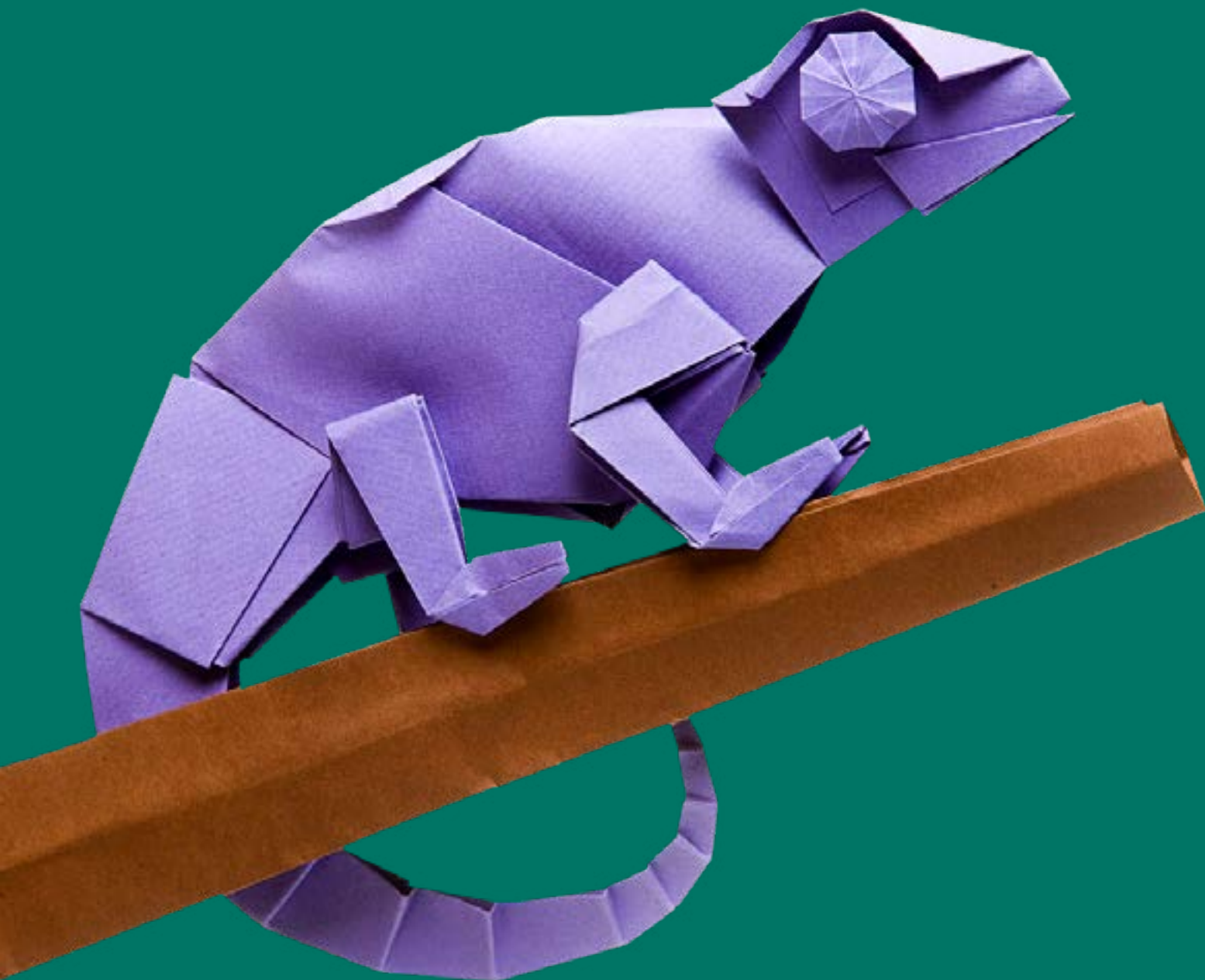


# GCSE (9-1) Japanese



## Sample Assessment Materials

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Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Japanese (1JA0)

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*First teaching from September 2017*

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*First certification from June 2019*

Issue 3

## **About Pearson**

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# Summary of Pearson Edexcel Level 1/2 GCSE in Japanese sample assessment materials

## Issue 3 changes

<b>Summary of changes made between previous issue and this current issue</b>	<b>Page number</b>
<b>Paper 4 Writing, Foundation and Higher tiers</b>  The Sample Assessment Materials for Paper 4 have been amended to reflect the following amendments: <ul style="list-style-type: none"><li>• the addition of the optional Question 2(b) on the Foundation tier paper</li><li>• an addition of 5 minutes to the length of the Foundation tier paper</li><li>• question titles appearing in English instead of the target language for both Foundation and Higher tier papers</li></ul>	155 - 162  and  331 - 339

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).





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# Introduction

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The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Japanese is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.



# General marking guidance

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- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 1: Listening and understanding in Japanese Transcript

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

Paper Reference

**1JA0/1F**

**Do not return the transcript with the question paper.**

*Turn over* ►

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## In the library

### Question 1

#### Example

M1: これは、漫画です。面白いです。

### Question 1

F1: これは、教科書です。私は日本語を勉強します。

M2: 辞書をお願いします。

F2: 新聞はどこですか。朝日新聞です。

## School activities

### Question 2

#### Example

M2: もしもし、のぼるです。もうすぐキャンプですね。

#### Question 2 Part (i)

M2: キャンプは木曜日からです。

#### Question 2 Part (ii)

M2: 山に行きます。

#### Question 2 Part (iii)

M2: おべんとうを持ってきてください。

## Home-stay

### Question 3

#### Example

M1: ともこさんのホームステイはどうでしたか。

### Question 3

F1: 小さな家で、駅に近かったです。

M1: そうですね、かおりさんは？

F2: とても古い家でした。ともこさんも？

F1: いいえ、私の家は新しかったです。

M1: とてもよかったですね。けんたくんは？

M2: 僕のホームステイはちょっとうるさかったです。



## Weather forecast

### Question 4

#### Example

**F1:** こんばんは、6時です。天気予報の時間です。金曜日は晴れです。

### Question 4

**F1:** そして梅雨ですから、とても蒸し暑いです。

**F1:** 土曜日は朝から晩まで雨です。傘がいらいます。

**F1:** 日曜日は曇りですが、風はありません。

## A telephone message

### Question 5

#### Question 5 Part (a)

**F2:** もしもし、まみです。一緒にショッピングに行きましょう。

#### Question 5 Part (b)

**F2:** あさってはどうですか。

#### Question 5 Part (c)

**F2:** デパートで会いましょう。

#### Question 5 Part (d)

**F2:** 昼食はパスタを食べましょう。

## Plans for the weekend

### Question 6

**M2:** 山川さんは今度の週末に何をしますか。

**F1:** 私は、朝宿題をします。午後は晩御飯を作ります。家族と一緒に食べます。

**M2:** 堀田くんは？

**M1:** 僕は朝10時から午後4時まで塾に行きます。  
そして夜テレビをちょっと見ます。

## Lost rucksack

### Question 7

#### Example

**F2:** すみません、小さなリュックサックをなくしました。

**M1:** 何が入っていましたか。

**F2:** ええと、パスポートが入っていました。

### Question 7

**M1:** 他には。

**F2:** 後、車の鍵とお財布です。

**M1:** じゃあすぐに警察に電話をしましょう。

**F2:** あっ、電話も入っていました。どうしましょう。

## A phone call from the travel agent

### Question 8

**M1:** もしもし、松本旅行会社の村田です。お客様の飛行機を予約しました。フライトは7月25日の午後3時です。すみませんが、パスポート番号をもう一度聞きたいですから、またあした電話をします。それから、空港の駐車場は夏、とても高いですよ。うちから空港まで、タクシーはどうですか。よろしくお願いします。

## Charity work abroad

### Question 9

#### Example

**F1:** みなさん、こんにちは。ボランティアをしませんか。

いろいろなボランティアがありますね。今日は、アフリカでのボランティアの話をしてします。

### Question 9

**F1:** 夏休みは長いですから、外国でボランティアができます。このプログラムでは、夏休みに3週間ケニアに行きます。ケニアの小学校で働きます。飛行機で東京に行ってから、みんなでケニアに行きます。これは15歳から18歳までの人のプログラムです。いい思い出になりますよ。

## In the classroom

### Question 10

**M2:** みなさん、来週また漢字のテストがあります。2月に大きな試験がありますから、頑張りましょう。

**M1:** 先生、またテストですか。難しいですか。

**M2:** はい、とても難しいテストです。でも復習になりますから、みなさんしっかり勉強をしてください。

**F2:** 先生、長いテストですか。

**M2:** いいえ、30分だけです。

**F1:** 先生、今日の宿題は何ですか。

**M2:** テストがありますから、宿題はありません。

## Environment Day

### Question 11

#### Example

**M1:** 西小学校のみなさん、おはようございます。今月もゴミ拾いに行きます。

#### Question 11

**M1:** 今月は25日に動物園の近くの公園に行きます。電車で行きますから、朝9時に神戸駅で会いましょう。午後2時まで帰りませんから、少しだけおやつを持ってきてください。丈夫な手袋は先生が学校から持っていきます。ぜひ家族の人と一緒に来てください。公園はみんなの場所です。みんなで綺麗にしましょう。

## A busy day at the office

### Question 12

**F2:** 社長、おはようございます。

**M1:** おはよう。

**F2:** 社長、社長、10時から6階でプレゼンテーションがあります。

### Question 12

**F2:** その後、ドイツの工場に国際電話をかけてください。11時ちょうどにかけてください。ドイツ工場長の山下さんがその時間に待っています。昼食は隣のホテルで毎日テレビの斉藤記者と一緒にです。それから、東京大学に行って大学生とこの会社について話してください。

**M1:** わかりました。今日も忙しいですね。

## Bon festival

### Question 13

**M2:** 明日、お寺でお盆のお祭りがあります。残念ながら、今年は一日だけです。でも、皆さんの大好きなお店は全部ありますから楽しいですよ。かき氷も、アイスクリームも、冷たいジュースもあります。入場料はただですから、ぜひ来てください。でも、たくさんの方が来ますから、花火をしてはいけません。

## Sachiko's friends

### Question 14

#### Example

**F2:** 今日は私の友達について話します。かよこはいつも静かです。よく一人で本を読んでいます。

### Question 14

**F2:** 花子はよくジョークを言います。ですから花子は人気があります。かおるはいつも喋っています。でもつまらない話です。ちょっとうるさいです。としおは勉強が得意です。クラスで一番頭がいいです。いつも勉強をしています。しのぶはかわいくて、やさしいです。よく友達や先生の手伝いをします。ひろしは親切じゃないですから私はひろしが嫌いです。でも他の人はみんないい友達です。

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

# Japanese

## Paper 1: Listening and understanding in Japanese

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 30 minutes and 5 minutes' reading time**

Paper Reference

**1JA0/1F**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- All questions are set in English.
- Answer **all** questions in English.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

### Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets:  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box  and then mark your new answer with a cross .

**In the library**

1 You are doing your work experience in a library.

What do these people want to do?

Listen to the recording and put a cross  in each one of the **three** correct boxes.

<b>Example</b>	enjoy a comic book	<input checked="" type="checkbox"/>
<b>A</b>	study Japanese	<input type="checkbox"/>
<b>B</b>	look up a word	<input type="checkbox"/>
<b>C</b>	go through a magazine	<input type="checkbox"/>
<b>D</b>	return a book	<input type="checkbox"/>
<b>E</b>	read the news	<input type="checkbox"/>
<b>F</b>	borrow a DVD	<input type="checkbox"/>
<b>G</b>	study economics	<input type="checkbox"/>

(Total for Question 1 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### School activities

2 Your friend, Noboru Yamamoto, has left a message on your phone.

What does he say?

Listen to the recording and complete these statements by putting a cross ☒ in the correct box for each question.

**Example:** He is talking about...

<input type="checkbox"/>	<b>A</b> work experience.
<input type="checkbox"/>	<b>B</b> language exchange.
<input checked="" type="checkbox"/>	<b>C</b> camping trip.
<input type="checkbox"/>	<b>D</b> an away match.

(i) It will start on...

<input type="checkbox"/>	<b>A</b> Monday.
<input type="checkbox"/>	<b>B</b> Tuesday.
<input type="checkbox"/>	<b>C</b> Wednesday.
<input type="checkbox"/>	<b>D</b> Thursday.

(ii) You are going to visit...

<input type="checkbox"/>	<b>A</b> the seaside.
<input type="checkbox"/>	<b>B</b> a mountain.
<input type="checkbox"/>	<b>C</b> a river.
<input type="checkbox"/>	<b>D</b> the city.

(iii) You should bring some...

<input type="checkbox"/>	<b>A</b> food.
<input type="checkbox"/>	<b>B</b> money.
<input type="checkbox"/>	<b>C</b> water.
<input type="checkbox"/>	<b>D</b> sun cream.

**(Total for Question 2 = 3 marks)**

### Home-stay

- 3 Some Japanese students went on a language exchange programme with a school in the United Kingdom. They are describing their home-stay places.

What do they say?

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

		Tomoko	Kaori	Kenta
<b>Example</b>	small	☒	☒	☒
<b>A</b>	old	☒	☒	☒
<b>B</b>	dark	☒	☒	☒
<b>C</b>	new	☒	☒	☒
<b>D</b>	clean	☒	☒	☒
<b>E</b>	dirty	☒	☒	☒
<b>F</b>	noisy	☒	☒	☒
<b>G</b>	smelly	☒	☒	☒

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



### Weather forecast

4 You are listening to the weather forecast on NHK news.

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

		Friday	Saturday	Sunday
<b>Example</b>	sunny	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A</b>	hot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B</b>	hot and humid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C</b>	windy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D</b>	cold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E</b>	rainy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>F</b>	cloudy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>G</b>	snowy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**A telephone message**

**5** Your friend, Mami, has left a message on your phone.

What does she tell you?

Listen to the message and answer the following questions **in English**.

(a) What does she want to do with you?

(1)

.....

(b) When are you meeting her?

(1)

.....

(c) Where are you meeting her?

(1)

.....

(d) What are you having for lunch?

(1)

.....

**(Total for Question 5 = 4 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### Plans for the weekend

6 Your Japanese classmates are talking about their weekend plans.

What do they say they are planning to do?

Complete the sentences. Use the correct word or phrase from the box.

cooking                      playing internet games                      shopping  
texting friends                      watching TV                      doing homework  
listening to music                      going to a cram school

(a) Miss Yamakawa: doing homework and \_\_\_\_\_ . (1)

(b) Mr Horita: \_\_\_\_\_ and \_\_\_\_\_ . (2)

**(Total for Question 6 = 3 marks)**

### Lost rucksack

- 7 At a museum in Osaka, you overhear a woman talking to her friend about her lost rucksack.

What does she say was in her rucksack?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

<b>Example</b>	passport	<input checked="" type="checkbox"/>
<b>A</b>	sunglasses	<input type="checkbox"/>
<b>B</b>	camera	<input type="checkbox"/>
<b>C</b>	car keys	<input type="checkbox"/>
<b>D</b>	house keys	<input type="checkbox"/>
<b>E</b>	money	<input type="checkbox"/>
<b>F</b>	guidebook	<input type="checkbox"/>
<b>G</b>	mobile phone	<input type="checkbox"/>

(Total for Question 7 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**A phone call from a travel agency**

**8** You have received a telephone call from the Matsumoto Travel Agency.

Listen to the report and answer the following questions **in English**.

(a) What is the first message they have rung to tell you?

(1)

.....

(b) Why is the agent going to phone you again tomorrow?

(1)

.....

(c) Why does the agent suggest taking a taxi to the airport?

(1)

.....

**(Total for Question 8 = 3 marks)**

.....

## Charity work abroad

9 You are at an opportunities talk at your school.

Listen to the talk and complete the sentences by putting a cross ☒ in the correct box for each question.

**Example:** The work will take place in...

<input type="checkbox"/>	<b>A</b> America.
<input type="checkbox"/>	<b>B</b> Asia.
<input checked="" type="checkbox"/>	<b>C</b> Africa.
<input type="checkbox"/>	<b>D</b> Europe.

(i) You will go over in the...

<input type="checkbox"/>	<b>A</b> spring holiday.
<input type="checkbox"/>	<b>B</b> summer holiday.
<input checked="" type="checkbox"/>	<b>C</b> Christmas holiday.
<input type="checkbox"/>	<b>D</b> New Year.

(ii) You will go to...

<input type="checkbox"/>	<b>A</b> Nigeria via Osaka.
<input type="checkbox"/>	<b>B</b> Turkey via Osaka.
<input checked="" type="checkbox"/>	<b>C</b> Kenya via Tokyo.
<input type="checkbox"/>	<b>D</b> Thailand via Tokyo.

(iii) The programme is open for students aged between...

<input type="checkbox"/>	<b>A</b> 15–18.
<input type="checkbox"/>	<b>B</b> 16–21.
<input checked="" type="checkbox"/>	<b>C</b> 17–20.
<input type="checkbox"/>	<b>D</b> 20–25.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iv) She thinks that it will...

<input type="checkbox"/>	<b>A</b> help you to develop important skills.
<input type="checkbox"/>	<b>B</b> help you to make new friends.
<input type="checkbox"/>	<b>C</b> give you good memories.
<input type="checkbox"/>	<b>D</b> be good for your CV.

**(Total for Question 9 = 4 marks)**

**In the classroom**

**10** Your Japanese teacher and classmates are talking in the classroom.

Listen to the conversation and answer the following questions **in English**.

(a) Why is your teacher giving you a kanji test again next week? (1)

.....

(b) How does the teacher describe the test? (1)

.....

(c) How long is the test exactly? (1)

.....

(d) What is your homework? (1)

.....

**(Total for Question 10 = 4 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



## Environment Day

11 The headteacher in a Japanese school makes an announcement about the school's Environment Day.

Complete the gap in each sentence using a word from the box below.  
There are more words than gaps.

friends	primary school	zoo	litter-picking
station	rubbish bags	snacks	park
tree-planting	neighbours	gloves	family

**Example:** They are going litter-picking.

- (a) This activity will take place at the \_\_\_\_\_ . (1)
- (b) They are meeting at the \_\_\_\_\_ . (1)
- (c) They should bring \_\_\_\_\_ with them. (1)
- (d) The teachers will bring \_\_\_\_\_ . (1)
- (e) Their \_\_\_\_\_ are invited too. (1)

**(Total for Question 11 = 5 marks)**

### A busy day at the office

12 You are gaining work experience in a large Japanese company in Yokohama, and hear a conversation between the president of the company and his secretary.

What does he have to do today?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

<b>Example</b>	give a presentation	<input checked="" type="checkbox"/>
<b>A</b>	meet suppliers from Germany	<input type="checkbox"/>
<b>B</b>	make an international telephone call	<input type="checkbox"/>
<b>C</b>	respond to emails	<input type="checkbox"/>
<b>D</b>	have lunch with a journalist	<input type="checkbox"/>
<b>E</b>	check finance documents	<input type="checkbox"/>
<b>F</b>	visit a university	<input type="checkbox"/>
<b>G</b>	attend a party	<input type="checkbox"/>

(Total for Question 12 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### Bon festival

**13** You hear the following announcement broadcast from a local community publicity vehicle in Nagano.

Listen to the recording and answer the following questions **in English**.

(a) Why does the announcer think the festival is going to be fun? (1)

.....

(b) How do we know that the weather is likely to be hot? (1)

.....

(c) How much is the entry fee? (1)

.....

(d) What are you not allowed to do there? (1)

.....

**(Total for Question 13 = 4 marks)**

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### Sachiko's friends

14 Sachiko is talking about her friends.

What are her friends like?

Choose from the following: **quiet**, **kind**, **funny** and **diligent**. Each word can be used several times.

**Example:** Kayoko is quiet.

- (a) Hanako is \_\_\_\_\_ . (1)
- (b) Kaoru is not \_\_\_\_\_ . (1)
- (c) Toshio is \_\_\_\_\_ . (1)
- (d) Shinobu is \_\_\_\_\_ . (1)
- (e) Hiroshi is not \_\_\_\_\_ . (1)

(Total for Question 14 = 5 marks)

**TOTAL FOR PAPER = 50 MARKS**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

## GCSE Japanese Foundation tier

### Paper 1 mark scheme

All candidates are expected to answer in English. Answers in Japanese will not be credited.

