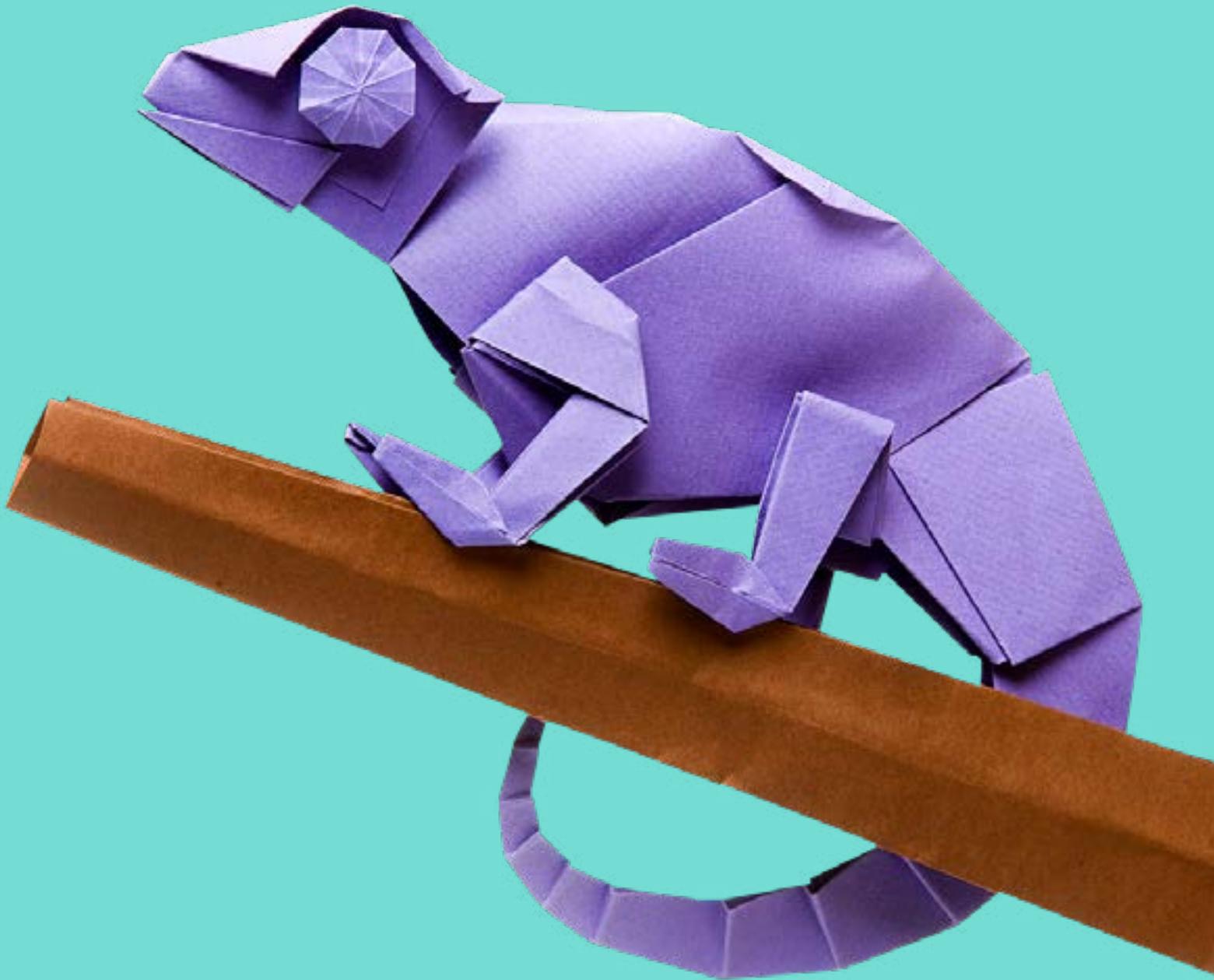


GCSE (9-1) Japanese



Specification

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

First teaching from September 2017

First certification from June 2019

Issue 5

Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Japanese Specification

Issue 5 changes

| Summary of changes made between previous issue and this current issue | Page number |
|--|-------------|
| Removal of Subject Advisor name: <i>'Our subject advisor service and online community...'</i> | 3 |
| Update to Foundation tier paper timing: <i>'Foundation tier: 1 hour 20 minutes...'</i> | 6 and 38 |
| Update to Foundation tier Assessment Information for Paper 4, bullet point 5: <i>'Question 2 has two options from which students have to select one. This question assesses students on their ability to note down key points and convey information. Students must use the formal register.'</i> | 38 |
| Reference to 'GCE AS' removed in the following sentence: <i>This qualification offers a suitable progression route to GCE A level in Japanese.</i> | 67 |

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.

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1 Introduction

Why choose Edexcel GCSE Japanese?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Japanese has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

We've listened to feedback from the languages community and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Engaging and popular topics

Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

Manageable content

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

Content and assessments that provide an engaging real-world focus

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar as well as providing plenty of opportunities for students to apply their knowledge independently, creatively and in authentic situations.

Straightforward assessments that are accessible to all students

Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students' progress through the assessments confidently. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

Carefully selected texts

We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for students at each tier and that will encourage the use of a wide range of texts in the classroom.

Clear and precise assessment criteria

Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

Continuous progression

Our content builds on the understanding developed at prior language learning experience at Key Stage 3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A Level.

Supporting you in planning and implementing this qualification

Planning

- To support you in delivering this specification, our **Getting Started Guide**, available on our website, gives you an overview of the new GCSE qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and 2009 qualification.

Teaching and learning

There are lots of free teaching and learning support to help you deliver the new qualification, including:

- a guide to questions in the target language
- student guide
- online and face-to-face training events.

Preparing for exams

We also provide a range of resources to help you prepare your students for the assessments, including:

- marked exemplars of student work with examiner commentaries

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support

Our subject advisor service and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at [qualifications.pearson.com](https://www.pearson.com/qualifications)

