use a combination of visual clues, cultural knowledge and imagination to describe and narrate the scene in the photograph. Grade7/8/9 candidates developed responses, adapting language to narrate and inform in response to the stimulus question. These candidates employed a range of strategies including naming people in the photograph; giving opinions; justifying opinions making deductions; using three tenses and relating the photograph to a past event they had experienced with opinions and justification. Weaker

candidates failed to use past tense or to include から when providing a reason. One thing that stood out was the inability to select the correct word for wear when describing clothes.

Task 3

This is worth 36 marks.

This task was completed successfully by the overwhelming majority of candidates. The presentation (where candidates chose to give one) was generally well prepared and incorporated a wide variety of vocabulary and structures. The follow up questions were generally answered with enthusiasm, a wide range of opinions and a variety of tenses. Some candidates struggled to answer questions starting with どのぐらい、 どうして and いつから、いつまで. Furthermore 前に、後で or いつごろから were questions/concepts that many candidates found challenging. There was some confusion about questions with time frames including, for example, 週末、先月、and 来週. Tenses and time frames are clear areas where many candidates need to attach more focus. 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 a higher mark. A good example of an open question is 学校の日について話してください as this would allow a candidate to demonstrate a wide range of vocabulary and grammar. 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). Overall, candidates at HIGHER tier were confident at expressing positive opinions in the present tense. There were some inaccuracies with the past tense and negative opinions. Successful taught candidates were able to use たり、たり、と思います / ました、REASON +から、VERB -TE FORM, ADJECTIVE くて with confidence. However, candidates seemed to find it difficult to respond to a question such as コンサートに行ったことがありますか with はい、行ったことがあります・いいえ、行ったことはありません。 Bilingual and non-native speakers frequently confuse 遊ぶ・する when referring to sports and games.

Administration

In the Higher tiers there were issues with Task 3 (conversation) having 2 speeches or only one theme which resulted in monologues. There seems to have been some confusion over the length of the conversation with some centres either being half or double the expected length. Please check the correct timing.

The performance of some native speakers suggests they either do not understand the candidate paper provided to help with preparation or are not using their preparation time effectively.