Question number	Answer	Mark
1	A, B, E	(3)

Question number	Answer	Mark
2(i)	D	(1)

Question number	Answer	Mark
2(ii)	B	(1)

Question number	Answer	Mark
2(iii)	A	(1)

Question number	Answer	Mark
3 (Kaori)	A	(1)

Question number	Answer	Mark
3 (Tomoko)	C	(1)

Question number	Answer	Mark
3 (Kenta)	F	(1)

Question number	Answer	Mark
4 (Friday)	B	(1)

Question number	Answer	Mark
4 (Saturday)	E	(1)

Question number	Answer	Mark
4 ( Sunday)	F	(1)

Question number	Answer	Reject	Mark
5(a)	shopping		(1)

Question number	Answer	Reject	Mark
5(b)	the day after tomorrow	tomorrow	(1)

Question number	Answer	Reject	Mark
5(c)	department store		(1)

Question number	Answer	Reject	Mark
5(d)	pasta		(1)

Question number	Answer	Reject	Mark
6(a)	cooking		(1)

Question number	Answer	Reject	Mark
6(b)	going to cram school (1) watching TV (1)		(2)

Question number	Answer	Mark
7	C, E, G	(3)

Question number	Answer	Reject	Mark
8(a)	(he/the agent has) booked your flight		(1)

Question number	Answer	Reject	Mark
8(b)	(needs to get your) passport number		(1)

Question number	Answer	Reject	Mark
8(c)	(because the) (airport) carpark is expensive (in summer)		(1)

Question number	Answer	Mark
9(i)	B	(1)

Question number	Answer	Mark
9(ii)	C	(1)

Question number	Answer	Mark
9(iii)	A	(1)

Question number	Answer	Mark
9(iv)	C	(1)

Question number	Answer	Reject	Mark
10(a)	(to prepare for / because you have) a big exam in February		(1)

Question number	Answer	Reject	Mark
10(b)	(it is) (very) difficult		(1)

Question number	Answer	Reject	Mark
10(c)	30 minutes/half an hour		(1)

Question number	Answer	Reject	Mark
10(d)	nothing/there is no homework		(1)

Question number	Answer	Mark
11(a)	park	(1)

Question number	Answer	Mark
11(b)	station	(1)

Question number	Answer	Mark
11(c)	snacks	(1)

Question number	Answer	Mark
11(d)	gloves	(1)

Question number	Answer	Mark
11(e)	family	(1)

Question number	Answer	Mark
12	B, D, F	(3)

Question number	Answer	Reject	Mark
13(a)	(all your) favourite stalls (will be there)		(1)

Question number	Answer	Reject	Mark
13(b)	(because there will be) ice cream/shaved ice/cold drinks (available)		(1)

Question number	Answer	Reject	Mark
13(c)	free		(1)

Question number	Answer	Reject	Mark
13(d)	fireworks		(1)

Question number	Answer	Mark
14(a)	funny	(1)

Question number	Answer	Mark
14(b)	quiet	(1)

Question number	Answer	Mark
14(c)	diligent	(1)

Question number	Answer	Mark
14(d)	kind	(1)

Question number	Answer	Mark
14(e)	kind	(1)



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

#### General Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 7 to 9 minutes plus 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

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## General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

**The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.**

### **Task 1: Role play**

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

**At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.**

### **Task 2: Picture-based task**

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

**At the end of the picture-based task, the speaking assessment will move to the conversation.**

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

### **Task 3: Conversation**

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

#### ***Conversation Part 1***

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

#### ***Conversation Part 2***

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  - answer questions freely, in turn allowing them to produce extended sequences of speech
  - develop conversations and discussions
  - give and justify own thoughts and opinions
  - refer to past, present and future events.

## GCSE Japanese Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

### Candidate 1 Foundation tier

- Role play FR5
- Picture card FP7
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 2 OR Theme 5

If Candidate 1 has selected Theme 3 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 4 grid
4th candidate:	Candidate 6 grid
5th candidate:	Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

### Themes:

- Theme 1 – Identity and Culture
- Theme 2 – Local area, holiday and travel
- Theme 3 – School
- Theme 4 – Future aspirations, work and study
- Theme 5 – International and global dimension

Sample sequencing grid

Candidate Order	Task 1		Task 2		Task 3	
	Pearson Allocated	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection	
	Role Play	Picture Based	Conversation 1	Conversation 2		
Candidate 1	→	→	FP7 (Theme 4)	→	→	Theme 2 OR Theme 5
	FR5 (Theme 3)		FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 4	
			FP1 (Theme 1)	Theme 4	Theme 2 OR Theme 5	
			FP3 (Theme 2)	Theme 5	Theme 1 OR Theme 4	
			FP5 (Theme 3)	Theme 1	Theme 4 OR Theme 5	
Candidate 2		→	FP2 (Theme 1)	→	→	Theme 4 OR Theme 5
	FR8 (Theme 2)		FP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3	
			FP8 (Theme 4)	Theme 5	Theme 1 OR Theme 3	
			FP4 (Theme 2)	Theme 1	Theme 3 OR Theme 5	
			FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3	
Candidate 3			FP1 (Theme 1)	Theme 3	Theme 2 OR Theme 5	
	FR9 (Theme 4)		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2	
			FP8 (Theme 4)	Theme 2	Theme 3 OR Theme 5	
			FP3 (Theme 2)	Theme 3	Theme 4 OR Theme 5	
			FP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3	
Candidate 4			FP5 (Theme 3)	Theme 5	Theme 2 OR Theme 4	
	FR3 (Theme 1)		FP9 (Theme 5)	Theme 1	Theme 3 OR Theme 4	
			FP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5	
			FP6 (Theme 3)	Theme 4	Theme 1 OR Theme 5	
			FP7 (Theme 4)	Theme 5	Theme 1 OR Theme 3	
Candidate 5						
	FR2 (Theme 2)					

<b>Candidate 6</b>	FR4 (Theme 4)	FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		FP5 (Theme 3)	Theme 2	Theme 1 OR Theme 5
		FP3 (Theme 2)	Theme 3	Theme 1 OR Theme 5
		FP2 (Theme 1)	Theme 5	Theme 2 OR Theme 3
		FP8 (Theme 4)	Theme 2	Theme 3 OR Theme 5
<b>Candidate 7</b>	FR6 (Theme 1)	FP10 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		FP6 (Theme 3)	Theme 4	Theme 2 OR Theme 5
		FP4 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		FP8 (Theme 4)	Theme 1	Theme 2 OR Theme 5
		FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 4
<b>Candidate 8</b>	FR7 (Theme 3)	FP2 (Theme 1)	Theme 4	Theme 2 OR Theme 5
		FP3 (Theme 2)	Theme 5	Theme 1 OR Theme 4
		FP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		FP7 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		FP10 (Theme 5)	Theme 4	Theme 2 OR Theme 3
<b>Candidate 9</b>	FR1 (Theme 1)	FP4 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		FP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
<b>Candidate 10</b>	FR10 (Theme 2)	FP10 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		FP4 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		FP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
<b>* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'</b>				





## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR1

### Topic: Cultural life

#### Instructions to candidates

You are planning to go to a music festival with your Japanese friend. The teacher will play the role of your friend and will speak first.

Use appropriate language for a conversation in a familiar context.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are going to a festival with your Japanese friend. You speak to your friend.***

1. Say what you can do at the festival.
2. Suggest when to go to the festival.
3. **!**
4. Say what kind of clothing your friend should wear.
5. **?** Ask your friend's opinion of festivals.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR1

### Topic: Cultural life

#### Instructions to teacher

- Use appropriate language for a conversation in a familiar context.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are going to a festival with your Japanese friend. You speak to your friend.*

1	<p>このお祭り<small>まつ</small>で何<small>なに</small>ができますか。</p> <p>Allow the candidate to tell you what you can do at the festival.</p> <p>そうですか。</p>
2	<p>いつお祭り<small>まつ</small>に行<small>い</small>きましようか。</p> <p>Allow the candidate to suggest when to go to the festival.</p> <p><small>わ</small>分かりました。</p>
3	<p>！</p> <p>チケットはいくらですか。</p> <p>Allow the candidate to say how much the festival tickets cost.</p> <p>そうですか。</p>
4	<p>どんな服<small>ふく</small>を<small>き</small>ますか。</p> <p>Allow the candidate to say what kind of clothing to wear.</p> <p><small>わ</small>分かりました。</p>
5	<p>？</p> <p>Allow the candidate to ask your opinion of festivals.</p> <p>お祭り<small>まつ</small>が大好き<small>だいす</small>です。</p>

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

Paper Reference

**1JA0/2F**

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR2

### Topic: Travel and tourist transactions

#### Instructions to candidates

You are going to eat at a restaurant in Okinawa with your English friend. The teacher will play the part of the waiter/waitress and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are in a restaurant in Okinawa with your friend and are speaking to the waiter/waitress.***

1. Say how many people you would like a table for.
2. Say where you would like to sit.
3. Say what Japanese food you like.
4. **!**
5. **?** Ask if there is Wi-Fi in the restaurant.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR2

### Topic: Travel and tourist transactions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are in a restaurant in Okinawa with your friend and are speaking to the waiter/waitress.*

1	<p>いらっしやいませ。何名様ですか。 Allow the candidate to ask for a table for... (number of) people. かしこまりました。</p>
2	<p>テーブルはどこがいいですか。 Allow the candidate to say where they want to sit. こちらへどうぞ。</p>
3	<p>日本料理は何が好きですか。 Allow the candidate to say what Japanese food s/he likes. ああ、そうですか。</p>
4	<p>！ メニューは日本語と英語があります。どちらがいいですか。 Allow the candidate to choose a menu. はい、どうぞ。</p>
5	<p>？ Allow the candidate to ask you about wireless internet availability in the restaurant. はい、ございます。パスワードはこちらです。</p>



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR3

### Topic: Daily life

#### Instructions to candidates

You are in an electrical shop in Toyama. The teacher will play the role of the sales assistant and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are buying an electrical item in Toyama and you speak to the sales assistant.***

1. Say what you would like to buy.
2. Describe the electrical item you would like to buy.
3. **!**
4. Say when you will use the electrical item.
5. **?** Ask if you can pay by credit card.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

### Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR3

### Topic: Daily life

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are buying an electrical item in Toyama and you speak to the sales assistant.*

1	いらっしゃいませ。 Allow the candidate to say what electrical item s/he is looking for. かしこまりました。
2	どんな**がいいですか。 Allow the candidate to describe the electrical item s/he would like to buy. わ 分かりました。
3	! いくらぐらいの**がいいですか。 Allow the candidate to say how much s/he would like to spend. かしこまりました。
4	いつこの** <sup>つか</sup> を使いますか。 Allow the candidate to say when s/he plans to use the electrical item. わ 分かりました。
5	? Allow the candidate to ask if s/he can pay by credit card. もちろんだいじょうぶです。

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR4

### Topic: Work

### Instructions to candidates

You want to work during the summer and go to a Japanese tour company in Bath to ask about working there. The teacher will play the role of the manager and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

### Task

***You are at a Japanese tour company in Bath where you speak to a manager.***

1. Say you are looking for a job.
2. Say what type of work you would like to do.
3. **!**
4. Describe what you are good at.
5. **?** Ask how many Japanese people come each year.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR4

### Topic: Work

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are at a Japanese tour company in Bath where you speak to a manager.*

1	ようこそいらっしゃいました。 Allow the candidate to say s/he is looking for a job.
2	どんな <sup>しごと</sup> 仕事がいいですか。 Allow the candidate to say what type of work interests him/her. わかりました。
3	! いつからいつまで <sup>しごと</sup> 仕事ができますか。 Allow the candidate to say his/her preferred period of work. わかりました。
4	**さんは、何が <sup>なに</sup> 得意 <sup>とくい</sup> ですか。 Allow the candidate to tell you about what s/he is good at. そうですか。
5	? Allow the candidate to ask how many Japanese people come each year. そうですね。8万人 <sup>まんにん</sup> ぐらいですね。



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR5

### Topic: What school is like

#### Instructions to candidates

You are talking about school and school life with your Japanese penfriend. The teacher will play the part of the penfriend and will speak first.

Use appropriate language for a conversation in a familiar context.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are at your Japanese friend's house in Iwate and you are talking to him/her about your school day.***

1. Say what time the school day starts.
2. Give your opinion of the teachers at your school.
3. **!**
4. Say what activities you do during your lunch break.
5. **?** Ask about lunch at your friend's school.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

### Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR5

### Topic: What school is like

#### Instructions to teacher

- Use appropriate language for a conversation in a familiar context.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are at your Japanese friend's house in Iwate and you are talking to him/her about your school day.*

1	<p>がっこう なんじ はじ 学校は何時に始まりますか。</p> <p>Allow the candidate to say what time the school day starts.</p>
2	<p>せんせい 先生はどうですか。</p> <p>Allow the candidate to give his/her opinion of the teachers at his/her school. そうですか。</p>
3	<p>!</p> <p>かもく いちばん す どの科目が一番好きですか。 どうしてですか。</p> <p>Allow the candidate to say what his/her favourite lesson is and why.</p>
4	<p>ひるやす なに 昼休みに何をしますか。</p> <p>Allow the candidate to say what s/he does during his/her lunch break. そうですか。</p>
5	<p>?</p> <p>Allow the candidate to ask you about lunch at your school. Give an appropriate brief response.</p>

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR6

### Topic: Who am I?

#### Instructions to candidates

You are at your Japanese friend's house in Nagasaki and are making plans for the day. The teacher will play the role of your friend and will speak first.

Use appropriate language for a conversation in a familiar context.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are at your Japanese friend's house in Nagasaki and are making plans for the day.***

1. Say where you would like to go today.
2. Say why you would like to go there.
3. **!**
4. Suggest what you would like to do for lunch.
5. **?** Ask how you will get there.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

### Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR6

### Topic: Who am I?

#### Instructions to teacher

- Use appropriate language for a conversation in a familiar context.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are at your Japanese friend's house in Nagasaki and are making plans for the day.*

1	<p>きょう なに 今日は、何をしましょうか。</p> <p>Allow the candidate to say where s/he would like to go today. そうしましょう。</p>
2	<p>どうして**に<small>い</small>行きたいですか。</p> <p>Allow the candidate to say why s/he wants to visit this place. そうですか。</p>
3	<p>!</p> <p>なんじ <small>い</small> 何時に行きましょうか。</p> <p>Allow the candidate to say at what time s/he would like to leave.</p>
4	<p>ひる お昼ごはんは、どうしましょうか。</p> <p>Allow the candidate to say what s/he would like to do for lunch. ああ、それがいいですね。</p>
5	<p>?</p> <p>Allow the candidate to ask how you are going to get there. Give an appropriate brief response.</p>



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR7

### Topic: What school is like

#### Instructions to candidates

You are talking to a Japanese exchange student from Yamaguchi about your school. The teacher will play the role of the Japanese exchange student and will speak first.

Use appropriate language for a conversation in a familiar context.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are at your own school in the UK and are talking to a Japanese exchange student from Yamaguchi.***

1. Say where you study Japanese.
2. Give your opinion of studying Japanese.
3. **!**
4. Describe your classmates.
5. **?** Ask the exchange student what foreign languages s/he can speak.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

### Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR7

### Topic: What school is like

#### Instructions to teacher

- Use appropriate language for a conversation in a familiar context.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

You are at your own school in the UK and are talking to a Japanese exchange student from Yamaguchi.

1	<p>どこで日本語を勉強していますか。 <small>にほんご べんきょう</small></p> <p>Allow the candidate to where s/he studies Japanese.</p>
2	<p>日本語の勉強はどうですか。 <small>にほんご べんきょう</small></p> <p>Allow the candidate to give his/her opinion of studying Japanese. Give an appropriate brief response.</p>
3	<p>！ いつ日本語の勉強を始めましたか。 <small>にほんご べんきょう はじ</small></p> <p>Allow the candidate to say how long s/he has been studying Japanese.</p> <p>ああ、そうですか。日本語が上手ですね。 <small>にほんご じょうず</small></p>
4	<p>クラスにどんな人がいますか。 <small>ひと</small></p> <p>Allow the candidate to describe his/her classmates. そうですか。</p>
5	<p>？ Allow the candidate to ask you what foreign languages you can speak.</p> <p>英語の他に、フランス語もできます。 <small>えいご ほか ご</small></p>

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR8

### Topic: Travel and tourist transactions

#### Instructions to candidates

You are in Yokohama train station with your family and want to buy tickets. The teacher will play the part of the booking clerk and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are at Yokohama train station buying tickets.***

1. Say where you would like to go.
2. Say how many people are travelling.
3. **!**
4. Say why you want to visit this place.
5. **?** Ask how long the journey will take.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

### Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR8

### Topic: Travel and tourist transactions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are at Yokohama train station buying tickets.*

1	いらっしゃいませ。 Allow the candidate to state where s/he would like to buy tickets for. かしこまりました。
2	<sup>なんめいさま</sup> 何名様ですか。 Allow the candidate to say how many people are travelling. <sup>わ</sup> 分かりました。
3	! どうやって <sup>はら</sup> 払いますか。 Allow the candidate to tell you his/her payment method. かしこまりました。
4	**で <sup>なに</sup> 何をしますか。 Allow the candidate to explain why s/he wants to visit this place. そうですか。
5	? Allow the candidate to ask you how long the journey will take. <i>Give an appropriate brief response.</i>



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR9

### Topic: Ambitions

#### Instructions to candidates

You have just arrived in Tokyo and are speaking to the parents at your homestay. The teacher will play the part of one of the homestay parents and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You have just arrived in Tokyo and are speaking to one of the parents at your homestay.***

1. Say what subjects you are studying.
2. Say what extra-curricular activities you enjoy.
3. **!**
4. Say what you plan to do after leaving school.
5. **?** Ask what jobs you could do in Japan.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

### Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR9

### Topic: Ambitions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You have just arrived in Tokyo and are speaking to one of the parents at your homestay.*

1	<p><small>がっこう なに べんきょう</small> 学校で、何を勉強していますか。</p> <p>Allow the candidate to say what subjects s/he is studying.</p>
2	<p><small>かがいかつどう す</small> どの課外活動が好きですか。</p> <p>Allow the candidate to say what extra-curricular activity s/he likes. そうですか。</p>
3	<p>!</p> <p><small>かもく きら</small> どんな科目が嫌いですか。 どうしてですか。</p> <p>Allow the candidate to say which subject s/he dislikes and why. <small>わ</small> 分かりました。</p>
4	<p><small>がっこう そつぎょう なに</small> 学校を卒業してから、何をしますか。</p> <p>Allow the candidate to say what s/he would like to do after school. そうですか。</p>
5	<p>?</p> <p>Allow the candidate to ask you what jobs s/he can do in Japan. そうですね。日本には、<small>えいご せんせい</small>英語の先生がたくさんいますよ。</p>

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

Paper Reference

**1JA0/2F**

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR10

### Topic: Travel and tourist transactions

#### Instructions to candidates

You are telephoning a hotel in Hokkaido to book accommodation. The teacher will play the part of the receptionist and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are telephoning a hotel in Hokkaido to reserve rooms for your family. You speak to the receptionist.***

1. Say that you would like to book a room.
2. Say what type of room you would like to book.
3. **!**
4. Give a reason for your visit.
5. **?** Ask how much breakfast costs.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

### Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR10

### Topic: Travel and tourist transactions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are telephoning a hotel in Hokkaido to reserve rooms for your family. You speak to the receptionist.*

1	もしもし、みやこホテルでございます。 Allow the candidate to say s/he wants to book a room. Give an appropriate brief response.
2	どんなお部屋 <small>へや</small> がいいですか。 Allow the candidate to say which type of room s/he wants. かしこまりました。
3	！ 何月何日からですか。 Allow the candidate to provide the arrival date. わ <small>わ</small> 分かりました。
4	どうして北海道 <small>ほっかいどう</small> にいらっしゃいますか。 Allow the candidate to give a reason for his/her visit. そうですか。
5	？ Allow the candidate to ask the cost of breakfast. 1500円 <small>えん</small> です。



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

#### Task 2: Picture-based task

#### Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FP1

### Topic: Daily life



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Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of eating together as a family
- which country's cuisine you have tried recently
- what you would like to cook for your friends to eat
- your opinion of internet or supermarket shopping.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

### Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS FP1

### Topic: Daily life



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1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. 家族<sup>かぞく</sup>での食事<sup>しょくじ</sup>は、どうですか。  
[どうしてですか。/それから。]
3. 最近<sup>さいきん</sup>どこの国<sup>くに</sup>の料理<sup>りょうり</sup>を食<sup>た</sup>べましたか。  
[それから。]
4. 来週<sup>らいしゅうとも</sup>友だち<sup>しょくじ</sup>が食事<sup>き</sup>に来<sup>な</sup>ます。何<sup>なに</sup>を料理<sup>りょうり</sup>しますか。  
[どうしてですか。/それから。]
5. 買い物<sup>か</sup>はいつもスーパー<sup>もの</sup>でしますか、それとも、インターネット<sup>インターネット</sup>でしますか。  
[どうしてですか。/それから。]

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

#### Task 2: Picture-based task

#### Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FP2

### Topic: Cultural life



(Source: © Malcolm Fairman / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of parties
- what you did last time you went to a party
- how you would like to celebrate your next birthday
- your favourite kind of present.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

### Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS FP2

### Topic: Cultural life



(Source: © Malcolm Fairman / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. パーティーをどうおも<sup>おも</sup>いますか。  
[どうしてですか。/それから。]
3. 最近<sup>さいきん</sup>、パーティーで何<sup>なに</sup>をしましたか。  
[それから。]
4. 今度<sup>こんど</sup>の誕生日<sup>たんじょうび</sup>には何<sup>なに</sup>をしますか。  
[どうしてですか。/それから。]
5. どんなプレゼントが好<sup>す</sup>きですか。  
[どうしてですか。/それから。]



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the candidate

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
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- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FP3

### Topic: Town, region and country



(Source: © Image Source / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of activities for young people in the city
- the last time that you went to the countryside
- a city that you would like to visit
- your opinion of the countryside and towns.