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Japanese consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation tier or Higher tier. **Students must be entered for a single tier across all papers.**

The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.

Paper 1: Listening and understanding in Japanese (*Paper code: 1JA0/1F and 1H)

Written examination

Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks

Higher tier: 45 minutes, including 5 minutes' reading time; 50 marks

25% of the total qualification

Content overview

This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview

Students are assessed on their understanding of standard spoken Japanese by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Japanese speakers.

Students must answer all questions in both sections.

There is no requirement for students to produce written responses in Japanese.

Foundation tier

- All questions are set in English. The instructions to students are in English.

Higher tier

- All questions are set in English. The instructions to students are in English.

The listening audio files are available on our website.

Paper 2: Speaking in Japanese (*Paper code: 1JA0/2F and 2H)

Internally conducted and externally assessed

Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks

Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks

25% of the total qualification

Content overview

This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview

Students are assessed on their ability to communicate and interact effectively through speaking in Japanese for different purposes and in different settings.

There are three tasks which must be conducted in the following order:

- Task 1 – a role play based on one topic that is allocated by Pearson
- Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson
- Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

Paper 3: Reading and understanding in Japanese (*Paper code: 1JA0/3F and 3H)

Written examination

Foundation tier: 50 minutes; 50 marks. Higher tier: 1 hour 5 minutes; 50 marks

25% of the total qualification

Content overview

This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview

Students are assessed on their understanding of written Japanese across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Students must answer all questions in each of the three sections:

- Section A is set in English. The instructions to students are in English.
- Section B includes a translation passage from Japanese into English with instructions in English.

Paper 4: Writing in Japanese (*Paper code: 1JA0/4F and 4H)

Written examination

Foundation tier: 1 hour 20 minutes; 60 marks

Higher tier: 1 hour 25 minutes; 60 marks

25% of the total qualification

Content overview

This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview

Students are assessed on their ability to communicate effectively through writing in Japanese for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Japanese. The instructions to students are in English. Character counts are specified for each question. Students must answer all questions.

Foundation tier

There are three open-response questions and one translation into Japanese.

Higher tier

There are two open-response questions and one translation into Japanese.

*See *Appendix 7: Codes* for a description of this code and all codes related to this qualification.

2 Subject content

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Japanese allows students to develop their ability to communicate with Japanese native speakers in both speech and writing. Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Japanese-speaking communities and countries. These contexts are listed under *Themes and topics*.

Students will need to develop and use their knowledge and understanding of Japanese grammar progressively through their course of study. Grammar requirements are given in the grammar list (see *Appendix 2: Grammar list*).

To help students build on their range of vocabulary, a list is provided of words that students are expected to use and understand (see *Appendix 3: Vocabulary list*). These lists are not exhaustive but are intended as a guide; students at both tiers will be required to understand and respond to common words (appropriate to the tier) that are not on the lists.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.

Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension.

All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Japanese is spoken.

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Japanese-speaking countries throughout the course.

Each topic has been highlighted in **bold**.

All topics must be studied in the context of both the students' home country and that of countries and communities where Japanese is spoken.

Theme 1: Identity and culture

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

Theme 2: Local area, holiday and travel

- **Holidays**: preferences; experiences; destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

Theme 3: School

- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

Theme 4: Future aspirations, study and work

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

Theme 5: International and global dimension

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

Paper 1: Listening and understanding in Japanese

Content

Students are assessed on their understanding of standard spoken Japanese in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes (see *Themes and topics*).

Students are presented with recorded scenarios involving one or more speakers in public and social settings. Recordings include authentic sources and are based on the themes. Recorded material features both male and female voices and represents different age groups.

Students should be given the opportunity to become accustomed to hearing the Japanese language spoken in a range of styles.

Recordings for individual questions within the assessment vary in length, including both short and longer spoken passages, using both familiar language and, where appropriate, more complex language and abstract material, as appropriate to the tier.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.

Assessment information

- First assessment: May/June 2019.
- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring Japanese-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.
- *Foundation tier*
 - 35 minutes is given for the assessment, including 5 minutes' reading time.
 - The question paper contains 14 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- *Higher tier*
 - 45 minutes is given for the assessment, including 5 minutes' reading time.
 - The question paper contains 10 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Japanese.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Japanese Sample Assessment Materials (SAMs)* document.

Paper 2: Speaking in Japanese

Content

Students are assessed on their ability to communicate and interact effectively through speaking in Japanese for different purposes.

Students will need to:

- convey information and narrate events coherently and confidently, using and adapting language for different purposes
- speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation in order to be understood by a native speaker, however they will be able to access the highest marks available for each task without a 'perfect' command of Japanese.

These are assessed through a series of three consecutive tasks.

Task 1 – Role play

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers (see definition of registers beneath the *Role play mark grid* within the marking guidance section of the specification). The role play relates to either formal or familiar contexts, in turn inviting the student to use either formal or familiar language relevant to the scenario. Each role play stimulus card includes an instruction to the student on whether to use language appropriate for a formal or familiar context.

All role plays are marked for communication only.

The role plays are set and provided by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Japanese Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Japanese, General instructions to the teacher* section.

Scenarios require an exchange of information. Some scenarios are transactional in nature.

The scenarios are based on any of the topics from themes 1 to 4 (listed on page 9), i.e. **not** on the theme International and global dimension as this theme lends itself better to the picture-based task and the conversation.

Task 2 – Picture-based task

The assessment scenario is based on any of the topics (listed on page 9). The topic is allocated by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Japanese Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Japanese, General instructions to the teacher* section.

This assessment allows students to:

- describe and narrate events
- give information
- express, justify and exchange opinions.

Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different timeframes.

Task 3 – Conversation

The conversation allows students to cover all of the requirements outlined in the *Content* section on page 12, including conveying information, giving points of view, developing and initiating conversation and discussion and producing extended sequences of speech.

The conversation is based on any two themes (see *Themes and topics*) and is in two parts.

For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place.

This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For an example please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Japanese Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Japanese, General instructions to the teacher* section.

This part of the conversation may focus on one or more topics from within the selected theme (see *page 9*).

Students are required to refer to past, present and future events in this assessment, using a range of tenses and timeframes.

Assessment information

General information

- First assessment: April/May 2019.
- The entire assessment must be conducted in Japanese.
- Students complete three tasks.
 - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
 - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
 - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.