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

#### Task 2: Picture-based task

#### Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS FP3

### Topic: Town, region and country



(Source: © Image Source / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. 若い人<sup>わか ひと</sup>はよく街<sup>まち</sup>で遊<sup>あそ</sup>びますね。どう思<sup>おも</sup>いますか。  
[それから。]
3. 最近<sup>さいきん</sup>田舎<sup>いなか</sup>で何<sup>なに</sup>を見<sup>み</sup>ましたか。  
[それから。]
4. どの街<sup>まち</sup>に行<sup>い</sup>きたいですか。  
[どうしてですか。/それから。]
5. 街<sup>まち</sup>が好き<sup>す</sup>ですか、それとも、田舎<sup>いなか</sup>が好き<sup>す</sup>ですか。  
[どうしてですか。/それから。]

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

#### Task 2: Picture-based task

#### Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
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- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FP4

### Topic: Holidays



(Source: © epa european pressphoto agency b.v. / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of travelling abroad
- a place you have been to
- an activity you will do during your next holiday
- your opinion of holidays with friends.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
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## STIMULUS FP4

### Topic: Holidays



(Source: © epa european pressphoto agency b.v. / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. 外国旅行<sup>がいこくりょこう</sup>はどうおもいますか。  
[どうしてですか。/それから。]
3. 最近<sup>さいきん</sup>、どんな所<sup>ところ</sup>に行きましたか。  
[それから。]
4. 今度の休み<sup>こんど やす</sup>に何を<sup>なに</sup>しますか。  
[どうしてですか。/それから。]
5. 友だち<sup>とも</sup>と一緒に<sup>いっしょ</sup>の旅行<sup>りょこう</sup>は好き<sup>す</sup>ですか。 どうしてですか。  
[それから。]



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
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## STIMULUS FP5

### Topic: School activities



(Source: © Koen Broker / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of school day trips
- a school day trip you have been on
- a school event you would like to attend
- a school club activity that you don't like.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS FP5

### Topic: School activities



(Source: © Koen Broker / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. 遠足<sup>えんそく</sup>はどう思<sup>おも</sup>いますか。  
[どうしてですか。/それから。]
3. 遠足<sup>えんそく</sup>で、どこ<sup>い</sup>に行きましたか。  
[それから。]
4. 学校<sup>がっこう</sup>でどんなイベントがしたいですか。  
[どうしてですか。/それから。]
5. 学校<sup>がっこう</sup>のクラブ活動<sup>かつどう</sup>で、何<sup>なに</sup>が嫌<sup>きら</sup>いですか。  
[どうしてですか。/それから。]



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

#### Task 2: Picture-based task

#### Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
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- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FP6

### Topic: School activities



(Source: © Image navi - QxQ images / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of music lessons
- a concert you have been to
- a club you would like to join in the future
- another hobby you like.

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

### Task 2: Picture-based task

### Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
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## STIMULUS FP6

### Topic: School activities



(Source: © Image navi - QxQ images / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. 音楽<sup>おんがく</sup>のレッスンは、どう思<sup>おも</sup>いますか。  
[どうしてですか。/それから。]
3. 最近<sup>さいきん</sup>、どんなコンサート<sup>い</sup>に行きましたか。  
[どうしてですか。/それから。]
4. 将来<sup>しょうらい</sup>、どんなクラブ<sup>はい</sup>に入りたいですか。  
[どうしてですか。/それから。]
5. その他の趣味<sup>ほか しゅみ</sup>について話<sup>はな</sup>してください。  
[どうしてですか。/それから。]



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

#### Task 2: Picture-based task

#### Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
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## STIMULUS FP7

### Topic: Work



(Source: © George Martinus / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of working in a restaurant
- how you have helped at home
- a job you want to do in the future
- your opinion of part-time jobs.

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

#### Task 2: Picture-based task

#### Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
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STIMULUS FP7

Topic: Work



(Source: © George Martinus / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. レストランのアルバイトをどうおもいますか。  
[どうしてですか。/それから。]
3. 今まで、うちでどんな手伝<sup>てつだ</sup>いをしましたか。  
[それから。]
4. 将来<sup>しょうらい</sup>、どんな仕事<sup>しごと</sup>がしたいですか。  
[どうしてですか。/それから。]
5. 高校生<sup>こうこうせい</sup>のアルバイトをどうおもいますか。  
[どうしてですか。/それから。]

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
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- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FP8

### Topic: Using languages beyond the classroom



(Source: © Aflo Co., Ltd. / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of studying with friends
- how you have studied Japanese
- how you will use Japanese in the future
- what new thing you would like to study.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
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## STIMULUS FP8

### Topic: Using languages beyond the classroom



(Source: © Aflo Co., Ltd. / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. 友達<sup>ともだち</sup>との勉強<sup>べんきょう</sup>について、どう思<sup>おも</sup>いますか。  
[どうしてですか。/それから。]
3. どうやって日本語<sup>にほんご</sup>を勉強<sup>べんきょう</sup>しましたか。  
[それから。]
4. 日本語<sup>にほんご</sup>を勉強<sup>べんきょう</sup>して、将来<sup>しょうらい</sup>何<sup>なに</sup>がしたいですか。  
[どうしてですか。/それから。]
5. 来年<sup>らいねん</sup>、どんな新<sup>あたら</sup>しい勉強<sup>べんきょう</sup>をしたいですか。  
[どうしてですか。/それから。]



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FP9

### Topic: Environmental issues



(Source: © MIXA / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of recycling
- what recycling you did last week
- what you are going to do to help the environment in the future
- how you get to school.

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

### Task 2: Picture-based task

### Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS FP9

### Topic: Environmental issues



(Source: © MIXA / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. リサイクルについてどう思<sup>おも</sup>いますか。  
[どうしてですか。/それから。]
3. 先週<sup>せんしゅうな</sup>何をリサイクルしましたか。  
[それから。]
4. 環境<sup>かんきょうほご</sup>保護<sup>たいせつ</sup>は大切<sup>しょうらい</sup>です。将来<sup>こと</sup>どんな事をしますか。  
[どうしてですか。/それから。]
5. どうやって<sup>がっこう</sup>学校<sup>き</sup>に来ますか。  
[どうしてですか。/それから。]



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FP10

### Topic: Bringing the world together



(Source: © HelloWorld Images Premium / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of the Olympics
- a description of a sports event you've watched
- where you would like to go with a foreign friend
- the advantages of international events.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

### Instructions to the teacher

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2F**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS FP10

### Topic: Bringing the world together



(Source: © HelloWorld Images Premium / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. オリンピックは楽<sup>たの</sup>しいですね。どう思<sup>おも</sup>いますか。  
[どうしてですか。/それから。]
3. 今<sup>いま</sup>までに、どんなスポーツイベントを見<sup>み</sup>ましたか。  
[どうしてですか。/それから。]
4. 外国<sup>がいこくじん</sup>人の友<sup>とも</sup>だちと一<sup>いっしょ</sup>緒に、どこへ行<sup>い</sup>きたいですか。  
[どうしてですか。/それから。]
5. 国際<sup>こくさい</sup>イベントのいい点<sup>てん</sup>は何<sup>なん</sup>ですか。  
[どうしてですか。/それから。]



## GCSE Japanese Foundation tier

### Paper 2 mark scheme

#### General guidance on using levels-based mark schemes

##### Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

##### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Assessment criteria for the Foundation tier – Part 1

### Role play – Foundation tier (10 marks)

For this task, student work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

### Additional guidance on the mark scheme

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Familiar register:** includes language that students would use with friends and people of a similar age, such as endearments and familiar greetings and forms of address where appropriate. Examples of familiar features of language are those used in greetings (おはよう), terms of address (ひろし君、あけみちゃん) and vocabulary (オッケーです).

**Formal register:** includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate, as well as using polite social conventions such as saying “please” when making requests.

**Partially clear/pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

### Guidance on application of role play mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FR4) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria.

## Foundation card 4 (FR4)

You are at a Japanese tour company in Bath where you speak to a manager.

**Prompt 1: Say you are looking for a job.**

**Question 1:** ようこそいらっしゃいました。

Mark	Descriptor	
0	アルバイトです。	しごと。
	No rewardable communication because response does not communicate that the candidate is looking for a job; neither is it clear whether the candidate is looking for a part-time job or has reported for work.	Highly ambiguous. Lack of verb makes it unclear that the candidate <i>wants</i> to work at the tour company.
1	しごとしたい。	アルバイト さがして。
	Communication is partially appropriate in the context of the role play; however the register is incorrect and so the utterance comes across as rude.	Communication is ambiguous. It could mean that the candidate is asking you to look for a job rather than asking for a job. However, wording gives enough meaning in the context for 1 mark.
2	アルバイトが したいです。	今、仕事を ありますか。
	Clearly communicated despite minor error ("リ" instead of "ル").	Clearly communicated despite minor error ("を" instead of "が").

**Prompt 2: Say what type of work you would like to do.**

**Question 2:** <sup>しごと</sup>どんな仕事がいいですか。

Mark	Descriptor	
0	電話。	アルバイト。
	Highly ambiguous. Without a verb, it is not clear what type of work the candidate actually wants to do.	No rewardable communication. The candidate has failed to understand the question word "どんな".
1	そうじ人。	ひしよはいいです。
	Ambiguous. The lack of a verb coupled with the incorrect joining of the two nouns means that it is not clear what the candidate actually wants to do.	Partially clear. The incorrect ending makes the meaning only partially communicated. It is ambiguous as to whether the secretary is good, or whether the candidate thinks working as a secretary is good.
2	コピーの仕事です。	そうじをします。
	Clearly communicated response to the prompt.	Clearly communicated response, in spite of the lack of the verb ending "したいです".

**Prompt 3: !****Question 3:** いつからいつまで<sup>しごと</sup>仕事ができますか。

Mark	Descriptor	
0	いいえ、できません。	仕事は大好きです。
	No rewardable communication: this is not a response to the question asked.	No rewardable communication. The student gives an opinion on work and not the time period, as required by the question.
1	夏休み。	から来週。
	Partially clear. The candidate has given a valid period but without a verb or further explanation, the meaning is ambiguous.	Partially clear. The candidate has given the key word "next week"; but with the incorrect word order of the particle and lack of a verb, the meaning is not totally clear.
2	七月いっぱいできます。	八月一日ぐらいから八月三十一日までです。
	Clearly communicated.	Clearly communicated, despite the error in using "ぐらい" instead of "ごろ".

**Prompt 4: Describe what you are good at.****Question 4:** \*\*さんは、<sup>なに とくい</sup>何が得意ですか。

Mark	Descriptor	
0	へたです。	スカートです。
	No rewardable communication. The response is not meaningful.	Pronunciation prevents communication.
1	上手です。料理。	りよりが得意です。
	Partially clear. A clear answer is given but clarity is marred by the incorrect word order.	Partially clear. A valid answer is given but the poor pronunciation has affected the clarity of the communication.
2	数学は得意です。	ジョギングが上手です。
	Clearly communicated; this response is unambiguous, despite the particle error. The topic marker has been used instead of the subject marker.	The response is clearly communicated, despite the fact that a native speaker would not apply the word "上手" to their own abilities.

**Prompt 5: ? Ask how many Japanese people come each year.**

Mark	Descriptor	
0	毎年来ます。	日本人ですか。
	No rewardable communication. The candidate has not asked a question.	Highly ambiguous. Not clear which of the following the candidate is asking: a. Are you Japanese? b. Is it Japanese people?
1	日本人はたくさんいますか。	毎年日本人はどのぐらい来ますか。
	Communication is only partially clear: it is clear that the candidate is asking about the quantity of Japanese people but not specifically how many.	Communication is ambiguous as the question word could mean "how many people?" or "for how long?".
2	日本人は毎年何人来ますか。	ぐらい何人日本人は毎年来ますか。
	Clearly communicated. Has asked a clear question.	Clearly communicated, despite incorrect word order.

## Assessment criteria for the Foundation tier – Part 2

### Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

#### Picture-based task: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–4	<ul style="list-style-type: none"><li>• Limited response to set questions, likely to consist of single-word answers.</li><li>• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond.</li><li>• A straightforward opinion may be expressed but without justification.</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds briefly to set questions, there is much hesitation and continuous prompting needed.</li><li>• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond.</li><li>• Straightforward, brief opinions are given but without justification.</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary.</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions.</li><li>• Expresses opinions with occasional, brief justification.</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li></ul>
13–16	<ul style="list-style-type: none"><li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.</li><li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.</li><li>• Expresses opinions and gives justification with some development.</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li></ul>

## **Additional guidance**

**Adaptation of/adapting language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

**Straightforward** opinions and justification are those that form part of a minimum/standard/predictable response.

## Picture-based task: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none"><li>Limited accuracy when responding to set questions; minimal success when referring to past, present and future events.</li><li>Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning being conveyed throughout most of the conversation.</li></ul>
3–4	<ul style="list-style-type: none"><li>Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.</li><li>Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed.</li></ul>
5–6	<ul style="list-style-type: none"><li>Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.</li><li>Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li></ul>
7–8	<ul style="list-style-type: none"><li>Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.</li><li>Responses are generally coherent although errors occur that occasionally hinder clarity of communication.</li></ul>

### Additional guidance

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.



Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Assessment criteria for the Foundation tier – Part 3

### Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

#### Conversation: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"><li>• Communicates limited information relevant to the topics and questions.</li><li>• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification.</li><li>• Uses limited vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the topics and questions.</li><li>• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification.</li><li>• Uses repetitive vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li></ul>

Mark	Descriptor
10–12	<ul style="list-style-type: none"> <li>• Communicates information relevant to the topics and questions, with some extended sequences of speech.</li> <li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.</li> <li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.</li> <li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li> </ul>

### Additional guidance

**Uses language creatively** – examples of creative language use are:

- using language to create an effect
- manipulating language, including high-frequency and simple language, to respond to unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

## Conversation: interaction and spontaneity – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question.</li> <li>• Short, undeveloped responses, many incomplete.</li> <li>• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question.</li> <li>• Short responses, any development depends on teacher prompting.</li> <li>• Limited ability to sustain communication, pace is mostly slow and hesitant.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.</li> <li>• Occasionally able to initiate and develop responses independently but regular prompting needed.</li> <li>• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Responds spontaneously to some questions, interacting naturally for parts of the conversation.</li> <li>• Sometimes able to initiate and develop the conversation independently, some prompting needed.</li> <li>• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.</li> </ul>

### Additional guidance

**Rephrasing/repair strategies:** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Responds/responding spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rehearsed language:** language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

## Conversation: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>• Uses straightforward, individual words/phrases; limited evidence of language manipulation.</li> <li>• Limited accuracy, minimal success when referring to past, present and future events.</li> <li>• Individual words and phrases are coherent; high frequency of errors prevent meaning being conveyed throughout much of the conversation.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Uses straightforward, repetitive, grammatical structures.</li> <li>• Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.</li> <li>• Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.</li> <li>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.</li> <li>• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Manipulates grammatical structures with occasional variation, complex structures used but repetitive.</li> <li>• Generally accurate grammatical structures, generally successful references to past, present and future events.</li> <li>• Generally coherent speech although errors occur that sometimes hinder clarity of communication.</li> </ul>

### Additional guidance

**Complex grammatical structures** are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

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Candidate Number

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# Japanese

## Paper 3: Reading and understanding in Japanese

**Foundation Tier**

Sample assessment material for first  
teaching September 2017  
**Time: 50 minutes**

Paper Reference

**1JA0/3F**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Questions are set in English.
- Answer **all** questions from Sections A and B in English.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

### Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets:  
– *use this as a guide as to how much time to spend on each question*  
– *you should spend approximately 10 minutes on the translation question.*

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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## SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

### At an international conference

- 1 Read the following background information on delegates at an international conference held in Tokyo.

なおみ: わたしは にほんじんです。だいがくせいです。  
けん: わたしは アメリカじんです。かいしゃいんです。  
エマ: わたしは ちゅうごくじんです。わたしは しゅふです。こどもが います。  
トム: わたしは イギリスじんです。たいいくの せんせいです。

What do they say about themselves? Enter either **Naomi**, **Ken**, **Emma** or **Tom**.

You can use each person more than once.

**Example:** \_\_\_\_\_ *Naomi* \_\_\_\_\_ is Japanese.

- (a) \_\_\_\_\_ is a teacher. (1)  
(b) \_\_\_\_\_ is American. (1)  
(c) \_\_\_\_\_ is a student. (1)  
(d) \_\_\_\_\_ is Chinese. (1)  
(e) \_\_\_\_\_ has children. (1)  
(f) \_\_\_\_\_ is an office worker. (1)

**(Total for Question 1 = 6 marks)**



## A Japanese inn

2 Read the advert below.

ひろかわ りよかん  
 ひろかわ りよかんは かながわけんに あります。とても  
 ちいさい りよかんです。  
 おおきな バスのりばの ちかくに あります。  
 あさごはんは わしょくです。  
 とても いい おんせんが あります。  
 りょうきんは ひとり にまんえんです。

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

hot spring	swimming pool	Japanese	Western
large	small	bus stop	town
Kanagawa	person	group	Toyama

**Example:** The inn is in Kanagawa prefecture.

- (a) The size of the inn is \_\_\_\_\_ . (1)
- (b) The inn is situated near a \_\_\_\_\_ . (1)
- (c) The breakfast is \_\_\_\_\_ style. (1)
- (d) The inn has a \_\_\_\_\_ . (1)
- (e) It costs ¥20,000 per \_\_\_\_\_ . (1)

**(Total for Question 2 = 5 marks)**

### Satoshi's blog

3 (a) Read this blog by Satoshi.

はじめまして。ぼくの なまえは、やまもと さとしです。  
ちゅうがくせいです。ぼくは がっこうで すうがくと  
びじゅつを べんきょうしています。  
がいこくの ロック おんがくが だいすきです。  
クラブは すいえいぶです。  
まいにち プールで およぎます。

Answer the following questions **in English**. You do not need to write in full sentences.

(i) What type of school does he attend?

(1)

(ii) What type of music does he like?

(1)

(iii) What does he do every day?

(1)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**3 (b)** The blog continues.

ぼくには いもうとが います。いもうとは 十さいです。  
いもうとは べんきょうが すきじゃありません。  
しゅくだいも あまり しませんから、じゅくに  
いきます。  
いもうとは じゅくが きれいです。

(i) Why does his sister attend the cram school?

(1)

(ii) How does she feel about the cram school?

(1)

**(Total for Question 3 = 5 marks)**

## 'Ekicho-san to aoi shigunaru' by Makoto Oishi

4 Read the extract below which is from a short story.

おじいさんは、えきで 四十年ぐらい  
 はたらいて いました。おじいさんの  
 しごとは いろいろ ありました。  
 まい日 えきの そうじを しました。  
 そして、きつぷを うりました。  
 おじいさんは とても まじめに  
 はたらきました。  
 でも、としを とりましたから、  
 今年の あきで しごとを やめます。  
 おじいさんは とても さびしいです。

(Source from: Kokoro ni nokoru 2nennsei no yomimono, Hatoju Muku ed.)

Complete these statements by putting a cross ☒ in the correct box for each question.

**Example:** This story is about...

<input type="checkbox"/>	<b>A</b> a baby.
<input type="checkbox"/>	<b>B</b> a boy.
<input type="checkbox"/>	<b>C</b> a man.
<input checked="" type="checkbox"/>	<b>D</b> an old man.

(i) He works at a...

<input type="checkbox"/>	<b>A</b> department store.
<input type="checkbox"/>	<b>B</b> station.
<input type="checkbox"/>	<b>C</b> school.
<input type="checkbox"/>	<b>D</b> factory.

(ii) He has been...

<input type="checkbox"/>	<b>A</b> punctual.
<input type="checkbox"/>	<b>B</b> lazy.
<input type="checkbox"/>	<b>C</b> diligent.
<input type="checkbox"/>	<b>D</b> efficient.

(iii) He is leaving his work this...

<input type="checkbox"/>	<b>A</b> spring.
<input type="checkbox"/>	<b>B</b> summer.
<input type="checkbox"/>	<b>C</b> autumn.
<input type="checkbox"/>	<b>D</b> winter.

(iv) He is leaving his work because he...

<input type="checkbox"/>	<b>A</b> is going to a better-paid job.
<input type="checkbox"/>	<b>B</b> was fired.
<input type="checkbox"/>	<b>C</b> is ill.
<input type="checkbox"/>	<b>D</b> is retiring.

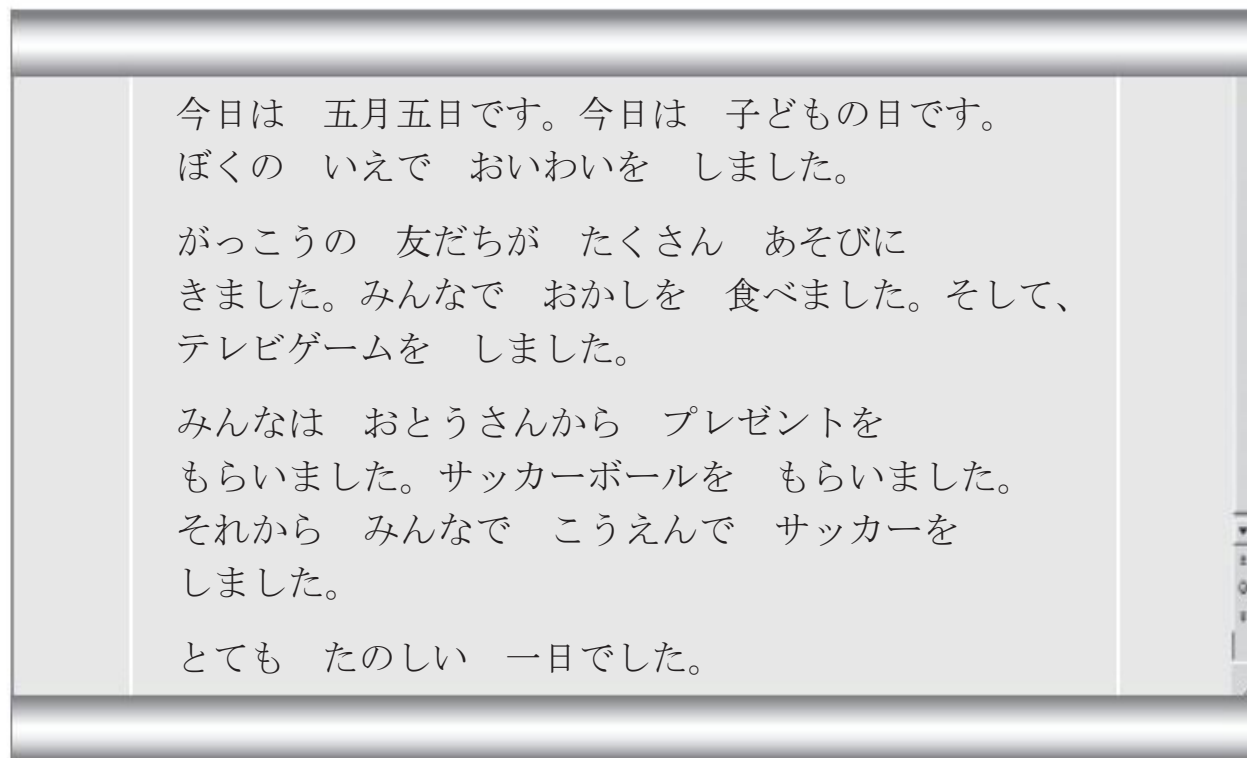
(v) He feels...