Each role play stimulus card includes an instruction to the student on whether to use language appropriate for a formal or familiar context.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Japanese Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Japanese, General instructions to the teacher*, section.

This grid has been designed to help ensure that each student covers a broad range of themes from this specification.

- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the *UK Information Manual* at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Students are presented with instructions in English but must communicate entirely in German for the duration of the assessment.
- Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes' preparation time to consider the questions and stimulus cards for Tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment, however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see *Marking Guidance for Paper 2*.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the *Candidate speaking examination record form (CS2)* (see *Appendix 1*). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.
- The use of dictionaries is not permitted during the preparation time or during the assessment.

Foundation tier assessment time and marks

- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
 - o Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
 - o Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
 - o Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

Higher tier assessment time and marks

- The total assessment for the three tasks is 10 to 12 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
 - o Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
 - o Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
 - o Task 3 – a conversation recommended to last between five to six minutes for 36 marks.

Preparation time

Students are allocated 12 minutes' preparation time, under supervised conditions, immediately prior to the assessment for Tasks 1 and 2. The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated.

Students are permitted to make notes (up to a maximum of one side of A4 for both Tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task. Students must return their notes to the teacher before commencing Task 3 (conversation).

The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Students cannot have access to a dictionary, or any other resource, during the preparation time.

Task 1 – Role play

Pearson will set and provide ten different sets of role plays for each tier. Each role play consists of two cards – one for the teacher and one for the student.

Teacher cards

The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

Candidate cards

The candidate cards include prompts as a guide and highlight where the candidate needs to ask a question (indicated by the symbol '?'), and where an unpredictable question is posed to them by the teacher (indicated by the symbol '!').

Students have access to this during their preparation time to help in preparing for the assessment.

For each candidate card, both the instructions and the task are in English. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding of each bullet point.

At Foundation tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question. Students are required to speak only in the present tense or they may use a conditional sentence where it is more natural to do so.

At Higher tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. For four of the prompts, students are required to speak in the present tense or they may use a conditional sentence if it is more natural to do so. They must respond to one question set in a past tense.

Task 2 – Picture-based task

Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

Teacher cards

The teacher cards contain instructions on how to conduct this task and the five questions to ask the student. Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. They are not allowed to deviate from the set prompts.

Each task opens with the teacher asking the first question, which is based on the picture.

The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

Candidate cards

At Foundation tier, students are provided with a picture and five bullets in English to help in preparing for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

At Higher tier, students are provided with a picture and five bullets in English to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol '!' to denote one unpredictable question. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

Task 3 – Conversation

The first part of the conversation opens with the topic chosen by the student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student who has selected the topic *What school is like* may:

- choose to focus on 'school types' and 'rules and pressures', or
- choose to focus only on 'rules and pressures'.

To enable them to make a confident start, the teacher should allow the student to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme.

Teachers must ensure that **an equal amount of time** is allocated to both parts of the conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students 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.

Administration and general information about the conduct of the speaking assessment

Preparation time and notes for Tasks 1 and 2 only

- The notes made during the preparation time should be a reference only, and students should not read out whole, prepared sentences.
- The preparation time **must** be supervised. It can take place either in the examination room with the teacher or outside of the room with an invigilator.
- Students are not permitted to write on the candidate cards.
- Students must return their notes and candidate cards to the teacher at the end of the second task (picture-based task).
- Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

Sample assessment materials

Sample candidate and teacher cards for the role-play and picture-based tasks and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Japanese Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.

Marking guidance for Paper 2: Speaking in Japanese

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- The examiner will 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 they will 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 they will 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 they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves 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, students' 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 OR pronunciation prevents communication |
| 1 | Partially clear/ambiguous OR 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 |

Exemplification of how to apply the role-play mark grid can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Japanese Sample Assessment Materials (SAMs)* document.

Additional guidance

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.

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

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">Limited accuracy when responding to set questions; minimal success when referring to past, present and future events.Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning being conveyed throughout most of the conversation. |
| 3–4 | <ul style="list-style-type: none">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.Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed. |
| 5–6 | <ul style="list-style-type: none">Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 7–8 | <ul style="list-style-type: none">Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.Responses are generally coherent although errors occur that occasionally hinder clarity of communication. |

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, for example using the particle *wa* (は) instead of *ga* (が)
- 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, such as *Ashita ikimashita* (あした行きました)
- 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, for example missing subject, incorrect word order
- 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">• Communicates limited information relevant to the topics and questions.• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification.• Uses limited vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary.• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication. |
| 4–6 | <ul style="list-style-type: none">• Communicates brief information relevant to the topics and questions.• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification.• Uses repetitive vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary.• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication. |
| 7–9 | <ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 10–12 | <ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |

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 which 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">• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question.• Short, undeveloped responses, many incomplete.• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout. |
| 4–6 | <ul style="list-style-type: none">• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question.• Short responses, any development depends on teacher prompting.• Limited ability to sustain communication, pace is mostly slow and hesitant. |
| 7–9 | <ul style="list-style-type: none">• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.• Occasionally able to initiate and develop responses independently but regular prompting needed.• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation. |
| 10–12 | <ul style="list-style-type: none">• Responds spontaneously to some questions, interacting naturally for parts of the conversation.• Sometimes able to initiate and develop the conversation independently, some prompting needed.• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation. |

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"> • Uses straightforward, individual words/phrases; limited evidence of language manipulation. • Limited accuracy, minimal success when referring to past, present and future events. • Individual words and phrases are coherent; high frequency of errors prevent meaning being conveyed throughout much of the conversation. |
| 4–6 | <ul style="list-style-type: none"> • Uses straightforward, repetitive, grammatical structures. • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity. • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed. |
| 7–9 | <ul style="list-style-type: none"> • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures. • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity. • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 10–12 | <ul style="list-style-type: none"> • Manipulates grammatical structures with occasional variation, complex structures used but repetitive. • Generally accurate grammatical structures, generally successful references to past, present and future events. • Generally coherent speech although errors occur that sometimes hinder clarity of communication. |

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, for example using the particle *wa* (は) instead of *ga* (が)
- 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, such as *Ashita ikimashita* (あした行きました)
- 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, for example missing subject, incorrect word order
- mother-tongue interference.

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

Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, students' 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 OR pronunciation prevents communication |
| 1 | Partially clear/ambiguous OR 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 |

Exemplification of how to apply the role-play mark grid can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Japanese Sample Assessment Materials (SAMs)* document.

Additional guidance

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.

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">• Responds to set questions with some development, some hesitation and some prompting necessary.• Some effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions with occasional, brief justification.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 5–8 | <ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions and gives justification with some development.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |
| 9–12 | <ul style="list-style-type: none">• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary.• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions effectively and gives justification which is mostly developed.• Pronunciation and intonation are intelligible and predominantly accurate. |
| 13–16 | <ul style="list-style-type: none">• Responds to the set questions with consistently fluent and developed responses.• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions with ease and gives fully-developed justification.• Pronunciation and intonation are consistently accurate and intelligible. |

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">• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 3–4 | <ul style="list-style-type: none">• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.• Responses are generally coherent although errors occur that occasionally hinder clarity of communication. |
| 5–6 | <ul style="list-style-type: none">• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions.• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication. |
| 7–8 | <ul style="list-style-type: none">• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions.• Responses are coherent, any errors do not hinder the clarity of the communication. |

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, for example using the particle *wa* (は) instead of *ga* (が)
- 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, such as *Ashita ikimashita* (あした行きました)
- 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, for example missing subject, incorrect word order
- 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">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 4–6 | <ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |
| 7–9 | <ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.• Pronunciation and intonation are intelligible and predominantly accurate. |
| 10–12 | <ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.• Pronunciation and intonation are consistently accurate and intelligible. |