<input type="checkbox"/>	<b>A</b> sad about leaving his job.
<input type="checkbox"/>	<b>B</b> happy about leaving his job.
<input type="checkbox"/>	<b>C</b> angry that he has to leave his job.
<input type="checkbox"/>	<b>D</b> excited about his new job.

**(Total for Question 4 = 5 marks)**

## Children's Day

### 5 Read Hayato's blog post.



(a) When is Children's Day?

(1)

(b) Who came to visit him on that day?

(1)

(c) How did he feel about the day?

(1)

**(Total for Question 5 = 3 marks)**

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DO NOT WRITE IN THIS AREA

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**QUESTION 6 BEGINS ON THE NEXT PAGE**

### An advert in the local paper

6 Read the advert below.

もうすぐ ひっこしを しますから、アクセサリーを あげます。  
シルバーの ネックレス 一つと、 ダイヤモンドの 小さな  
イヤリング 三つです。四年まえに デパートで かいました。とても  
うつくしくて、きれいです。

まず、でんわを してください。まいばん 六時半に かえりますから、  
よるに でんわを してください。こちらから しゃしんを  
おくります。ぜんぶ ただです。

Complete these statements by putting a  in the correct box for each question.

**Example:** This is an advert for...

<input type="checkbox"/>	<b>A</b> clothes.
<input type="checkbox"/>	<b>B</b> books.
<input type="checkbox"/>	<b>C</b> toys.
<input checked="" type="checkbox"/>	<b>D</b> jewellery.

(i) She is selling...

<input type="checkbox"/>	<b>A</b> a necklace and earrings.
<input type="checkbox"/>	<b>B</b> a ring and bracelets.
<input type="checkbox"/>	<b>C</b> a necklace and brooches.
<input type="checkbox"/>	<b>D</b> a bracelet and earrings.



(ii) She bought them from a...

<input type="checkbox"/>	<b>A</b> supermarket.
<input type="checkbox"/>	<b>B</b> department store.
<input type="checkbox"/>	<b>C</b> flea market.
<input type="checkbox"/>	<b>D</b> a boutique.

(iii) She described them as...

<input type="checkbox"/>	<b>A</b> pretty and beautiful.
<input type="checkbox"/>	<b>B</b> colourful but old.
<input type="checkbox"/>	<b>C</b> old but pretty.
<input type="checkbox"/>	<b>D</b> cute and beautiful.

(iv) If you want them, you should...

<input type="checkbox"/>	<b>A</b> email her.
<input type="checkbox"/>	<b>B</b> complete a form online..
<input type="checkbox"/>	<b>C</b> telephone her.
<input type="checkbox"/>	<b>D</b> send her a text.

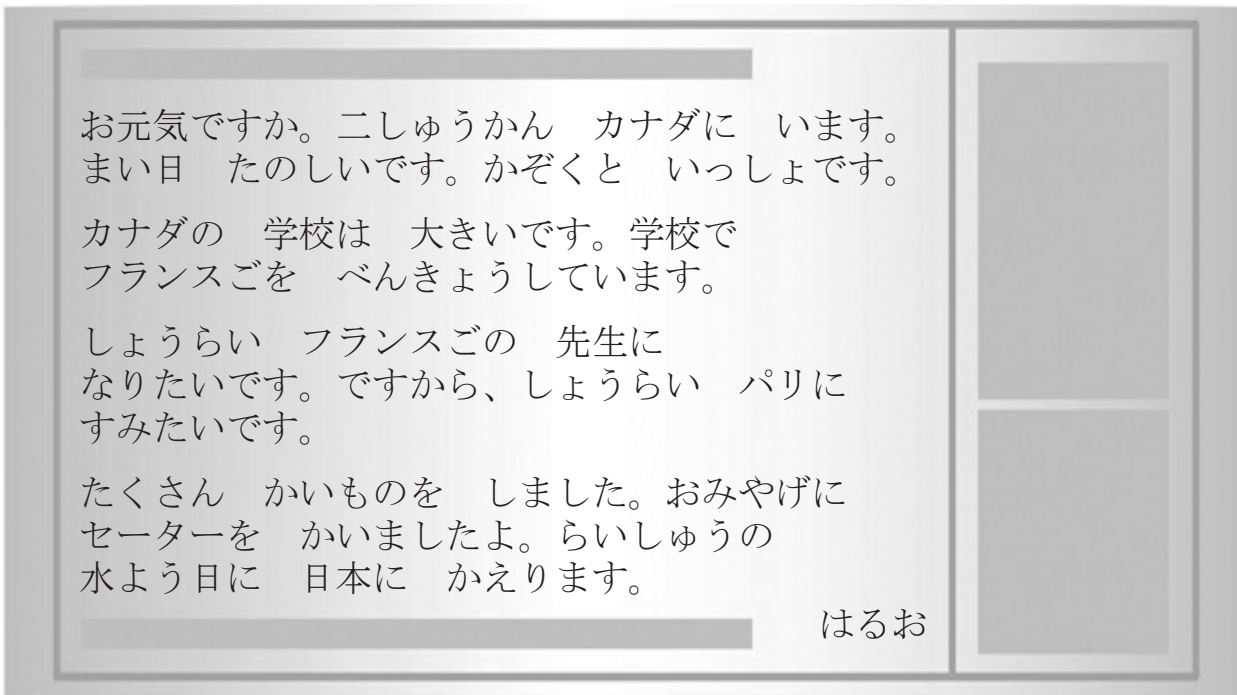
(v) The seller will then...

<input type="checkbox"/>	<b>A</b> give you her address.
<input type="checkbox"/>	<b>B</b> send your form back.
<input type="checkbox"/>	<b>C</b> send you photos.
<input type="checkbox"/>	<b>D</b> contact you via email.

**(Total for Question 6 = 5 marks)**

## A postcard

7 Read the postcard below.



Complete the gap in each sentence using a word from the box below. There are more words than gaps.

jumper      hat      Paris      Quebec      Canada  
translator      friends      family      Wednesday  
Thursday      Japan      teacher

**Example:** Haruo is in Canada.

- (a) He is with his \_\_\_\_\_ . (1)  
(b) He wants to be a \_\_\_\_\_ . (1)  
(c) He wants to live in \_\_\_\_\_ . (1)  
(d) He bought you a \_\_\_\_\_ . (1)  
(e) He is returning to Japan next \_\_\_\_\_ . (1)

**(Total for Question 7 = 5 marks)**

**'Hen na kusuri' by Shinichi Hoshi**

8 Read the extract from the text. Kei is talking to his friend.

ケイの 友だちが ケイの 家に 来ました。  
ケイの 友だちが いいました。「何を  
していますか。」  
「すごい くすりが できました。これですよ。」  
友だちは ききました。「何の くすりですか。」  
「かぜの くすりです。」  
「どうして すごい くすりですか。」  
「みて ください。」と 言って、ケイは  
くすりを すこし のみました。  
「でも あなたは かぜを ひいていませんね。」  
「そうです。すこし まつてください。」  
まもなく ケイは せきを しました。ねつも  
でした。

(Source from: Hen na kusuri from Bokko-chan, Shinichi Hoshi)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Where are they talking? (1)

(b) What has Kei been doing? (1)

(c) What does Kei do in front of his friend? (1)

(d) What is the result of Kei's action? Give **one** detail. (1)

**(Total for Question 8 = 4 marks)**

### Tourism website

9 Read the following descriptions on a tourism website.

とうきょう	とても 大きな としです。いろいろな おみせが ありますから、ショッピングが できます。高い ビルが たくさん あります。
きょうと	ふるい 町です。たくさんの おてらや、じんじゃが あります。かんこうきゃくに とても 人気です。
こうべ	むかしから、おおくの 外国人が すんでいます。大きな みなとが あります。こうべ牛が ゆうめいです。
さっぽろ	ゆきが たくさん ふりますから、スキーが できます。 大学も あります。食べものが おいしいです。

Which is the correct city? Enter **Tokyo, Kyoto, Kobe** or **Sapporo**.

You can use each city more than once.

**Example:** There are many shops in Tokyo.

- (a) Historically, many foreigners lived in \_\_\_\_\_ . (1)
- (b) There are many shrines in \_\_\_\_\_ . (1)
- (c) You can ski in \_\_\_\_\_ . (1)
- (d) There is a big port in \_\_\_\_\_ . (1)
- (e) There is a university in \_\_\_\_\_ . (1)

(Total for Question 9 = 5 marks)

**TOTAL FOR SECTION A = 43 MARKS**

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**SECTION B****Translation****10** Translate this passage **into English**.

ならに すんでいます。ちかくに おてらが あります。  
おもしろかったですから、また 行きたいです。

---

**(Total for Question 10 = 7 marks)**

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**TOTAL FOR SECTION B = 7 MARKS**

**TOTAL FOR PAPER = 50 MARKS**

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## GCSE Japanese Foundation tier

### Paper 3 mark scheme

All candidates are expected to answer in English. Answers in Japanese will not be credited.

#### SECTION A

Question number	Answer	Mark
1(a)	Tom	(1)

Question number	Answer	Mark
1(b)	Ken	(1)

Question number	Answer	Mark
1(c)	Naomi	(1)

Question number	Answer	Mark
1(d)	Emma	(1)

Question number	Answer	Mark
1(e)	Emma	(1)

Question number	Answer	Mark
1(f)	Ken	(1)

Question number	Answer	Mark
2(a)	small	(1)

Question number	Answer	Mark
2(b)	bus stop	(1)

Question number	Answer	Mark
2(c)	Japanese	(1)

Question number	Answer	Mark
2(d)	hot spring	(1)

Question number	Answer	Mark
2(e)	person	(1)

Question number	Answer	Mark
3(a)(i)	junior high school/middle school/secondary school	(1)

Question number	Answer	Mark
3(a)(ii)	(foreign) rock music	(1)

Question number	Answer	Mark
3(a)(iii)	swim/swimming/goes to the pool	(1)

Question number	Answer	Mark
3(b)(i)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>because she does not like studying (1)</li> <li>because she does not do her homework (1)</li> </ul>	(1)

Question number	Answer	Mark
3(b)(ii)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>she does not like it (1)</li> <li>she dislikes it/she hates it (1)</li> </ul>	(1)

Question number	Answer	Mark
4(i)	B	(1)

Question number	Answer	Mark
4(ii)	C	(1)

Question number	Answer	Mark
4(iii)	C	(1)

Question number	Answer	Mark
4(iv)	D	(1)

Question number	Answer	Mark
4(v)	A	(1)

Question number	Answer	Mark
5(a)	5th May	(1)

Question number	Answer	Reject	Mark
5(b)	his (school) friends	twenty	(1)



Question number	Answer	Mark
5(c)	(it was) fun/enjoyable	(1)

Question number	Answer	Mark
6(i)	A	(1)

Question number	Answer	Mark
6(ii)	B	(1)

Question number	Answer	Mark
6(iii)	A	(1)

Question number	Answer	Mark
6(iv)	C	(1)

Question number	Answer	Mark
6(v)	C	(1)

Question number	Answer	Mark
7(a)	family	(1)

Question number	Answer	Mark
7(b)	teacher	(1)

Question number	Answer	Mark
7(c)	Paris	(1)

Question number	Answer	Mark
7(d)	jumper	(1)

Question number	Answer	Mark
7(e)	Wednesday	(1)

Question number	Answer	Mark
8(a)	Kei's house	(1)

Question number	Answer	Mark
8(b)	making a (great) medicine/drug	(1)

Question number	Answer	Mark
8(c)	he took/drank (some of the) medicine/drug	(1)

Question number	Answer	Mark
8(d)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• he caught a cold (1)</li> <li>• he got a temperature (1)</li> <li>• he got a cough (1)</li> <li>• he became ill (1)</li> </ul>	(1)

Question number	Answer	Mark
9(a)	Kobe	(1)

Question number	Answer	Mark
9(b)	Kyoto	(1)

Question number	Answer	Mark
9(c)	Sapporo	(1)

Question number	Answer	Mark
9(d)	Kobe	(1)

Question number	Answer	Mark
9(e)	Sapporo	(1)

## SECTION B

Question number	Indicative content	Mark
10	I live in Nara. There is a temple nearby. I want to go there again because it was interesting.	(7)

Mark	Descriptor
0	No rewardable communication.
1-2	Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.
3-4	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. <b>frequent</b> use of incorrect words, omitted <b>phrases</b> , incorrect tenses.
5-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.



Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time: 1 hour 20 minutes

Paper  
reference

**1JA0/4F**

# Japanese

## PAPER 4: Writing in Japanese

**Foundation Tier**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink, ball-point pen or pencil.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3 and 4. In Questions 2 and 3, answer **either** option (a) **or** option (b).
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.
- Any work in romaji will **not** be credited.

### Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets:  
– *use this as a guide as to how much time to spend on each question*  
– *you should spend approximately 10 minutes on the translation question.*

### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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**This paper starts on page 8.  
Turn to page 8 and write from right to left in Japanese.**

## Hokkaido

4 Translate the following sentences into **Japanese**.

(a) I like Hokkaido.

(2)

(b) There are few people.

(2)

(c) The mountains are far, but beautiful.

(2)

(d) You can do sports there.

(3)

(e) Yesterday it snowed, so I went skiing.

(3)

**(Total for Question 4 = 12 marks)**

**TOTAL FOR PAPER = 60 MARKS**

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If you answer Question 3(b) put a cross in the box .

### Sports

(b) A Japanese youth sports club is seeking young people's opinions.

Write an article for this club.

You **must** refer to the following points:

- your favourite sports
- what you did on your school sports day
- why it is good for young people to take part in sport
- what new sport you will try in the future.

Write approximately 160–180 characters **in Japanese**.

Write an article using a **familiar** style of language.

(20)


(Total for Question 3 = 20 marks)











## GCSE Japanese Foundation tier

### Paper 4 Mark scheme

#### General guidance on using levels-based mark schemes

##### Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

##### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Assessment criteria for the Foundation tier

### Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 25–50 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked. Any work in romaji will not be credited.

### Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Some relevant, basic information without development</li><li>• Uses language to inform, give short descriptions and express opinions with limited success</li><li>• Uses limited selection of common vocabulary and expression with frequent repetition; written in hiragana</li></ul>
3–4	<ul style="list-style-type: none"><li>• Mostly relevant information, minimal extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with variable success</li><li>• Uses small selection of common vocabulary and expression with some repetition; written in hiragana</li></ul>
5–6	<ul style="list-style-type: none"><li>• Relevant information with occasional extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with some success</li><li>• Uses small selection of common vocabulary and expression with little repetition; written in hiragana</li></ul>

## Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Produces simple, short sentences in isolation</li> <li>• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Produces simple, short sentences with little linking</li> <li>• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Produces simple sentences with some linking</li> <li>• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication</li> </ul>

### Additional guidance

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but which are not justified.

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the particle 'wa は' instead of 'ga が'.
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- errors in formation of kana and kanji, for example a ろ that looks more like the number 3 than ろ.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to reread in order to understand what is meant, for example inappropriate tense formation, such as 'Ashita ikimashita あした 行きました。'
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- kanji or kana that are misformed to the extent that they force readers to reread, for example an お with a missing dot written instead of an あ.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action
- incorrect kanji use, for example **きのういきま下** or **工園** written instead of **公園**
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



## Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance*).

The student is expected to produce 50–80 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked. Any work in romaji will not be credited.

### Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Limited information given likely to consist of single words and phrases</li><li>• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down</li><li>• Repetitive use of a limited selection of common words and phrases; written in hiragana and katakana</li><li>• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression</li></ul>
3–4	<ul style="list-style-type: none"><li>• Some brief information given, basic points made without development</li><li>• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down</li><li>• Limited use of common, vocabulary and expression with frequent repetition; written in hiragana and katakana</li><li>• Occasional appropriate use of register and style</li></ul>
5–6	<ul style="list-style-type: none"><li>• Some relevant information given appropriate to the task, basic points made with little development</li><li>• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained</li><li>• Uses a small range of common vocabulary and expression with some repetition; written in hiragana and katakana</li><li>• Mostly appropriate use of register and style, mostly sustained</li></ul>

Mark	Descriptor
7-8	<ul style="list-style-type: none"> <li>• Relevant information given appropriate to the task, basic points made with some development</li> <li>• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas</li> <li>• Uses common vocabulary and expression with little repetition; written in hiragana and katakana with minimal kanji</li> <li>• Appropriate use of register and style sustained</li> </ul>

### Additional guidance

**Register and style definition: Formal register and style** – this includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration, endearments, writing in a conversational style, inappropriate abbreviations used in social media chat. It also includes using polite social conventions such as writing “please” when making requests.

## Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Repetitive use of minimal selection of straightforward grammatical structures</li> <li>• Produces individual words /set phrases</li> <li>• Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Use of a restricted range of straightforward grammatical structures, frequent repetition</li> <li>• Produces simple, short sentences, which are not linked</li> <li>• Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces simple, short sentences with minimal linking</li> <li>• Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, occasional repetition</li> <li>• Produces predominantly simple sentences occasionally linked together</li> <li>• Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication</li> </ul>

### Additional guidance

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but which are not justified.

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the particle 'wa は' instead of 'ga が'.
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- errors in formation of kana and kanji, for example a ろ that looks more like the number 3 than ろ.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to reread in order to understand what is meant, for example inappropriate tense formation, such as 'Ashita ikimashita あした 行きました。'
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- kanji or kana that are misformed to the extent that they force readers to reread, for example an お with a missing dot written instead of an あ.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action
- incorrect kanji use, for example きのういきま下 or 工園 written instead of 公園
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

### Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a familiar style/register (see *Additional guidance*).

The student is expected to produce 160–180 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked. Any work in romaji will not be credited.

#### Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the task with little development</li><li>• Uses straightforward language to narrate, inform and interest; straightforward personal opinions are given with limited justification</li><li>• Expresses straightforward thoughts and ideas; uses common vocabulary and expression with repetition, limited kanji</li><li>• Variable use of appropriate register and style</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the task, with development of the occasional key point and idea</li><li>• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful</li><li>• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common vocabulary and expression, including some different examples of common kanji</li><li>• Appropriate use of register and style is evident but with inconsistencies</li></ul>

Mark	Descriptor
7–9	<ul style="list-style-type: none"> <li>• Communicates information relevant to the task, with development of some key points and ideas</li> <li>• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</li> <li>• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common vocabulary and expression, including a variety of mainly common kanji</li> <li>• Appropriate use of register and style is evident but with occasional inconsistency</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Communicates information relevant to the task with some expansion of key points and ideas</li> <li>• Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</li> <li>• Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, including a variety of kanji</li> <li>• Appropriate use of register and style throughout, with minimal inconsistency</li> </ul>

### Additional guidance

**Creative language use** – examples of creative language use are:

- using language to create an effect
- using language, including common, high-frequency and simple language, to respond to uncommon/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Register and style definition: familiar register and style** – this includes language that students would use with friends and people of a similar age, such as endearments and informal greetings and forms of address where appropriate.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

### Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Uses straightforward grammatical structures, some repetition</li><li>• Produces brief, simple sentences, limited linking of sentences</li><li>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</li></ul>
3–4	<ul style="list-style-type: none"><li>• Uses mostly straightforward grammatical structures, occasional repetition</li><li>• Produces occasionally extended sentences linked with common, straightforward conjunctions</li><li>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
5–6	<ul style="list-style-type: none"><li>• Different examples of straightforward grammatical structures are evident</li><li>• Produces some extended sentences that are linked with common, straightforward conjunctions</li><li>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</li></ul>
7–8	<ul style="list-style-type: none"><li>• Some variation of grammatical structures, occasional complex structure</li><li>• Produces frequently extended sentences, well linked together</li><li>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</li></ul>

#### Additional guidance

**Complex** grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the particle 'wa は' instead of 'ga が'.
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- errors in formation of kana and kanji, for example a ろ that looks more like the number 3 than ろ.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to reread in order to understand what is meant, for example inappropriate tense formation, such as 'Ashita ikimashita あした 行きました。'
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- kanji or kana that are misformed to the extent that they force readers to reread, for example an お with a missing dot written instead of an あ.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action
- incorrect kanji use, for example きのういきま下 or 工園 written instead of 公園
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



## Question 4 – Foundation tier (12 marks)

### Translation mark grids and example responses

**Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence. Any work in romaji will not be credited.**

Mark	Descriptor
0	No rewardable material
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	Meaning fully communicated with occasional errors that do not hinder clarity

Question number	Example response
4(a)	わたしは ほっかいどうが すきです。
4(b)	人が すくないです。
4(c)	山は とおいですが、きれいです。

**Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence. Any work in romaji will not be credited.**

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none"><li>Some words are communicated but the overall meaning of the sentence is not communicated</li></ul>
2	<ul style="list-style-type: none"><li>The meaning of the sentence is partially communicated</li><li>Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed</li></ul>
3	<ul style="list-style-type: none"><li>The meaning of the sentence is fully communicated</li><li>Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity</li></ul>

Question number	Example response
4(d)	そこでスポーツができます。
4(e)	きのう ゆき（雪）が ふりましたから、スキーに 行きました。

## Additional guidance

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the particle 'wa は' instead of 'ga が'.
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- errors in formation of kana and kanji, for example a ろ that looks more like the number 3 than ろ.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to reread in order to understand what is meant, for example inappropriate tense formation, such as 'Ashita ikimashita あした 行きました。'
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- kanji or kana that are misformed to the extent that they force readers to reread, for example an お with a missing dot written instead of an あ.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action
- incorrect kanji use, for example きのういきま下 or 工園 written instead of 公園
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 1: Listening and understanding in Japanese Transcript

**Higher Tier**

Sample assessment material for first teaching  
September 2017

Paper Reference

**1JA0/1H**

**Do not return the transcript with the question paper.**

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## Environment Day

### Question 1

#### Example

**M1:** 西小学校のみなさん、おはようございます。今月もゴミ拾いに行きます。

### Question 1

**M1:** 今月は25日に動物園の近くの公園に行きます。電車で行きますから、朝9時に神戸駅で会いましょう。午後2時まで帰りませんから、少しだけおやつを持ってきてください。丈夫な手袋は先生が学校から持っていきます。ぜひ家族の人と一緒に来てください。公園はみんなの場所です。みんなで綺麗にしましょう。

## Charity work abroad

### Question 2

#### Example

**F1:** みなさん、こんにちは。ボランティアをしませんか。

いろいろなボランティアがありますね。今日は、アフリカでのボランティアの話をしてします。

### Question 2

**F1:** 夏休みは長いですから、外国でボランティアができます。このプログラムでは、夏休みに3週間ケニアに行きます。ケニアの小学校で働きます。飛行機で東京に行ってから、みんなでケニアに行きます。これは15歳から18歳までの人のプログラムです。いい思い出になりますよ。

## A busy day at the office

### Question 3

**F2:** 社長、おはようございます。

**M1:** おはよう。

**F2:** 社長、社長、10時から6階でプレゼンテーションがあります。

### Question 3

**F2:** その後、ドイツの工場に国際電話をかけてください。11時ちょうどにかけてください。ドイツ工場長の山下さんがその時間に待っています。昼食は隣のホテルで毎日テレビの斉藤記者と一緒にです。それから、東京大学に行って大学生とこの会社について話してください。

**M1:** わかりました。今日も忙しいですね。

## Sachiko's friends

### Question 4

#### Example

**F2:** 今日は私の友達について話します。かよこはいつも静かです。よく一人で本を読んでいます。

### Question 4

**F2:** 花子はよくジョークを言います。ですから花子は人気があります。かおるはいつも喋っています。でもつまらない話です。ちょっとうるさいです。としおは勉強が得意です。クラスで一番頭がいいです。いつも勉強をしています。しのぶはかわいくて、やさしいです。よく友達や先生の手伝いをします。ひろしは親切じゃないですから私はひろしが嫌いです。でも他の人はみんないい友達です。

## Welcome talk

### Question 5

#### Example

**F1:** みなさま、こんにちは。川田屋へようこそ。川田屋は古い旅館です。200年の歴史があります。

### Question 5

**F1:** この地域は、海に近いですから魚がとても新鮮で有名です。夜のお食事にも出てきますから、お楽しみにしてください。それから、近くに温泉があります。旅館で浴衣を借りることができます。部屋からご自由にお持ちください。あと、彦根城へのツアーもあります。ツアーのチケットはフロントで買ってください。どうぞごゆっくりお楽しみください。

## Talk from form tutor

### Question 6

**M2:** みなさん、今日はちょっと話があります。このクラスの中で誰がアルバイトをしていますか。手を挙げてください・・・クラスの半分ぐらいですね。そう思いました。みなさん、最近疲れていますね。それから、宿題もきちんとできていませんね。先生は、高校生のアルバイトが悪いとは思いません。みなさんの気持ちもわかります。でも高校生は勉強が一番大切だと思います。ですから、アルバイトは週末だけにしてください。今はちょっと我慢して、しっかり勉強をして、いい大学に行ってください。そして、いい会社で働いてください。

## An interview with Takeru Sato

### Question 7

**F1:** 佐藤さんは俳優ですね。新しい映画について教えてください。

**M1:** はい。映画の名前は「世界から猫が消えたなら」です。

**F1:** 佐藤さんは猫が好きですか。

**M1:** はい、好きです。とくに、猫の顔が好きです。

**F1:** 猫は今飼っていますか。

**M1:** 両親は猫をずっと飼っています。僕は猫が大好きですから、仕事に行かないでずっと遊ぶと思います。ですから、僕は今猫を飼っていません。

**F1:** この映画に出て、何を思いましたか。

**M1:** そうですね。映画の中でお母さんが亡くなります。映画の中の僕はとても悲しかったです。ですから、自分の両親をもっと大切にしたいと思いました。

**F1:** 動物と映画を作って大変でしたか。

**M1:** いつもはそうですね。でも、今回は違いました。パンプ君はすごくいい俳優でした。

## Kumamoto earthquake

### Question 8

#### Example

**F2:** 今年の4月に大きな地震がありました。

#### Question 8 Part (a)

**F2:** 三木さんの親戚は熊本ですね。大丈夫でしたか。

**M2:** はい、親戚は熊本市に住んでいましたが、地震で家が壊れました。水も出ませんし、食べ物もありませんから、今は私と一緒に京都にいます。

**F2:** 高橋さんはどうですか。

**M1:** 私は地震の日、熊本にいました。すぐに近くの小学校に行きましたが、たくさんの人で建物の中に入ることが出来ませんでした。ですから、車の中で寝ました。トイレやお風呂もいっばいで困りました。

#### Question 8 Part (b)

**F2:** 吉田さんはどうでしたか。

**F1:** 私は赤ちゃんと一緒にいたから大変でした。夜に起きたり、泣いたりして困りました。他の人と一緒にいたから、大変でした。

**F2:** 私は地震の後、熊本に行きました。ごはんを作ったり、掃除をしたりしました。頑張って働きましたが、十分に役に立ったとは思いませんでした。まだたくさんボランティア活動が必要だと思います。



## Rio Olympics

### Question 9

#### Question 9 Part (a)

**F1:** 福原愛は卓球選手です。世界ランキングは4位、現在22歳です。3歳で卓球を始めて、小学生のころは、もうプロでした。よく泣いていましたから、彼女のニックネームは「泣き虫愛ちゃん」でした。今では毎日7～8時間練習をしています。休みは年に3日ぐらいです。

#### Question 9 Part (b)

**F1:** 福原愛は2004年に初めてオリンピックにでました。2008年の北京オリンピックにも参加しました。愛ちゃんは中国でも「かわいい」と人気があります。また、英語も中国語も上手に喋ることができます。これも人気の理由です。最近、台湾人の彼氏ができたこと福原選手のブログに書いてあります。彼も卓球選手で、ハンサムで人気があります。福原選手も、彼氏のジャン選手もリオオリンピックに出ますから楽しみですね。頑張ってください。

## Recycling

### Question 10

#### Example

**M1:** 僕の家族はリサイクルのことでよく喧嘩をします。母はリサイクルが大切だと言って、いつもリサイクルをします。

#### Part (i)

**M1:** でも父は面倒だと言って、紙もプラスチックも同じゴミ箱に入れます。それを見て母は、一緒にしないでと怒りますが駄目です。それでも父はリサイクルをしません。ですから代わりに母がいつもリサイクルをします。

#### Part (ii)

**M1:** 僕のおじさんは大きなリサイクル会社で働いています。僕は中学校を卒業した後に、そこで働く予定です。一度会社に見学に行ったことがあります。大きなトラックや機械をたくさん見ました。ゴミが新しい物になったからすごいと思いました。まだまだゴミからいろいろなものを作ることが出来ると思います。日本はリサイクルが進んでいますがもっと研究をして、ゴミを減らしたいです。

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

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Candidate Number

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# Japanese

## Paper 1: Listening and understanding in Japanese

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 40 minutes and 5 minutes' reading time**

Paper Reference

**1JA0/1H**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- All questions are set in English.
- Answer **all** questions in English.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

### Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets:  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

### Environment Day

- 1 The headteacher in a Japanese school makes an announcement about the school's Environment Day.

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

friends	primary school	zoo	<del>litter-picking</del>
station	rubbish bags	snacks	park
tree-planting	neighbours	gloves	family

**Example:** They are going litter-picking.

- (a) This activity will take place at the \_\_\_\_\_ (1)
- (b) They are meeting at the \_\_\_\_\_ (1)
- (c) They should bring \_\_\_\_\_ with them. (1)
- (d) The teachers will bring \_\_\_\_\_ (1)
- (e) Their \_\_\_\_\_ are invited too. (1)

(Total for Question 1 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**  
**QUESTION 2 BEGINS ON THE NEXT PAGE**

## Charity work abroad

2 You are at an opportunities talk at your school.

Listen to the talk and complete the sentences by putting a cross ☒ in the correct box for each question.

**Example:** The work will take place in...

<input checked="" type="checkbox"/>	<b>A</b> America.
<input checked="" type="checkbox"/>	<b>B</b> Asia.
<input checked="" type="checkbox"/>	<b>C</b> Africa.
<input checked="" type="checkbox"/>	<b>D</b> Europe.

(i) You will go over in the...

<input checked="" type="checkbox"/>	<b>A</b> spring holiday.
<input checked="" type="checkbox"/>	<b>B</b> summer holiday.
<input checked="" type="checkbox"/>	<b>C</b> Christmas holiday.
<input checked="" type="checkbox"/>	<b>D</b> New Year.

(ii) You will go to...

<input checked="" type="checkbox"/>	<b>A</b> Nigeria via Osaka.
<input checked="" type="checkbox"/>	<b>B</b> Turkey via Osaka.
<input checked="" type="checkbox"/>	<b>C</b> Kenya via Tokyo.
<input checked="" type="checkbox"/>	<b>D</b> Thailand via Tokyo.

(iii) The programme is open for students aged between...

<input checked="" type="checkbox"/>	<b>A</b> 15–18.
<input checked="" type="checkbox"/>	<b>B</b> 16–21.
<input checked="" type="checkbox"/>	<b>C</b> 17–20.
<input checked="" type="checkbox"/>	<b>D</b> 20–25.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iv) She thinks that it will...

<input type="checkbox"/>	<b>A</b> help you to develop important skills.
<input type="checkbox"/>	<b>B</b> help you to make new friends.
<input type="checkbox"/>	<b>C</b> give you good memories.
<input type="checkbox"/>	<b>D</b> be good for your CV.

(Total for Question 2 = 4 marks)

### A busy day at the office

- 3 You are gaining work experience in a large Japanese company in Kobe, and hear a conversation between the president of the company and his secretary.

What does he have to do today?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

<b>Example</b>	give a presentation	<input checked="" type="checkbox"/>
<b>A</b>	meet suppliers from Germany	<input type="checkbox"/>
<b>B</b>	make an international telephone call	<input type="checkbox"/>
<b>C</b>	respond to emails	<input type="checkbox"/>
<b>D</b>	have lunch with a journalist	<input type="checkbox"/>
<b>E</b>	check finance documents	<input type="checkbox"/>
<b>F</b>	visit a university	<input type="checkbox"/>
<b>G</b>	attend a party	<input type="checkbox"/>

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



### Sachiko's friends

4 Sachiko is talking about her friends.

What are her friends like?

Choose from the following: **quiet**, **kind**, **funny** and **diligent**. Each word can be used several times.

**Example:** Kayoko is quiet.

(a) Hanako is \_\_\_\_\_ . (1)

(b) Kaoru is not \_\_\_\_\_ . (1)

(c) Toshio is \_\_\_\_\_ . (1)

(d) Shinobu is \_\_\_\_\_ . (1)

(e) Hiroshi is not \_\_\_\_\_ . (1)

(Total for Question 4 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### Welcome talk

5 You are staying in Hikone and hear a welcome talk from your tour guide.

What does the guide say?

Listen to the recording and put a cross ☒ in the correct box for each question.

**Example:** You are in a...

<input type="checkbox"/>	<b>A</b> western hotel.
<input checked="" type="checkbox"/>	<b>B</b> Japanese inn.
<input type="checkbox"/>	<b>C</b> youth hostel.
<input type="checkbox"/>	<b>D</b> campsite.

(i) The area is known for...

<input type="checkbox"/>	<b>A</b> modern art.
<input type="checkbox"/>	<b>B</b> scenery.
<input type="checkbox"/>	<b>C</b> shopping facilities.
<input type="checkbox"/>	<b>D</b> cuisine.

(ii) What should you take to the hot spring?

<input type="checkbox"/>	<b>A</b> swimwear
<input type="checkbox"/>	<b>B</b> footwear
<input type="checkbox"/>	<b>C</b> traditional Japanese wear
<input type="checkbox"/>	<b>D</b> traditional Japanese towels

(iii) Where can you buy a ticket for the tour?

<input type="checkbox"/>	<b>A</b> online
<input type="checkbox"/>	<b>B</b> over the phone
<input type="checkbox"/>	<b>C</b> on the tour bus
<input type="checkbox"/>	<b>D</b> at the front desk

**(Total for Question 5 = 3 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**Talk from form tutor**

- 6 You hear this Japanese teacher speaking to his students about them having a part-time job while at school.

What does the teacher say?

Answer the following questions **in English**.

- (a) What proportion of the class has a part-time job? (1)

.....

- (b) What **two** things has the teacher noticed about the class recently? (2)

.....

.....

- (c) When should students with a part-time job complete their shifts? (1)

.....

- (d) What does he advise about the future of his students? Give **one** example. (1)

.....

**(Total for Question 6 = 5 marks)**

**An interview with Takeru Sato**

**7** You are listening to a radio programme. The presenter is interviewing Takeru Sato.  
Listen to the interview and answer the following questions **in English**.

(a) What is his occupation? (1)

.....

(b) What does he think about cats? (1)

.....

(c) Why does he think it is a good idea for him not to have pets? (1)

.....

(d) How did the film change his relationship with his parents? (1)

.....

(e) How difficult was it to work with animals in the film? (1)

.....

**(Total for Question 7 = 5 marks)**

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

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**QUESTION 8 BEGINS ON THE NEXT PAGE**

### Kumamoto earthquake

8 You hear this discussion on the radio about people's experiences of an earthquake.

Listen to the recording and put a cross ☒ in the correct box for each question.

**Example:** The earthquake was in...

<input checked="" type="checkbox"/>	<b>A</b> April.
<input type="checkbox"/>	<b>B</b> May.
<input type="checkbox"/>	<b>C</b> June.
<input type="checkbox"/>	<b>D</b> July.

#### Part (a)

(i) Mr Miki's relatives have to leave Kumamoto because...

<input type="checkbox"/>	<b>A</b> there were too many crimes since the earthquake.
<input type="checkbox"/>	<b>B</b> they were frightened of further quakes.
<input type="checkbox"/>	<b>C</b> they were injured and the hospitals were full.
<input type="checkbox"/>	<b>D</b> there were not sufficient basic provisions.

(ii) Mr Takahashi sought shelter but...

<input type="checkbox"/>	<b>A</b> there was no one to help him.
<input type="checkbox"/>	<b>B</b> there was not enough space for him.
<input type="checkbox"/>	<b>C</b> he could not get there because his car broke down.
<input type="checkbox"/>	<b>D</b> he did not know where to go.

(iii) What did Mr Takahashi feel should be improved?

<input type="checkbox"/>	<b>A</b> hygiene facilities
<input type="checkbox"/>	<b>B</b> food supplies
<input type="checkbox"/>	<b>C</b> medical support
<input type="checkbox"/>	<b>D</b> public communications

**Part (b)**

(i) Mrs Yoshida felt that...

<input type="checkbox"/>	<b>A</b> her baby was disturbing the other people.
<input type="checkbox"/>	<b>B</b> the place was not clean enough for her baby.
<input type="checkbox"/>	<b>C</b> her baby was traumatised by the experience.
<input type="checkbox"/>	<b>D</b> she could not care for herself because she was with a baby.

(ii) The presenter felt her experience as a volunteer was...

<input type="checkbox"/>	<b>A</b> rewarding.
<input type="checkbox"/>	<b>B</b> satisfying.
<input type="checkbox"/>	<b>C</b> helpful.
<input type="checkbox"/>	<b>D</b> inadequate.

(iii) The presenter thinks people should...

<input type="checkbox"/>	<b>A</b> volunteer.
<input type="checkbox"/>	<b>B</b> start donating money.
<input type="checkbox"/>	<b>C</b> think of those affected.
<input type="checkbox"/>	<b>D</b> talk about the disaster.

**(Total for Question 8 = 6 marks)**

### Rio Olympics

9 You are researching the famous table tennis player Ai Fukuhara and find this online report recorded two months before the Rio Olympic Games.

Listen to the report and answer the following questions **in English**.

#### Part (a)

(i) How highly is Ai Fukuhara rated as a table tennis player? (1)

.....

(ii) What do you learn about her playing table tennis as a child? Give **two** details. (2)

.....

.....

(iii) How does she maintain her high standards? Give **two** details. (2)

.....

.....

#### Part (b)

The report continues.

(i) What do we learn about her early Olympic career? (1)

.....

(ii) What reasons are given for her popularity in China? Give **two** details. (2)

.....

.....

(iii) In what ways are Ai Fukuhara and her boyfriend similar? Give **two** details. (2)

.....

.....

**(Total for Question 9 = 10 marks)**

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DO NOT WRITE IN THIS AREA



## Recycling

10 Your Japanese friend Toshiki is talking about recycling.

Listen to him and put a cross ☒ in each of the **two** correct boxes for each question.

(i) What does Toshiki say about his parents?

<b>Example</b>	His mother always recycles.	<input checked="" type="checkbox"/>
<b>A</b>	His father agrees with his mother about recycling.	<input type="checkbox"/>
<b>B</b>	His father does not separate his rubbish.	<input type="checkbox"/>
<b>C</b>	His father usually buys recycled products.	<input type="checkbox"/>
<b>D</b>	His mother gets cross with her husband.	<input type="checkbox"/>
<b>E</b>	His father complains about the amount of rubbish.	<input type="checkbox"/>

(ii) What else does Toshiki say?

<b>A</b>	He is inspired by his uncle's work.	<input type="checkbox"/>
<b>B</b>	His uncle owns a recycling business.	<input type="checkbox"/>
<b>C</b>	He believes that more can be recycled.	<input type="checkbox"/>
<b>D</b>	He wants to own a recycling shop in future.	<input type="checkbox"/>
<b>E</b>	He is planning to study environmental issues at university.	<input type="checkbox"/>

(Total for Question 10 = 4 marks)

**TOTAL FOR PAPER = 50 MARKS**

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## GCSE Japanese Higher tier

### Paper 1 mark scheme

All candidates are expected to answer in English. Answers in Japanese will not be credited.

Question number	Answer	Mark
1(a)	park	(1)

Question number	Answer	Mark
1(b)	station	(1)

Question number	Answer	Mark
1(c)	snacks	(1)

Question number	Answer	Mark
1(d)	gloves	(1)

Question number	Answer	Mark
1(e)	family	(1)

Question number	Answer	Mark
2(i)	B	(1)

Question number	Answer	Mark
2(ii)	C	(1)

Question number	Answer	Mark
2(iii)	A	(1)

Question number	Answer	Mark
2(iv)	C	(1)

Question number	Answer	Mark
3	B, D, F	(3)

Question number	Answer	Mark
4(a)	funny	(1)

Question number	Answer	Mark
4(b)	quiet	(1)

Question number	Answer	Mark
4(c)	diligent	(1)

Question number	Answer	Mark
4(d)	kind	(1)

Question number	Answer	Mark
4(e)	kind	(1)

Question number	Answer	Mark
5(i)	D	(1)

Question number	Answer	Mark
5(ii)	C	(1)

Question number	Answer	Mark
5(iii)	D	(1)

Question number	Answer	Reject	Mark
6(a)	(about) half the class		(1)

Question number	Answer	Reject	Mark
6(b)	<ul style="list-style-type: none"> <li>• (they/the class) look tired (1)</li> <li>• have not been doing homework (properly/well) (1)</li> </ul>		(2)

Question number	Answer	Reject	Mark
6(c)	(only) at weekends		(1)

Question number	Answer	Reject	Mark
6(d)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• (you can) go to a good university (1)</li> <li>• (you can) get a good job (1)</li> <li>• (you can) get into a good company (1)</li> </ul>		(1)

Question number	Answer	Mark
7(a)	actor	(1)

Question number	Answer	Mark
7(b)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• he loves them (1)</li> <li>• he loves cats' faces (1)</li> </ul>	(1)

Question number	Answer	Mark
7(c)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• (because) he will play with cats all day (1)</li> <li>• he will get no work done (1)</li> </ul>	(1)

Question number	Answer	Mark
7(d)	he values his parents more	(1)

Question number	Answer	Mark
7(e)	not difficult	(1)

Question number	Answer	Mark
8a(i)	D	(1)

Question number	Answer	Mark
8a(ii)	B	(1)

Question number	Answer	Mark
8a(iii)	A	(1)

Question number	Answer	Mark
8b(i)	A	(1)

Question number	Answer	Mark
8b(ii)	D	(1)

Question number	Answer	Mark
8b(iii)	A	(1)

Question number	Answer	Reject	Mark
9a(i)	(she is the) fourth ranked player in the world		(1)

Question number	Answer	Reject	Mark
9a(ii)	Any <b>two</b> of the following: <ul style="list-style-type: none"> <li>• (she) started playing at three years old (1)</li> <li>• already a professional (player) in elementary school (1)</li> <li>• (she) cried a lot /(she) was called "cry-baby" (1)</li> </ul>		(2)

Question number	Answer	Reject	Mark
9a(iii)	practise seven to eight hours a day (1) only has three days off in a year (1)		(2)

Question number	Answer	Reject	Mark
9b(i)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• first took part in 2004 (1)</li> <li>• took part in 2008/Beijing (1)</li> <li>• took part in two (Olympic) games (1)</li> </ul>		(1)

Question number	Answer	Reject	Mark
9b(ii)	she is pretty/cute (1) she can speak Chinese fluently (1)		(2)

Question number	Answer	Reject	Mark
9b(iii)	Any <b>two</b> of the following: <ul style="list-style-type: none"> <li>• (they are) both popular (1)</li> <li>• (they are) both attractive (1)</li> <li>• (they are) both table tennis players (1)</li> <li>• (they) will both play at Rio Olympics (1)</li> </ul>		(2)

Question number	Answer	Reject	Mark
10(i)	B, D		(2)

Question number	Answer	Reject	Mark
10(ii)	A, C		(2)

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

### General Instructions to the teacher

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 10 to 12 minutes plus 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

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## General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

**The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.**



### **Task 1: Role play**

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

**At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.**

### **Task 2: Picture-based task**

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

**At the end of the picture-based task, the speaking assessment will move to the conversation.**

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

### **Task 3: Conversation**

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

#### ***Conversation Part 1***

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

#### ***Conversation Part 2***

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  - answer questions freely, in turn allowing them to produce extended sequences of speech
  - develop conversations and discussions
  - give and justify own thoughts and opinions
  - refer to past, present and future events.

## GCSE Japanese Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Higher tier

- Role play HR8
- Picture card HP7
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 2 OR Theme 5

If Candidate 1 has selected Theme 3 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 5 grid
4th candidate:	Candidate 6 grid
5th candidate:	Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

### Themes:

Theme 1 – Identity and Culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, work and study

Theme 5 – International and global dimension

Sample sequencing grid

Candidate Order	Task 1		Task 2		Task 3		
	Pearson Allocated		Pearson Allocated		Candidate Selection*		
	Role Play		Picture Based		Conversation 1	Conversation 2	
Candidate 1	→	→	HP7 (Theme 4)	→	Theme 1	→	Theme 2 OR Theme 5
		HR8 (Theme 3)	HP9 (Theme 5)		Theme 2		Theme 1 OR Theme 4
			HP1 (Theme 1)		Theme 4		Theme 2 OR Theme 5
			HP3 (Theme 2)		Theme 5		Theme 1 OR Theme 4
			HP5 (Theme 3)		Theme 1		Theme 4 OR Theme 5
Candidate 2	→	→	HP1 (Theme 1)	→	Theme 3	→	Theme 4 OR Theme 5
		HR1 (Theme 2)	HP10 (Theme 5)		Theme 4		Theme 1 OR Theme 3
			HP7 (Theme 4)		Theme 5		Theme 1 OR Theme 3
			HP6 (Theme 3)		Theme 1		Theme 2 OR Theme 5
			HP9 (Theme 5)		Theme 2		Theme 1 OR Theme 3
Candidate 3		HR10 (Theme 4)	HP2 (Theme 1)		Theme 3		Theme 2 OR Theme 5
			HP3 (Theme 2)		Theme 5		Theme 1 OR Theme 3
			HP8 (Theme 4)		Theme 1		Theme 3 OR Theme 5
			HP1 (Theme 1)		Theme 3		Theme 4 OR Theme 5
			HP9 (Theme 5)		Theme 4		Theme 1 OR Theme 3
Candidate 4		HR6 (Theme 2)	HP5 (Theme 3)		Theme 5		Theme 1 OR Theme 4
			HP10 (Theme 5)		Theme 1		Theme 2 OR Theme 3
			HP2 (Theme 1)		Theme 2		Theme 3 OR Theme 5
			HP4 (Theme 2)		Theme 3		Theme 1 OR Theme 5
			HP6 (Theme 3)		Theme 5		Theme 1 OR Theme 2
Candidate 5		HR4 (Theme 4)					

<b>Candidate 6</b>	HR3 (Theme 3)	HP9 (Theme 5)	Theme 1	Theme 2 OR Theme 4
		HP8 (Theme 4)	Theme 2	Theme 1 OR Theme 5
		HP4 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		HP2 (Theme 1)	Theme 5	Theme 2 OR Theme 4
		HP7 (Theme 4)	Theme 2	Theme 3 OR Theme 5
<b>Candidate 7</b>	HR5 (Theme 1)	HP10 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		HP5 (Theme 3)	Theme 4	Theme 2 OR Theme 5
		HP3 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		HP4 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		HP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3
<b>Candidate 8</b>	HR7 (Theme 4)	HP1 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		HP6 (Theme 3)	Theme 1	Theme 4 OR Theme 5
		HP8 (Theme 4)	Theme 3	Theme 1 OR Theme 5
		HP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3
<b>Candidate 9</b>	HR2 (Theme 2)	HP2 (Theme 1)	Theme 5	Theme 3 OR Theme 4
		HP8 (Theme 4)	Theme 2	Theme 3 OR Theme 5
		HP3 (Theme 2)	Theme 3	Theme 4 OR Theme 5
		HP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		HP6 (Theme 3)	Theme 5	Theme 2 OR Theme 4
<b>Candidate 10</b>	HR9 (Theme 1)	HP3 (Theme 2)	Theme 3	Theme 4 OR Theme 5
		HP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		HP8 (Theme 4)	Theme 2	Theme 3 OR Theme 4
		HP2 (Theme 1)	Theme 5	Theme 3 OR Theme 4
		HP6 (Theme 3)	Theme 5	Theme 2 OR Theme 4

**\* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'**



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HR1

### Topic: Travel and tourist transactions

#### Instructions to candidates

You have a problem with your smartphone whilst in Japan and go to a mobile phone shop in Sapporo. The teacher will play the part of the shop assistant and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are in a mobile phone shop in Sapporo to ask for help. You speak to the shop assistant.***

1. Say that your mobile phone is broken.
2. **!**
3. **?** Ask if your mobile phone can be repaired.
4. Say how long you will be in Sapporo.
5. **?** Ask how much it will cost.



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

### Instructions to the teacher

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR1

### Topic: Travel and tourist transactions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are in a mobile phone shop in Sapporo to ask for help. You speak to the shop assistant.*

1	いらっしやいませ。 Allow the candidate to say that his/her mobile phone is broken.
2	! どうして壊 <small>こわ</small> れましたか。 Allow the candidate to say what has happened to his/her mobile phone. わ 分かりました。
3	? Allow the candidate to ask if his/her mobile phone can be repaired. だいじょうぶです。
4	いつまで札幌 <small>さっぽろ</small> にいますか。 Allow the candidate to say how long s/he is here for. じゃ、間 <small>ま</small> に合 <small>あ</small> いますね。
5	? Allow the candidate to ask about the cost of repair. 5000 <small>えん</small> 円になります。

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HR2

### Topic: Town, region and country

### Instructions to candidates

You are staying in Osaka on holiday and go to the tourist office for some information. The teacher will play the role of an employee and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

### Task

***You are in a tourist office in Osaka and speak to an employee.***

1. Say when you arrived in Osaka.
2. **!**
3. Say what you would like to do in the evening and why.
4. **?** Ask the employee to recommend a restaurant.
5. **?** Ask what time the last train is.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the teacher

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR2

### Topic: Town, region and country

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

You are in a tourist office in Osaka and speak to an employee.

1	<p>おおさか 大阪へようこそ。いついらっしやいましたか。</p> <p>Allow the candidate to tell you when s/he arrived in Osaka.</p>
2	<p>!</p> <p>おおさか なに もう大阪で何かをしましたか。</p> <p>Allow the candidate to say what s/he has already done during his/her holiday in Osaka.</p> <p>そうですか。</p>
3	<p>よる こと 夜はどんな事がしたいですか。どうしてですか。</p> <p>Allow the candidate to explain what s/he would like to do in the evening and why.</p> <p>それは いいですね。</p>
4	<p>?</p> <p>Allow the candidate to ask you to recommend a restaurant.</p> <p>そうですね。「ふうげつ」はとても有名ですよ。おこのみやきがおいしいです。</p>
5	<p>?</p> <p>Allow the candidate to ask you the time of the last train.</p> <p>ごぜん じ ふん 午前1時52分です。</p>

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference  
**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HR3

### Topic: What school is like

#### Instructions to candidates

You are at a Japanese high school in Nagasaki on an exchange visit talking to your penfriend about school. The teacher will play the role of the penfriend and will speak first.

Use appropriate language for a conversation in a familiar context.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are in a high school in Nagasaki and are speaking to your penfriend.***

1. Describe your school uniform.
2. Describe your extracurricular activities.
3. **!**
4. **?** Ask your penfriend's opinion about the rules in his/her school.
5. **?** Ask your penfriend whether s/he thinks homework is important.



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

### Instructions to the teacher

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR3

### Topic: What school is like

#### Instructions to teacher

- Use appropriate language for a conversation in a familiar context.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are in a high school in Nagasaki and are speaking to your penfriend.*

1	<p>* * さんの<sup>こうこう</sup>高校では、どんな<sup>せいふく</sup>制服を<sup>き</sup>着ますか。</p> <p>Allow the candidate to describe his/her school uniform. そうですか。</p>
2	<p>* * さんはどんな<sup>かつどう</sup>クラブ活動をしていますか。</p> <p>Allow the candidate to describe the extracurricular activities s/he does. それはいいですね。</p>
3	<p>!</p> <p><sup>ちゅうがっこう</sup>中学校では、どんな<sup>しゅうがくりょこう</sup>修学旅行に<sup>い</sup>行きましたか。</p> <p>Allow the candidate to talk about a school trip(s) s/he has been on. それはおもしろかったですね。</p>
4	<p>?</p> <p>Allow the candidate to ask your opinion of the rules in your school.</p> <p>そうですね。<sup>わたし</sup>私の<sup>がっこう</sup>学校の<sup>き</sup>決まりは<sup>おも</sup>ちょっときびしいと思 います。</p>
5	<p>?</p> <p>Allow the candidate to ask you about the importance of homework.</p> <p>そうですね。<sup>ふくしゅう</sup>復習になりますから、<sup>しゅくだい</sup>宿題は<sup>たいせつ</sup>大切だと<sup>おも</sup>思 います。</p>

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
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## STIMULUS HR4

### Topic: Work

### Instructions to candidates

You are at a department store in London, where you are looking for a part-time job using your Japanese. The teacher will play the role of the department store manager and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

### Task

***You are at a department store in London, where you are looking for a part-time job.***

1. Say what job you would like to do at the department store.
2. Say why you would like to work in this department store.
3. **!**
4. **?** Ask how many hours each week the work is for.
5. **?** Ask how you should dress for work.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

### Instructions to the teacher

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR4

### Topic: Work

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are at a department store in London, where you are looking for a part-time job.*

1	ようこそいらっしゃいました。 Allow the candidate to say what job s/he is looking for.
2	どうしてこのデパートでアルバイトがしたいですか。 Allow the candidate to say why s/he wants to work at this department store. そうですか。
3	! <small>いま</small> 今まで、どのように <small>にほんご</small> 日本語を <small>つか</small> 使いましたか。 Allow the candidate to describe how s/he has previously used Japanese. そうですか。
4	? Allow the candidate to ask you how many hours each week the work is for. <small>しゅうかん</small> 1週間 <small>じかん</small> 4時間です。
5	? Allow the candidate to ask you about the dress code for work. <small>しろ</small> 白いシャツと <small>くろ</small> 黒いズボンです。

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
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- You may ask for questions to be repeated.
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## STIMULUS HR5

### Topic: Who am I?

#### Instructions to candidates

You are talking about friends and family with your Japanese penfriend. The teacher will play the part of the penfriend and will speak first.

Use appropriate language for a conversation in a familiar context.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You speak with your Japanese penfriend about friends and family.***

1. Say who you get on well with in your family and why.
2. Describe your best friend.
3. **!**
4. **?** Ask your penfriend if s/he spends Saturdays with friends or family.
5. **?** Ask your penfriend about the importance of friends.



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

#### Task 1: Role play

#### Instructions to the teacher

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR5

### Topic: Who am I?

#### Instructions to teacher

- Use appropriate language for a conversation in a familiar context.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You speak with your Japanese penfriend about friends and family.*

1	<p>かぞく なか だれ なか 家族の中で、誰と仲がいいですか。どうしてですか。 Allow the candidate to say which family member(s) s/he gets on with and why. そうですか。</p>
2	<p>いちばんなか とも ひと 一番仲がいい友だちは、どんな人ですか。 Allow the candidate to describe his/her best friend. いいですね。</p>
3	<p>！ さいきん とも こと 最近、友だちとどんな事をしましたか。 Allow the candidate to say what s/he has recently done with friends. そうですか。</p>
4	<p>？ Allow the candidate to ask if you spend Saturdays with your friends or family. そうですねえ。土曜日は大抵友だちと遊びます。</p>
5	<p>？ Allow the candidate to ask you about the importance of friends. ええ、友だちはとても大切だと思います。</p>

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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## STIMULUS HR6

### Topic: Town, region and country

### Instructions to candidates

You are at a sports centre on Kyushu while on holiday to enquire about joining. The teacher will play the role of the receptionist and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

### Task

***You are at a sports centre on Kyushu to enquire about joining.***

1. Say what kind of sports you are interested in.
2. Say why you chose this sports centre.
3. **!**
4. **?** Ask about the centre's opening hours.
5. **?** Ask what the student price for a swim is.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

### Instructions to the teacher

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR6

### Topic: Town, region and country

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are at a sports centre on Kyushu to enquire about joining.*

1	こんにちは。どんなスポーツに興味 <small>きょうみ</small> がありますか。 Allow the candidate to say what kind of sports s/he is interested in. そうですか。
2	どうしてこのスポーツクラブにいらっしゃいましたか。 Allow the candidate to say why s/he has chosen this sports centre. そうですか。
3	! いま 今までどんなスポーツをしましたか。 Allow the candidate to say what other sports s/he has done previously. ああ、そうですか。
4	? Allow the candidate to ask about the centre's opening hours. ごぜん じはん      ごご じ 午前6時半から午後10時までです。
5	? Allow the candidate to ask you what the student price for a swim is. えん 450円です。

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HR7

### Topic: Ambitions

#### Instructions to candidates

You are at an organisation in Cardiff which helps newly arrived Japanese families to settle in. You are hoping to volunteer and are talking to a manager. The teacher will play the role of the manager and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are at an organisation in Cardiff which helps newly arrived Japanese families to settle in. You are hoping to volunteer and are speaking to a manager.***

1. Say what kind of volunteering you are interested in.
2. Describe what you are good at.
3. **!**
4. **?** Ask if there is any voluntary work available now.
5. **?** Ask where you will be volunteering.



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

### Instructions to the teacher

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR7

### Topic: Ambitions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are at an organisation in Cardiff which helps newly arrived Japanese families to settle in. You are hoping to volunteer and are speaking to a manager.*

1	よくいらっしやいました。どんなボランティアがしたいですか。 Allow the candidate to say what kind of volunteering s/he is interested in. わかりました。
2	* * さんは何が得意ですか。 Allow the candidate to describe what s/he is good at. そうですか。
3	! 今まで、どんな人を手伝いましたか。 Allow the candidate to say what kind of people s/he has previously helped. そうですか。
4	? Allow the candidate to ask if there is any voluntary work available now. はい、あります。
5	? Allow the candidate to ask you where s/he will be volunteering. 駅の近くです。

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
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## STIMULUS HR8

### Topic: School activities

### Instructions to candidates

You are talking to a Japanese student during an exchange trip to Aomori. The teacher will play the role of the Japanese student and will speak first.

Use appropriate language for a conversation in a familiar context.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

### Task

***You are in Aomori and are speaking to a Japanese high school student.***

1. Say why you are here.
2. Give your opinion of Japanese schools.
3. **!**
4. **?** Ask the student where s/he has been on a school trip.
5. **?** Ask the student what his/her favourite place in Japan is.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

### Instructions to the teacher

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR8

### Topic: School activities

#### Instructions to teacher

- Use appropriate language for a conversation in a familiar context.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

You are in Aomori and are speaking to a Japanese high school student.

1	こんにちは。今 <sup>いま</sup> どうして青森 <sup>あおもり</sup> にいますか。 Allow the candidate to say why s/he is here. ああ、そうですか。
2	日本 <sup>にほん</sup> の学校 <sup>がっこう</sup> についてどうおも <sup>おも</sup> いますか。 Allow the candidate to give his/her opinion of Japanese schools. そうですよね。
3	! いま <sup>いま</sup> 日本 <sup>にほん</sup> でなに <sup>なに</sup> をしましたか。 Allow the candidate to say what s/he has done in Japan. そうですか。
4	? Allow the candidate to ask where you have been on a school trip. わたし <sup>わたし</sup> しゅうがくりょこう <sup>しゅうがくりょこう</sup> でロンドン <sup>い</sup> に行きました。
5	? Allow the candidate to ask you what your favourite place in Japan is. わたし <sup>わたし</sup> きょうと <sup>きょうと</sup> だいす <sup>だいす</sup> です。

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HR9

### Topic: Cultural life

#### Instructions to candidates

You are at home talking to your Japanese friend about films. The teacher will play the role of your Japanese friend and will speak first.

Use appropriate language for a conversation in a familiar context.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are at home talking to your Japanese friend about films.***

1. Say what kind of film you like and why.
2. Describe your favourite cinema.
3. **!**
4. **?** Ask about the price of film tickets in Japan.
5. **?** Ask your friend what s/he would like to do at the weekend.



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

### Instructions to the teacher

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR9

### Topic: Cultural life

#### Instructions to teacher

- Use appropriate language for a conversation in a familiar context.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

You are at home talking to your Japanese friend about films.

1	<p>* * さんは、どんな映画<small>えいが</small>が好<small>す</small>きですか。どうしてですか。 Allow the candidate to say what type of film s/he prefers and why. そうですか。</p>
2	<p>どんな映画館<small>えいがかん</small>がいいですか。 Allow the candidate to describe his/her favourite cinema. そうですか。</p>
3	<p>! 最近<small>さいきん</small>、どんな映画<small>えいが</small>を見<small>み</small>ましたか。 Allow the candidate to talk about a film s/he saw recently. そうですか。</p>
4	<p>? Allow the candidate to ask about the price of film tickets in Japan. 日本<small>にほん</small>では映画<small>えいが</small>のチケ<small>たか</small>ットは高<small>たか</small>いです。1500円<small>えん</small>ぐらいです。</p>
5	<p>? Allow the candidate to ask you what you would like to do at the weekend. 週末<small>しゅうまつ</small>には是非<small>ぜ ひ</small>イギリスの映画館<small>えいがかん</small>に行<small>い</small>きたいです。</p>

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HR10

### Topic: Ambitions

#### Instructions to candidates

You are visiting a local college to ask about Japanese courses. The teacher will play the role of a tutor and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are visiting a local college to ask about Japanese courses.***

1. Say why you have come here.
2. Say which aspect of Japanese you want to focus on.
3. **!**
4. **?** Ask if there are any exams.
5. **?** Ask whether there are any work experience opportunities after the course.

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 1: Role play

#### Instructions to the teacher

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR10

### Topic: Ambitions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

You are visiting a local college to ask about Japanese courses.

1	ようこそいらっしゃいました。 Allow the candidate to say why s/he is here. Give an appropriate brief response.
2	とく <small>なん</small> 特に何ですか。 Allow the candidate to say what s/he wants to focus on. わかりました。
3	! にほんご <small>じょうず</small> <small>べんきょう</small> 日本語が上手ですね。いつから勉強していますか。 Allow the candidate to state how long s/he has studied Japanese. そうですか。
4	? Allow the candidate to ask if there are any exams. はい、ありますが、 <small>むずか</small> 難しくないです。
5	? Allow the candidate to ask whether there are any work experience opportunities after the course. ええ、 <small>きんじょ</small> <small>かいしゃ</small> <small>しょくばたいけん</small> 近所の会社で職場体験ができます。

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HP1

### Topic: Daily life



(Source: © imageBROKER / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of eating as a family
- a meal you prepared recently
- what you will do this weekend to help at home
- !