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"> Occasionally able to respond spontaneously with some examples of natural interaction although often stilted. Occasionally able to initiate and develop responses independently but regular prompting needed. Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation. |
| 4–6 | <ul style="list-style-type: none"> Responds spontaneously to some questions, interacting naturally for parts of the conversation. Sometimes able to initiate and develop the conversation independently, some prompting needed. Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation. |
| 7–9 | <ul style="list-style-type: none"> Responds to most questions spontaneously, resulting in mostly natural interaction. Mostly able to initiate and develop the conversation independently. Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation. |
| 10–12 | <ul style="list-style-type: none"> Responds spontaneously and with ease to questions, resulting in natural interaction. Consistently able to initiate and develop the conversation independently. Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow. |

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"> Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures. Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity. Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 4–6 | <ul style="list-style-type: none"> Manipulates grammatical structures with occasional variation, complex structures used but repetitive. Generally accurate grammatical structures, generally successful references to past, present and future events. Generally coherent speech although errors occur that sometimes hinder clarity of communication. |
| 7–9 | <ul style="list-style-type: none"> Manipulates a variety of grammatical structures, some variety of complex structures. Predominantly accurate grammatical structures, mostly successful references to past, present and future events. Predominantly coherent speech; errors occur but they rarely hinder clarity of communication. |
| 10–12 | <ul style="list-style-type: none"> Manipulates a wide variety of grammatical structures, frequent use of complex structures. Consistently accurate grammatical structures, consistently successful references to past, present and future events. Fully coherent speech; any errors do not hinder the clarity of the communication. |

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 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, for example using the particle *wa* (は) instead of *ga* (が)
- 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, such as *Ashita ikimashita* (あした行きました)
- 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, for example missing subject, incorrect word order
- mother-tongue interference.

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

Paper 3: Reading and understanding in Japanese

Content

Students are assessed on their understanding of written Japanese across a range of different types of texts.

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper draws on vocabulary and structures across all the themes (see *Themes and topics*).

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials.

The range of text types include:

- advertisements, emails, letters, articles and literary texts
- a short passage to be translated from Japanese into English.

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources. Students are also expected to translate a short passage of written Japanese into English to demonstrate an ability to transfer meaning accurately into English.

Scenarios in the texts are set either at home or, more frequently, in a Japanese-speaking country, allowing students to develop appropriate cultural awareness and understanding.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, building on the Key Stage 3 Programme of Study, where appropriate.

Students should be presented with Japanese language in a range of styles and in a variety of different contexts, as appropriate to their age and level of understanding. Students should also be presented with different fonts and formats, for example short, printed messages, articles and email messages. The amount of kanji used in the question papers increases as the demand of the questions increases. The initial questions of the Foundation tier question paper only have hiragana and katakana in their texts.

Assessment information

- First assessment: May/June 2019.
- The assessment time is:
 - Foundation tier – 50 minutes in length
 - Higher tier – 1 hour 5 minutes in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the three sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.
- Section A has nine questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
- Section B contains one translation passage from Japanese into English. The instructions to students are in English.
- Four of the questions are common to both tiers.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in *the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Japanese Sample Assessment Materials (SAMs)* document.

Paper 4: Writing in Japanese

Content

Students are assessed on their ability to communicate effectively through writing in Japanese.

Students need to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and language familiar to students accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Assessment information

- First assessment: May/June 2019.
- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Japanese.
- The length of each response required and complexity of language increases across the paper. Recommended character counts are specified for each question. Students will not be penalised for writing more or fewer characters than recommended in the character count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into Japanese.
- All assessments are marked against assessment criteria, please see *Marking guidance for Paper 4: Writing in Japanese*.
- The instructions to students are in English.
- The use of dictionaries is not permitted.

- *Foundation tier*
 - o The assessment time is 1 hour and 20 minutes in length.
 - o The paper consists of three open questions and one translation from English into Japanese.
 - o Students must answer all questions.
 - o Question 1 assesses students on their ability to write to describe and to express opinions.
 - o Question 2 has two options from which students have to select one. This question assesses students on their ability to note down key points and convey information. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Japanese*.
 - o Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the familiar register, please see the definition in *Marking guidance for Paper 4: Writing in Japanese*. This question is common to the Higher tier.
 - o Question 4 is the translation question. Students are required to translate five sentences from English to Japanese. The sentences are ordered by increasing level of difficulty.
- *Higher tier*
 - o The assessment time is 1 hour and 25 minutes in length.
 - o The paper consists of two questions and one translation from English into Japanese.
 - o Students must answer all questions.
 - o Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the familiar register, please see the definition in *Marking guidance for Paper 4: Writing in Japanese*. This question is common to the Foundation tier.
 - o Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Japanese*.
 - o Question 3 is the translation question. Students are required to translate a short paragraph from English into Japanese. The individual sentences are ordered by increasing level of difficulty.