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

### Instructions to the teacher

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP1

### Topic: Daily life



(Source: © imageBROKER / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. 家族<sup>かぞく</sup>と一緒<sup>いっしょ</sup>での食事<sup>しょくじ</sup>について、どう思<sup>おも</sup>いますか。  
[どうしてですか。/それから。]
3. 最近<sup>さいきん</sup>、どんな料理<sup>りょうり</sup>を作<sup>つく</sup>りましたか。  
[それから。]
4. 週末<sup>しゅうまつ</sup>に、うちでどんな手伝<sup>てつだ</sup>いをしますか。  
[それから。]
5. 買<sup>か</sup>い物<sup>もの</sup>はスーパーでしますか、それとも、インターネット  
でしますか。  
[どうしてですか。/それから。]

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HP2

### Topic: Cultural life



(Source: © Malcolm Fairman / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of parties
- what you did last time you went to a party
- what type of festival you will go to in the future
- !

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

### Task 2: Picture-based task

### Instructions to the teacher

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP2

### Topic: Cultural life



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1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. パーティーについて、どう思<sup>おも</sup>いますか。  
[どうしてですか。/それから。]
3. 最近<sup>さいきん</sup>、パーティーで何<sup>なに</sup>をしましたか。  
[それから。]
4. 将来<sup>しょうらい</sup>どんなお祭<sup>まつ</sup>りに行<sup>い</sup>きますか。  
[どうしてですか。/それから。]
5. お祭<sup>まつ</sup>りやイベントは、見<sup>み</sup>ることが好<sup>す</sup>きですか、それとも、  
参<sup>さんか</sup>加<sup>か</sup>することが好<sup>す</sup>きですか。  
[どうしてですか。/それから。]

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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### STIMULUS HP3

#### Topic: Town, region and country



(Source: © Image Source / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of going out with friends
- an interesting city you visited recently
- something you would like to do in the countryside
- !



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

### Task 2: Picture-based task

### Instructions to the teacher

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference  
**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP3

### Topic: Town, region and country



(Source: © Image Source / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. 友だち<sup>とも</sup>との外出<sup>がいしゅつ</sup>をどうおもいますか。  
[どうしてですか。/それから。]
3. 最近<sup>さいきん</sup>、どんなおもしろい街<sup>まち</sup>に行きましたか。  
[それから。]
4. 今度<sup>こんど</sup>、田舎<sup>いなか</sup>で何がしたいですか。  
[どうしてですか。/それから。]
5. 静かな田舎<sup>しず いなか</sup>がいいですか、それとも、にぎやかな街<sup>まち</sup>がいいですか。  
[どうしてですか。/それから。]

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HP4

### Topic: Holidays



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Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of group holidays
- the best trip you have been on
- where you would like to go abroad
- !

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the teacher

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP4

### Topic: Holidays



(Source: © epa european pressphoto agency b.v. / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. グループ旅行<sup>りょこう</sup>について、どう思<sup>おも</sup>いますか。  
[どうしてですか。/それから。]
3. 今まで、一番<sup>いちばん</sup>いい旅行<sup>りょこう</sup>はどんな旅行<sup>りょこう</sup>でしたか。  
[それから。]
4. 海外旅行<sup>かいがいりょこう</sup>でどこに行きたいですか。  
[どうしてですか。/それから。]
5. 旅行<sup>りょこう</sup>でどんな事<sup>こと</sup>を学<sup>まな</sup>びますか。  
[どうしてですか。/それから]

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HP5

### Topic: School activities



(Source: © Koen Broker / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of school trips
- what school event you enjoyed the most last year
- a school event being held next month
- !



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

### Instructions to the teacher

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP5

### Topic: School activities



(Source: © Koen Broker / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. 修学旅行<sup>しゅうがくりょこう</sup>について、どう思<sup>おも</sup>いますか。  
[どうしてですか。/それから。]
3. 去年<sup>きょねん</sup>、学校<sup>がっこう</sup>でどの行事<sup>ぎょうじ</sup>が一番<sup>いちばん</sup>楽しかったですか。  
[それから。]
4. 来月<sup>らいげつ</sup>、学校<sup>がっこう</sup>でどんな行事<sup>ぎょうじ</sup>がありますか。  
[どうしてですか。/それから。]
5. 学校行事<sup>がっこうぎょうじ</sup>はお金<sup>かね</sup>がたくさんかかりますね。どう思<sup>おも</sup>いますか。  
[どうしてですか。/それから。]

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

#### Task 2: Picture-based task

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HP6

### Topic: School activities



(Source: © Image navi - QxQ images / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of musical activities
- a club activity you participated in last year
- what new club you would like to start at your school
- !

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the teacher

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP6

### Topic: School activities



(Source: © Image navi - QxQ images / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. 音楽<sup>おんがく</sup>活動<sup>かつどう</sup>について、どう思<sup>おも</sup>いますか。  
[どうしてですか。/それから。]
3. 去年<sup>きょねん</sup>、どんなクラブ<sup>かつどう</sup>活動<sup>かつどう</sup>をしましたか。  
[どうしてですか。/それから。]
4. あなたの学校<sup>がっこう</sup>で、どんな新<sup>あた</sup>しいクラブ<sup>はじ</sup>を始<sup>はじ</sup>めたいですか。  
どうしてですか。  
[それから。]
5. 日本<sup>にほん</sup>の音楽<sup>おんがく</sup>について、どう思<sup>おも</sup>いますか。  
[どうしてですか。/それから。]

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
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- You may ask for questions to be repeated.
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## STIMULUS HP7

### Topic: Work



(Source: © George Martinus / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of working in a restaurant
- the hardest you have ever had to work
- your ideal job in the future
- !



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

### Task 2: Picture-based task

### Instructions to the teacher

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP7

### Topic: Work



(Source: © George Martinus / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. レストランのアルバイトはおもしろいですね。どう思<sup>おも</sup>いますか。  
[どうしてですか。/それから。]
3. 今<sup>いま</sup>まで、いつ、一<sup>いちばん</sup>番がんばりましたか。  
[それから。]
4. 将<sup>しょうらい</sup>来、どんな仕<sup>しごと</sup>事が一<sup>いちばん</sup>番したいですか。  
[どうしてですか。/それから。]
5. アルバイトのお金<sup>かね</sup>で何<sup>なに</sup>を何<sup>か</sup>を買<sup>か</sup>いたいですか。  
[どうしてですか。/それから。]

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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## STIMULUS HP8

### Topic: Using languages beyond the classroom



(Source: © Aflo Co., Ltd. / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of studying using computers
- the most enjoyable aspect of studying Japanese
- what you plan to do with your Japanese
- !

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

### Instructions to the teacher

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP8

### Topic: Using languages beyond the classroom



(Source: © Aflo Co., Ltd. / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. コンピューターでの勉強<sup>べんきょう</sup>について、どうおもいますか。  
[どうしてですか。/それから。]
3. 日本語<sup>にほんご</sup>の勉強<sup>べんきょう</sup>で何<sup>なに</sup>が一番<sup>いちばん</sup>楽しかったですか。  
[どうしてですか。/それから。]
4. 日本語<sup>にほんご</sup>を使<sup>つか</sup>って何<sup>なに</sup>がしたいですか。  
[どうしてですか。/それから。]
5. 漢字<sup>かんじ</sup>は難<sup>むずか</sup>しいですね。\*\*さんは、どうやって勉強<sup>べんきょう</sup>しますか。  
[どうしてですか。/それから。]

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
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- You may ask for questions to be repeated.
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## STIMULUS HP9

### Topic: Environmental issues



(Source: © MIXA / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- the biggest environmental problem
- where you have helped clean up recently
- how you will recycle in the future
- !



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Japanese

### Paper 2: Speaking in Japanese

### Task 2: Picture-based task

### Instructions to the teacher

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
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## STIMULUS HP9

### Topic: Environmental issues



(Source: © MIXA / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. 一番<sup>いちばん</sup>おおきな環境<sup>かんきょう</sup>問題<sup>もんだい</sup>は何<sup>なん</sup>だと思<sup>おも</sup>いますか。  
[どうしてですか。/それから。]
3. 最近<sup>さいきん</sup>、どこをきれいにしましたか。  
[どうしてですか。/それから。]
4. これから、どうやってリサイクルしますか。  
[どうしてですか。/それから。]
5. エネルギー<sup>たいせつ</sup>を大切にしたいです。どんな事<sup>こと</sup>ができますか。  
[どうしてですか。/それから。]

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

#### Instructions to the candidate

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
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- You may ask for questions to be repeated.
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## STIMULUS HP10

### Topic: Bringing the world together



(Source: © HelloWorld Images Premium / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- your opinion of international sporting events
- how you have learned about foreign countries
- what you would like to tell a foreign friend about the UK
- !



## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

# Japanese

## Paper 2: Speaking in Japanese

### Task 2: Picture-based task

### Instructions to the teacher

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1JA0/2H**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP10

### Topic: Bringing the world together



(Source: © HelloWorld Images Premium / Alamy Stock Photo)

1. この写真<sup>しゃしん</sup>について話<sup>はな</sup>してください。  
[それから。]
2. 国際<sup>こくさい</sup>スポーツ大会<sup>たいかい</sup>について、どう思<sup>おも</sup>いますか。  
[どうしてですか。/それから。]
3. 今<sup>いま</sup>まで、どうやっ<sup>が</sup>って外国<sup>がいこく</sup>について学<sup>まな</sup>びましたか。  
[それから。]
4. イギリスのど<sup>こと</sup>んな事<sup>こと</sup>を外国<sup>がいこく</sup>人の友<sup>とも</sup>だち<sup>つた</sup>に伝<sup>つた</sup>えたいですか。  
[どうしてですか。/それから。]
5. 将来<sup>しょうらい</sup>、日本<sup>にほん</sup>人の友<sup>とも</sup>だち<sup>つ</sup>を作<sup>つく</sup>りたいです。どうし<sup>し</sup>ますか。  
[どうしてですか。/それから。]

# GCSE Japanese Higher tier

## Paper 2 mark scheme

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Assessment criteria for the Higher tier – Part 1

### Role play – Higher tier (10 marks)

For this task, student work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

### Additional guidance on the mark scheme

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Familiar register:** includes language that students would use with friends and people of a similar age, such as endearments and familiar greetings and forms of address where appropriate. Examples of familiar features of language are those used in greetings (おはよう), terms of address (ひろし君、あけみちゃん) and vocabulary (オッケーです).

**Formal register:** includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate, as well as using polite social conventions such as saying “please” when making requests.

**Partially clear/pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

### Guidance on application of role play mark grid

To exemplify application of the marking criteria, Higher role play 2 (HR2) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria.



## Higher card 2 (HR2)

You are in a tourist office in Osaka and speak to an employee.

**Prompt 1: Say when you arrived in Osaka.**

**Question 1:** おおさか 大阪へようこそ。いついらっしゃいましたか。

Mark	Descriptor	
0	来週。	いちにち。
	No rewardable communication. The candidate has not understood the question.	Highly ambiguous. Lack of particles and correct sentence structure make it unclear whether the candidate arrived one day ago or on the first of the month.
1	きの。	きました一週間。
	Communication is ambiguous. Pronunciation with the missing long vowel makes it unclear as to what the candidate is actually saying.	Communication is only partially clear due to the error in word order.
2	先週に来ました。	さんにちまえです。
	Clearly communicated, despite the addition of an unnecessary particle.	Clearly communicated, despite error in formation of the word "three days".

**Prompt 2: !**

**Question 2:** おおさか なに もう大阪で何かをしましたか。

Mark	Descriptor	
0	駅。	<b>Universal Studios.</b>
	No rewardable communication. The candidate has not answered the question.	Anglicised pronunciation of key word ("Universal Studios" instead of "ユニバーサルスタジオ") prevents communication.
1	食べました。たこやき。	がこ行きました。
	Partially clear. Incorrect word order makes the response imprecise but the wording gives the statement some meaning in the context of the question.	Ambiguous; the incorrect pronunciation of "学校" makes it hard for a native speaker to understand where the candidate went.
2	博物館は行きました。	何もませんでした。
	Clearly communicated, despite minor particle error ("は" instead of "に").	Clearly communicated.

**Prompt 3: Say what you would like to do in the evening and why.**

**Question 3:** 夜はどんな事よるがしたいですか。こと どうしてですか。

Mark	Descriptor	
0	夜はきれいです。	おもしろいからです。
	No rewardable communication. Question has not been answered.	Highly ambiguous. Unclear as to what the candidate wants to do, as the first question has not been answered.
1	こえんに行きますから、静かです。	コンサートに行きましょう。音楽が好きです。
	Communication is only partially clear due to the wrong order of the two clauses and the lack of the long vowel on the word "park".	Partially clear; incorrect use of verb ending ("行きましょう" instead of "行きたいです"). However, use of the words "コンサート" and "音楽" give the statement some meaning in the context of the question.
2	かぶきを見るつもりです。日本ははじめてですから。	今日つかれました。ホテルでテレビを見たり、本を読んだりします。
	Clearly communicated, despite minor pronunciation error ("す" instead of "つ").	Clearly communicated, despite the fact that the linking between being tired tonight and staying in could be clearer.

**Prompt 4: ? Ask the employee to recommend a restaurant.**

Mark	Descriptor	
0	食べます。	おいしい食べたい。
	No rewardable communication. Key detail missing (a restaurant).	Highly ambiguous. It is not clear that the candidate is trying to ask a question, as opposed to stating an opinion.
1	いいレストランはどこですか。	うまいレストラン、教えて。
	Communication is only partially clear due to the incorrect linking of the question word to the noun. (Should be "どこのレストランがいいですか").	Partially appropriate but the word "うまい" is slang and therefore inappropriate in the context of the role play. The "ください", which is necessary in a formal context, is also missing.
2	レストランはどこがお勧めですか。	すしが食べたいです。どのレストラン、行きますか。
	Clearly communicated.	Clearly communicated despite not using the word "recommend" and using two sentences.

**Prompt 5: ? Ask what time the last train is.**

Mark	Descriptor	
0	何時ですか。	今晚電車遅い帰ります。
	No rewardable communication. Not asking for the time of the last train. Instead a different question is being asked.	Highly ambiguous. Candidate has not asked an appropriate question.
1	何時ですか。一番遅い電車。	電車は何時に終わりますか。
	Communication is ambiguous; it is not clear whether the candidate is talking about the slowest train or the last train.	Communication is ambiguous: the inappropriate use of the verb “終わります” means that the candidate has not clearly communicated his/her question.
2	最後の電車は何時ですか。	今晚遅く帰ります。何時の電車が最後ですか。
	Clearly communicated.	Clearly communicated.

## Assessment criteria for the Higher tier – Part 2

### Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

### Picture-based task: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material.
1–4	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary.</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions.</li><li>• Expresses opinions with occasional, brief justification.</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.</li><li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.</li><li>• Expresses opinions and gives justification with some development.</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary.</li><li>• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions.</li><li>• Expresses opinions effectively and gives justification which is mostly developed.</li><li>• Pronunciation and intonation are intelligible and predominantly accurate.</li></ul>
13–16	<ul style="list-style-type: none"><li>• Responds to the set questions with consistently fluent and developed responses.</li><li>• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions.</li><li>• Expresses opinions with ease and gives fully-developed justification.</li><li>• Pronunciation and intonation are consistently accurate and intelligible.</li></ul>

## **Additional guidance**

***Adaptation of language to describe, narrate and inform***: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

## Picture-based task: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none"><li>• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.</li><li>• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li></ul>
3–4	<ul style="list-style-type: none"><li>• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.</li><li>• Responses are generally coherent although errors occur that occasionally hinder clarity of communication.</li></ul>
5–6	<ul style="list-style-type: none"><li>• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions.</li><li>• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication.</li></ul>
7–8	<ul style="list-style-type: none"><li>• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions.</li><li>• Responses are coherent, any errors do not hinder the clarity of the communication.</li></ul>

### Additional guidance

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

#### Errors that **do not hinder clarity:**

- errors that do not affect meaning
- infrequent errors that do not distract the listener from the content of what is being said.

#### Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

#### Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Assessment criteria for the Higher tier – Part 3

### Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

#### Conversation: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech.</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.</li><li>• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.</li><li>• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.</li><li>• Pronunciation and intonation are intelligible and predominantly accurate.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.</li><li>• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.</li><li>• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.</li><li>• Pronunciation and intonation are consistently accurate and intelligible.</li></ul>

## **Additional guidance**

**Uses language creatively:** examples of creative language use are:

- using language to create an effect
- manipulating language, including high frequency and simple language, to respond to unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.



## Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.</li> <li>Occasionally able to initiate and develop responses independently but regular prompting needed.</li> <li>Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Responds spontaneously to some questions, interacting naturally for parts of the conversation.</li> <li>Sometimes able to initiate and develop the conversation independently, some prompting needed.</li> <li>Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Responds to most questions spontaneously, resulting in mostly natural interaction.</li> <li>Mostly able to initiate and develop the conversation independently.</li> <li>Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Responds spontaneously and with ease to questions, resulting in natural interaction.</li> <li>Consistently able to initiate and develop the conversation independently.</li> <li>Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow.</li> </ul>

### Additional guidance

**Respond(s) spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rephrasing/repair strategies** are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

## Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.</li> <li>Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.</li> <li>Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Manipulates grammatical structures with occasional variation, complex structures used but repetitive.</li> <li>Generally accurate grammatical structures, generally successful references to past, present and future events.</li> <li>Generally coherent speech although errors occur that sometimes hinder clarity of communication.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Manipulates a variety of grammatical structures, some variety of complex structures.</li> <li>Predominantly accurate grammatical structures, mostly successful references to past, present and future events.</li> <li>Predominantly coherent speech; errors occur but they rarely hinder clarity of communication.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Manipulates a wide variety of grammatical structures, frequent use of complex structures.</li> <li>Consistently accurate grammatical structures, consistently successful references to past, present and future events.</li> <li>Fully coherent speech; any errors do not hinder the clarity of the communication.</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list that are specific to Higher-tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

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Candidate Number

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# Japanese

## Paper 3: Reading and understanding in Japanese

**Higher Tier**

Sample assessment material for first  
teaching September 2017  
**Time: 1 hour 5 minutes**

Paper Reference

**1JA0/3H**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Questions are set in English.
- Answer **all** questions from Sections A and B in English.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

### Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets:  
– *use this as a guide as to how much time to spend on each question*  
– *you should spend approximately 15 minutes on the translation question.*

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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## SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

### Children's Day

1 Read Hayato's blog post.

今日は 五月五日です。今日は 子どもの日です。ぼくの  
いえで おいおいを しました。

がっこうの 友だちが たくさん あそびに きました。  
みんなで おかしを 食べました。そして、  
テレビゲームを しました。

みんなは おとうさんから プレゼントを  
もらいました。サッカーボールを もらいました。それから  
みんなで こうえんで サッカーを しました。

とても たのしい 一日でした。

(a) When is Children's Day?

(1)

(b) Who came to visit him on that day?

(1)

(c) How did he feel about the day?

(1)

(Total for Question 1 = 3 marks)

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**QUESTION 2 BEGINS ON THE NEXT PAGE**

## An advert in the local paper

### 2 Read the advert below.

もうすぐ ひっこしを しますから、アクセサリーを あげます。  
シルバーの ネックレス 一つと、ダイヤモンドの 小さな  
イヤリング 三つです。四年まえに えきまえの デパートで  
かいました。とても うつくしくて、きれいです。

まず、でんわを してください。まいばん 六時半に かえりますから、  
よるに でんわを してください。こちらから しゃしんを  
おくります。ぜんぶ ただです。

Complete these statements by putting a  in the correct box for each question.

**Example:** This is an advert for...

<input checked="" type="checkbox"/>	<b>A</b> clothes.
<input checked="" type="checkbox"/>	<b>B</b> books.
<input checked="" type="checkbox"/>	<b>C</b> toys.
<input checked="" type="checkbox"/>	<b>D</b> jewellery.

(i) She is selling...

<input checked="" type="checkbox"/>	<b>A</b> a necklace and earrings.
<input checked="" type="checkbox"/>	<b>B</b> a ring and bracelets.
<input checked="" type="checkbox"/>	<b>C</b> a necklace and brooches.
<input checked="" type="checkbox"/>	<b>D</b> a bracelet and earrings.

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(ii) She bought them from a...

<input type="checkbox"/>	<b>A</b> supermarket.
<input type="checkbox"/>	<b>B</b> department store.
<input type="checkbox"/>	<b>C</b> flea market.
<input type="checkbox"/>	<b>D</b> a boutique.

(iii) She described them as...

<input type="checkbox"/>	<b>A</b> pretty and beautiful.
<input type="checkbox"/>	<b>B</b> colourful but old.
<input type="checkbox"/>	<b>C</b> old but pretty.
<input type="checkbox"/>	<b>D</b> cute and beautiful.

(iv) If you want them, you should...

<input type="checkbox"/>	<b>A</b> email her.
<input type="checkbox"/>	<b>B</b> complete a form online..
<input type="checkbox"/>	<b>C</b> telephone her.
<input type="checkbox"/>	<b>D</b> send her a text.

(v) The seller will then...

<input type="checkbox"/>	<b>A</b> give you her address.
<input type="checkbox"/>	<b>B</b> send your form back.
<input type="checkbox"/>	<b>C</b> send you photos.
<input type="checkbox"/>	<b>D</b> contact you via email.

**(Total for Question 2 = 5 marks)**

**'Hen na kusuri' by Shinichi Hoshi**

3 Read the extract from the text. Kei is talking to his friend.

ケイの 友だちが ケイの 家に 来ました。  
 ケイの 友だちが いいました。「何を  
 していますか。」  
 「すごい くすりが できました。これですよ。」  
 友だちは ききました。「何の くすりですか。」  
 「かぜの くすりです。」  
 「どうして すごい くすりですか。」  
 「みて ください。」と 言って、ケイは  
 くすりを すこし のみました。  
 「でも あなたは かぜを ひいていませんね。」  
 「そうです。すこし まってください。」  
 まもなく ケイは せきを しました。ねつも  
 でした。

(Source from: Hen na kusuri from Bokko-chan, Shinichi Hoshi)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Where are they talking? (1)

(b) What has Kei been doing? (1)

(c) What does Kei do in front of his friend? (1)

(d) What is the result of Kei's action? Give **one** detail. (1)

**(Total for Question 3 = 4 marks)**



### An internet chat forum

- 5 You have found an internet chat forum in which some Japanese students have posted their opinions about learning languages.

外国語について	
みちこ	私は 外国語が 好きです。フランス語と、イタリア語を べんきょうしています。英語も しゃべることが できます。 外国に 行って、たくさんの 人と おはなしが したいです。
ゆか	私は、りょこうが 好きじゃないです。ですから、ずっと 日本に います。だから 外国語の べんきょうは いらないと 思います。日本でも 外国人には、日本語で しゃべります。ここは、日本だから です。
かおり	私の 父は かんこく人です。ですから、私は かんこく語と 日本語を はなすことが できます。インターネットで いろいろな 国に ついて よむことが できますから、 外国語は 大切だと 思います。

Answer the following questions **in English**. You do not need to write in full sentences.

- (a) What is Yuka's opinion of studying languages? (1)
- .....
- (b) Whom did Kaori learn Korean from? (1)
- .....
- (c) How does Kaori find out about other countries? (1)
- .....
- (d) What does Michiko say she wants to do when she goes abroad? (1)
- .....
- (e) Who speaks three foreign languages? (1)
- .....

**(Total for Question 5 = 5 marks)**

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'Noguchi Hideyo' by Genichi Kume

6 Read the extract from the literary text. In this story, Seisaku Noguchi is still at school.

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ある日、清作<sup>せいさく</sup>は、作文を かきました。作文の 名前は「ぼくの左手」  
 でした。清作<sup>せいさく</sup>は けがを しましたから、左手を つかうことが  
 できませんでした。ですから せいかつが たいへんでした。  
 作文は それに ついてでした。

小林先生<sup>こばやし</sup>は、この 作文を よんで なきました。そして、ほかの  
 先生に この 作文を 見せました。

「かわいそうに。野口<sup>のぐち</sup>は たいへんだなあ。」

「あの手は、なおるよ。」

「そうだ。わかまつ市の びょういんに、有名な 先生が いる。

その先生は、アメリカで ぶんきょうしたから とても しゅじゅつが  
 上手だ。みんなで しゅじゅつの 金を あつめるぞ。」

先生たちが きめました。

清作<sup>せいさく</sup>の 友だちは、

「よし。ぼくたちも お金を あつめるぞ。」

といって、一せん、二せん、お金を 出しました。それが みんなで  
 十円ぐらいになりました。むかしの 十円は、大金でした。

(Source from: Hen na kusuri from Bokko-chan, Shinichi Hoshi)

Complete these statements by putting a cross ☒ in the correct box for each question.

**Example:** One day, Seisaku wrote...

<input checked="" type="checkbox"/>	A lyrics.
<input checked="" type="checkbox"/>	B a song.
<input checked="" type="checkbox"/>	C a poem.
<input checked="" type="checkbox"/>	D an essay.

(i) Seisaku's essay was about his...

<input type="checkbox"/>	<b>A</b> right hand.
<input type="checkbox"/>	<b>B</b> left hand.
<input type="checkbox"/>	<b>C</b> right leg.
<input type="checkbox"/>	<b>D</b> left leg.

(ii) When his teacher read it, he felt...

<input type="checkbox"/>	<b>A</b> cheerful.
<input type="checkbox"/>	<b>B</b> upset.
<input type="checkbox"/>	<b>C</b> annoyed.
<input type="checkbox"/>	<b>D</b> excited.

(iii) The teachers decided Seisaku should...

<input type="checkbox"/>	<b>A</b> go to another school.
<input type="checkbox"/>	<b>B</b> study harder.
<input type="checkbox"/>	<b>C</b> have an operation.
<input type="checkbox"/>	<b>D</b> re-write his essay.

(iv) What did Seisaku's friends do for him?

<input type="checkbox"/>	<b>A</b> helped him to find a job.
<input type="checkbox"/>	<b>B</b> collected money for him.
<input type="checkbox"/>	<b>C</b> helped to pay the money back.
<input type="checkbox"/>	<b>D</b> spoke to his teacher.

(v) How does the author describe ten yen?

<input type="checkbox"/>	<b>A</b> It was a lot of money in those days.
<input type="checkbox"/>	<b>B</b> It was not enough to solve the issue.
<input type="checkbox"/>	<b>C</b> It was not enough to pay his debt.
<input type="checkbox"/>	<b>D</b> It was enough money for him to eat that day.

**(Total for Question 6 = 5 marks)**



## Work experience

### 7 Read what teenagers say about work experience.

しょくばたいけんについて	
山本	べんごしの じむしょに 行きました。しょくばたいけんは とても やくに たちました。いろいろな しごとを けいけんすることが できたからです。しょうらい、べんごしに なりたいと 思いました。
川田	一週間 ようちえんに 行きました。子どもたちは かわいかったですが、とても たいへんでした。子どもが ないたり、おこったりしましたから つかれました。つぎは、小学校に チャレンジします。
花田	くうこうで はたらきました。おきゃくさんの あんないをしたり、お手つだいをしたり して、楽しかったです。英語の 会話の べんきょうにも なりました。しょうらいは、外国の 大きな くうこうで はたらきたいです。
西山	しょくばたいけんは とても つまらないと 思いました。デパートに 行きましたが、たいくつでした。朝 はやく おきましたから いやでした。しごとの ことは 大学で かんがえます。

Who says what about work experience?

Choose the correct answer from **Yamamoto**, **Kawata**, **Hanada** and **Nishiyama**.

**Example:** Yamamoto wants to be a lawyer in the future.

- (a) \_\_\_\_\_ says that doing work experience was helpful. (1)
- (b) \_\_\_\_\_ says that high school is too young to think about your job. (1)
- (c) \_\_\_\_\_ says that working with young children is exhausting. (1)
- (d) \_\_\_\_\_ says helping customers was enjoyable. (1)



Answer the following questions in English.

(e) What did Hanada learn during his work experience?

(1)

(f) How did Nishiyama feel about his work experience?

(1)

**(Total for Question 7 = 6 marks)**

## The Soseki Natsume Museum

8 Read the following newspaper article about the Soseki Natsume museum.

ロンドンに 夏目 漱石<sup>そう せき</sup>の はくぶつ館<sup>はくぶつ かん</sup>が あります。漱石<sup>そう せき</sup>は 有名な しょうせつ家<sup>しょうせつ け</sup>です。1867年に 東京で 生まれました。1900年から 二年間<sup>にゅうねんかん</sup>ぐらい 英国で 勉強<sup>べんきょう</sup>しました。ロンドンでの せいかつは とても つらかったですから、その二年に ついて 「もっとも ふゆかいの 二年」と 書きました。

はくぶつ館<sup>はくぶつ かん</sup>は1984年に 恒松 郁生<sup>つねまつ いくお</sup>が たてました。恒松<sup>つねまつ</sup>は 大学の 先生<sup>せんせい</sup>です。はくぶつ館<sup>はくぶつ かん</sup>は むかしの 漱石<sup>そう せき</sup>の 家の むかいに あります。今では、二月から 九月までの 週三日 あいています。この はくぶつ館<sup>はくぶつ かん</sup>には アメリカや 中国の 学生<sup>がくせい</sup>も 来ました。しかし、はくぶつ館<sup>はくぶつ かん</sup>の おきゃくさんは 毎年 へっています。はくぶつ館<sup>はくぶつ かん</sup>をつづけることが できませんから、来年の 秋に しまる よていです。やく二千の 漱石<sup>そう せき</sup>に ついての しりょうの 行き先は まだ 分かりません。

Answer the questions **in English**. You do not need to write in full sentences.

(a) What was Soseki's occupation?

(1)

(b) How did Soseki feel about his time in the UK? Give **one** detail.

(1)

(c) Where is the museum in relation to his residence in London?

(1)

(d) Why is the museum closing down?

(1)

(e) What is not yet known about the plans for next autumn?

(1)

(Total for Question 8 = 5 marks)

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**QUESTION 9 BEGINS ON THE NEXT PAGE**

## A cultural festival

9 Read the following information sheet about a cultural festival.

今年の文化祭は十一月三日の水曜日にあります。文化の日で、休日ですから、たくさんの方が来るよていです。それぞれのクラブでイベントをします。やきゅう部は中庭でやきそば、サッカー部はこうもんの前でアイスクリームを売ります。またげきじょうでえんげき部と英語部がきょうりよくしてシェークスピアのげきをします。たいいく館ではバザーをひらくよていです。売り上げの半分は日本赤十字社にきふして、後の半分で新しいたいこを買います。

ロシアのダンスを見たり、ならったりしたことがありますか。午後から、うんどう場でロシア人のプロの先生からダンスをならうことができます。ロシアのダンスは長いれきしもあるし、日本ではあまり見るできません。小さな子どももさんかすることができます。その後で、クラスたいこうのダンス・コンクールがあります。かくクラスでがんばってれんしゅうしましたから、楽しみにしてください。

(i) What does this information sheet tell us?

Put a cross  next to the **three** correct sentences.

(3)

<b>Example:</b>	The Cultural Festival is in November.	<input checked="" type="checkbox"/>
<b>A</b>	Each class will organise stalls.	<input type="checkbox"/>
<b>B</b>	The English Club will put up a display about Shakespeare.	<input type="checkbox"/>
<b>C</b>	Sports clubs are selling food.	<input type="checkbox"/>
<b>D</b>	There is a minimum age limit to participate in the dance lesson.	<input type="checkbox"/>
<b>E</b>	The Red Cross will provide the first aid.	<input type="checkbox"/>
<b>F</b>	It is a rare opportunity to learn Russian dance.	<input type="checkbox"/>
<b>G</b>	Dances are performed in groups.	<input type="checkbox"/>

Answer the following questions in English.

(b) Why are more people expected at the festival this year? (1)

---

(c) Which school club will benefit from some of the money raised? (1)

---

**(Total for Question 9 = 5 marks)**

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**TOTAL FOR SECTION A = 43 MARKS**



# GCSE Japanese Higher tier

## Paper 3 mark scheme

All candidates are expected to answer in English. Answers in Japanese will not be credited.

### SECTION A

Question number	Answer	Mark
1(a)	5th May	(1)

Question number	Answer	Reject	Mark
1(b)	his (school) friends	twenty	(1)

Question number	Answer	Mark
1(c)	(it was) fun/enjoyable	(1)

Question number	Answer	Mark
2(i)	A	(1)

Question number	Answer	Mark
2(ii)	B	(1)

Question number	Answer	Mark
2(iii)	A	(1)

Question number	Answer	Mark
2(iv)	C	(1)

Question number	Answer	Mark
2(v)	C	(1)

Question number	Answer	Mark
3(a)	Kei's house	(1)

Question number	Answer	Mark
3(b)	making a (great) medicine/drug	(1)

Question number	Answer	Mark
3(c)	he took/drank (some of the) medicine/drug	(1)

Question number	Answer	Mark
3(d)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• he caught a cold (1)</li> <li>• he got a temperature (1)</li> <li>• he got a cough (1)</li> <li>• he became ill (1)</li> </ul>	(1)

Question number	Answer	Mark
4(a)	Kobe	(1)

Question number	Answer	Mark
4(b)	Kyoto	(1)

Question number	Answer	Mark
4(c)	Sapporo	(1)

Question number	Answer	Mark
4(d)	Kobe	(1)

Question number	Answer	Mark
4(e)	Sapporo	(1)

Question number	Answer	Mark
5(a)	(it is) unnecessary, pointless	(1)

Question number	Answer	Mark
5(b)	her father	(1)

Question number	Answer	Mark
5(c)	(reads) on the internet	(1)

Question number	Answer	Mark
5(d)	speak to (lots of) people/foreigners	(1)



Question number	Answer	Mark
5(e)	Michiko	(1)

Question number	Answer	Mark
6(i)	B	(1)

Question number	Answer	Mark
6(ii)	B	(1)

Question number	Answer	Mark
6(iii)	C	(1)

Question number	Answer	Mark
6(iv)	B	(1)

Question number	Answer	Mark
6(v)	A	(1)

Question number	Answers	Mark
7(a)	Yamamoto	(1)

Question number	Answers	Mark
7(b)	Nishiyama	(1)

Question number	Answers	Mark
7(c)	Kawata	(1)

Question number	Answers	Mark
7(d)	Hanada	(1)

Question number	Answers	Mark
7(e)	improved English (conversation skills)	(1)

Question number	Answers	Mark
7(f)	boring/disliked it	(1)

Question number	Answers	Mark
8(a)	writer/novelist	(1)

Question number	Answers	Mark
8(b)	unhappy/miserable/hated it/it was hard	(1)

Question number	Answers	Mark
8(c)	opposite/in front of it/facing it	(1)

Question number	Answers	Mark
8(d)	because the number of visitors is falling	(1)

Question number	Answers	Mark
8(e)	where the (2000+) materials/documents/exhibits (about Soseki) will go	(1)

Question number	Answer	Mark
9(i)	C, F, G	(3)

Question number	Answers	Mark
9(ii)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• because it is a public/national holiday (1)</li> <li>• because it is cultural day (1)</li> </ul>	(1)

Question number	Answer	Mark
9(iii)	drumming/music (club)	(1)

## SECTION B

Question Number	Indicative content	Mark
10	The number of tourists is increasing each year. However, people are concerned as some people have bad manners. They cut the cherry trees and don't pick up their rubbish.	(7)

Mark	Descriptor
0	No rewardable communication.
1-3	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. <b>frequent</b> use of incorrect words, omitted <b>phrases</b> , incorrect tenses.
4-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.



Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

## Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time: 1 hour 25 minutes

Paper  
reference

**1JA0/4H**

# Japanese

## PAPER 4: Writing in Japanese

**Higher Tier**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink, ball-point pen or pencil.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **either** Question 1(a) **or** Question 1(b) and **either** Question 2(a) **or** 2(b) and Question 3.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.
- Any work in romaji will **not** be credited.

### Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets:  
– *use this as a guide as to how much time to spend on each question*  
– *you should spend approximately 15 minutes on the translation question.*

### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**This paper starts on page 9.  
Turn to page 9 and write from right to left in Japanese.**

**Using Japanese**

**3** Translate the following passage **into Japanese**.

Emma likes Japanese and went to Aomori in April. She thought the cherry blossom was beautiful. She did things such as talking to Japanese people and taking photos. She intends to go to Japan again.

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**(Total for Question 3 = 12 marks)**

**TOTAL FOR PAPER = 60 MARKS**

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DO NOT WRITE IN THIS AREA





If you answer Question 2(b) put a cross in the box  .

### Holidays

- (b) A Japanese holiday company is looking for articles about different holidays for its website. Write an article about a special holiday you have been on to interest the readers.

You **must** refer to the following points:

- why your destination is interesting
- what activities you particularly liked
- why it is good for young people to travel
- a holiday you will go on next year.

Justify your ideas and opinions.

Write approximately 260–300 characters **in Japanese**.

Use appropriate language for a **formal** article.

(28)












# GCSE Japanese Higher tier

## Paper 4 Mark scheme

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Assessment criteria for the Higher tier

### Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a familiar style/register (see *Additional guidance*).

The student is expected to produce 160–180 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked. Any work in romaji will not be credited.

### Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the task with little development</li><li>• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</li><li>• Expresses straightforward thoughts and ideas; uses common vocabulary and expression with repetition, limited kanji</li><li>• Variable use of appropriate register and style</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the task, with development of the occasional key point and idea</li><li>• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful</li><li>• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common vocabulary and expression, including some different examples of common kanji</li><li>• Appropriate use of register and style is evident but with inconsistencies</li></ul>



Mark	Descriptor
7–9	<ul style="list-style-type: none"> <li>Communicates information relevant to the task, with development of some key points and ideas</li> <li>Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</li> <li>Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common vocabulary and expression, including a variety of mainly common kanji</li> <li>Appropriate use of register and style is evident but with occasional inconsistency</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Communicates information relevant to the task with expansion of key points and ideas</li> <li>Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</li> <li>Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, including a variety of kanji</li> <li>Appropriate use of register and style throughout, with minimal inconsistency</li> </ul>

### Additional guidance

**Creative language use:** examples of creative language use are:

- using language to create an effect
- using language, including common, high-frequency and simple language, to respond to uncommon/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Register and style definition: familiar register and style** – this includes language that students would use with friends and people of a similar age, such as endearments and informal greetings and forms of address where appropriate.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

## Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces brief, simple sentences, limited linking of sentences</li> <li>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Uses mostly straightforward grammatical structures, occasional repetition</li> <li>• Produces occasionally extended sentences linked with common, straightforward conjunctions</li> <li>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Different examples of straightforward grammatical structures are evident</li> <li>• Produces some extended sentences that are linked with common, straightforward conjunctions</li> <li>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, occasional complex structure</li> <li>• Produces frequently extended sentences, well linked together</li> <li>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but which are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the particle 'wa は' instead of 'ga が'.
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- errors in formation of kana and kanji, for example a ろ that looks more like the number 3 than ろ.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to reread in order to understand what is meant, for example inappropriate tense formation, such as 'Ashita ikimashita あした 行きました。'
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- kanji or kana that are misformed to the extent that they force readers to reread, for example an お with a missing dot written instead of an あ.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action
- incorrect kanji use, for example きのういきま下 or 工園 written instead of 公園
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance*).

The student is expected to produce 260–300 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked. Any work in romaji will not be credited.

### Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas</li><li>• Some effective adaptation of language to narrate, inform, interest/convince</li><li>• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common vocabulary and expression, including a variety of mainly common kanji</li><li>• Appropriate use of register and style with the occasional inconsistency</li></ul>
5–8	<ul style="list-style-type: none"><li>• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas</li><li>• Frequently effective adaptation of language to narrate, inform, interest/convince</li><li>• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression, including some variation in use of kanji</li><li>• Appropriate use of register and style with few inconsistencies</li></ul>
9–12	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas</li><li>• Mostly effective adaptation of language, to narrate, inform, interest/convince</li><li>• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, including a variety of kanji</li><li>• Predominantly appropriate use of register and style</li></ul>

Mark	Descriptor
13–16	<ul style="list-style-type: none"> <li>Communicates detailed information relevant to the task, with consistently effective development of key points and ideas</li> <li>Consistently effective adaptation of language to narrate, inform, interest/convince</li> <li>Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, including a wide variety of kanji</li> <li>Consistent use of appropriate register and style throughout</li> </ul>

### Additional guidance

**Creative use of language:** examples of creative language use are:

- using language to create an effect
- using language, including common, high-frequency and simple language, to respond to uncommon/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Adaptation of language to narrate, inform, interest/convince:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

**Register and style definition: Formal register and style** –this includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration, endearments, writing in a conversational style, inappropriate abbreviations used in social media chat. It also includes using polite social conventions such as writing “please” when making requests.

## Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language</li> <li>• Occasional sequences of fluent writing, occasionally extended, well-linked sentences</li> <li>• Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, including some repetitive instances of complex language</li> <li>• Prolonged sequences of fluent writing, some extended, well-linked sentences</li> <li>• Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Uses a variety of grammatical structures including some different examples of complex language</li> <li>• Predominantly fluent response; frequent extended sentences, mostly well linked</li> <li>• Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Uses a wide variety of grammatical structures, including complex language</li> <li>• Fluent response throughout with extended, well-linked sentences</li> <li>• Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but which are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the particle 'wa は' instead of 'ga が'.
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- errors in formation of kana and kanji, for example a ろ that looks more like the number 3 than ろ.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to reread in order to understand what is meant, for example inappropriate tense formation, such as 'Ashita ikimashita あした 行きました。'
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- kanji or kana that are misformed to the extent that they force readers to reread, for example an お with a missing dot written instead of an あ.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action
- incorrect kanji use, for example きのういきま下 or 工園 written instead of 公園
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

### Question 3 – Higher tier (12 marks)

#### Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered. Any work in romaji will not be credited.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/ mother-tongue interference</li><li>• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed</li></ul>
4–6	<ul style="list-style-type: none"><li>• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated</li><li>• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed</li></ul>
7–9	<ul style="list-style-type: none"><li>• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated</li><li>• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed</li></ul>
10–12	<ul style="list-style-type: none"><li>• The meaning of the passage is fully communicated</li><li>• Consistently accurate language and structures, any errors do not hinder clarity</li></ul>

Question number	Example response
3	エマさんは日本語（日本人）が好きで、四月に青森に行きました。さくら（の花）がきれいだと思いました。日本人と話したり、写真をとったりしました。また日本に行くつもりです。（行きたいと思っています、行きたがっています。）

#### Additional guidance

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example using the particle 'wa は' instead of 'ga が'.
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- errors in formation of kana and kanji, for example a ろ that looks more like the number 3 than ろ.



Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to reread in order to understand what is meant, for example inappropriate tense formation, such as 'Ashita ikimashita あした 行きました。'
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- kanji or kana that are misformed to the extent that they force readers to reread, for example an お with a missing dot written instead of an あ.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action
- incorrect kanji use, for example きのういきま下 or 工園 written instead of 公園
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

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