Sample assessment materials

A sample question paper and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Japanese Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.

Marking guidance for Paper 4: Writing in Japanese

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- The examiner will 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 they will 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 they will 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 they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves 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">• Some relevant, basic information without development• Uses language to inform, give short descriptions and express opinions with limited success• Uses limited selection of common vocabulary and expression with frequent repetition; written in hiragana |
| 3–4 | <ul style="list-style-type: none">• Mostly relevant information, minimal extra detail• Uses language to give short descriptions, simple information and opinions with variable success• Uses small selection of common vocabulary and expression with some repetition; written in hiragana |
| 5–6 | <ul style="list-style-type: none">• Relevant information with occasional extra detail• Uses language to give short descriptions, simple information and opinions with some success• Uses small selection of common vocabulary and expression with little repetition; written in hiragana |

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

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none"> • Produces simple, short sentences in isolation • Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed |
| 3–4 | <ul style="list-style-type: none"> • Produces simple, short sentences with little linking • 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 |
| 5–6 | <ul style="list-style-type: none"> • Produces simple sentences with some linking • 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 |

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 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 re-read 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 re-read, 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">• Limited information given likely to consist of single words and phrases• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down• Repetitive use of a limited selection of common words and phrases; written in hiragana and katakana• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression |
| 3–4 | <ul style="list-style-type: none">• Some brief information given, basic points made without development• 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• Limited use of common, vocabulary and expression with frequent repetition; written in hiragana and katakana• Occasional appropriate use of register and style |
| 5–6 | <ul style="list-style-type: none">• Some relevant information given appropriate to the task, basic points made with little development• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained• Uses a small range of common vocabulary and expression with some repetition; written in hiragana and katakana• Mostly appropriate use of register and style, mostly sustained |
| 7–8 | <ul style="list-style-type: none">• Relevant information given appropriate to the task, basic points made with some development• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas• Uses common vocabulary and expression with little repetition; written in hiragana and katakana with minimal kanji• Appropriate use of register and style sustained |

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"> • Repetitive use of minimal selection of straightforward grammatical structures • Produces individual words/set phrases • Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed |
| 3–4 | <ul style="list-style-type: none"> • Use of a restricted range of straightforward grammatical structures, frequent repetition • Produces simple, short sentences, which are not linked • Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed |
| 5–6 | <ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces simple, short sentences; minimal linking • 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 |
| 7–8 | <ul style="list-style-type: none"> • Uses straightforward grammatical structures, occasional repetition • Produces predominantly simple sentences occasionally linked together • 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 |

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 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 re-read 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 re-read, 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. 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"> Communicates brief information relevant to the task with little development Uses straightforward language to narrate, inform and interest; straightforward personal opinions are given with limited justification Expresses straightforward thoughts and ideas; uses common vocabulary and expression with repetition, limited kanji Variable use of appropriate register and style |
| 4–6 | <ul style="list-style-type: none"> Communicates information relevant to the task, with development of the occasional key point and idea Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful 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 Appropriate use of register and style is evident but with inconsistencies |
| 7–9 | <ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions 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 Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12 | <ul style="list-style-type: none"> Communicates information relevant to the task with some expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, including a variety of kanji Appropriate use of register and style throughout, with minimal inconsistency |

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 which 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"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4 | <ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with common, straightforward conjunctions • 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 |
| 5–6 | <ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with common, straightforward conjunctions • 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 |
| 7–8 | <ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

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 is 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 re-read 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 re-read, 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 | <ul style="list-style-type: none">• Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed |
| 2 | <ul style="list-style-type: none">• Meaning fully communicated with occasional errors that do not hinder clarity |

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">• Some words are communicated but the overall meaning of the sentence is not communicated |
| 2 | <ul style="list-style-type: none">• The meaning of the sentence is partially communicated• Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed |
| 3 | <ul style="list-style-type: none">• The meaning of the sentence is fully communicated• Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity |

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 re-read 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 re-read, 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.

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. 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"> Communicates brief information relevant to the task with little development Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification Expresses straightforward thoughts and ideas; uses common vocabulary and expression with repetition, limited kanji Variable use of appropriate register and style |
| 4–6 | <ul style="list-style-type: none"> Communicates information relevant to the task, with development of the occasional key point and idea Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful 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 Appropriate use of register and style is evident but with inconsistencies |
| 7–9 | <ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions 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 Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12 | <ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, including a variety of kanji Appropriate use of register and style throughout, with minimal inconsistency |

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"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4 | <ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with common, straightforward conjunctions • 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 |
| 5–6 | <ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with common, straightforward conjunctions • 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 |
| 7–8 | <ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

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 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 re-read 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 re-read, 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"> • Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas • Some effective adaptation of language to narrate, inform, interest/convince • 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 • Appropriate use of register and style with the occasional inconsistency |
| 5–8 | <ul style="list-style-type: none"> • Communicates some detailed information relevant to the task, frequently effective development of key points and ideas • Frequently effective adaptation of language to narrate, inform, interest/convince • 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 • Appropriate use of register and style with few inconsistencies |
| 9–12 | <ul style="list-style-type: none"> • Communicates detailed information relevant to the task, with mostly effective development of key points and ideas • Mostly effective adaptation of language, to narrate, inform, interest/convince • 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 • Predominantly appropriate use of register and style |
| 13–16 | <ul style="list-style-type: none"> • Communicates detailed information relevant to the task, with consistently effective development of key points and ideas • Consistently effective adaptation of language to narrate, inform, interest/convince • 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 • Consistent use of appropriate register and style throughout |

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"> • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • 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 |
| 4–6 | <ul style="list-style-type: none"> • Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication |
| 7–9 | <ul style="list-style-type: none"> • Uses a variety of grammatical structures including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication |
| 10–12 | <ul style="list-style-type: none"> • Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication |

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 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 re-read 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 re-read, 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

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">• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed |
| 4–6 | <ul style="list-style-type: none">• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed |
| 7–9 | <ul style="list-style-type: none">• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed |
| 10–12 | <ul style="list-style-type: none">• The meaning of the passage is fully communicated• Consistently accurate language and structures, any errors do not hinder clarity |

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 re-read 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 re-read, 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.

Assessment Objectives

| Students must: | | % in GCSE |
|----------------|--|-------------|
| AO1 | Listening – understand and respond to different types of spoken language | 25 |
| AO2 | Speaking – communicate and interact effectively in speech | 25 |
| AO3 | Reading – understand and respond to different types of written language | 25 |
| AO4 | Writing – communicate in writing | 25 |
| Total | | 100% |

Breakdown of Assessment Objectives

| Paper | Assessment Objectives | | | | Total for all Assessment Objectives |
|--|-----------------------|------------|------------|------------|-------------------------------------|
| | AO1 % | AO2 % | AO3 % | AO4 % | |
| Paper 1: Listening and understanding in Japanese | 25 | 0 | 0 | 0 | 25% |
| Paper 2: Speaking in Japanese | 0 | 25 | 0 | 0 | 25% |
| Paper 3: Reading and understanding in Japanese | 0 | 0 | 25 | 0 | 25% |
| Paper 4: Writing in Japanese | 0 | 0 | 0 | 25 | 25% |
| Total for GCSE | 25% | 25% | 25% | 25% | 100% |

3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Discount code and performance tables

Students taking the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Japanese must take all assessments in either the Foundation tier or the Higher tier only.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see *Appendix 7: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website:

www.gov.uk/government/organisations/department-for-education

Students should be advised that if they take two GCSEs with the same discount code, schools and colleges they wish to progress to are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English only

For speaking and writing assessments, all student work must be in Japanese. For listening and reading, all student work must be in English.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for papers 1, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 25% for each paper.

Foundation and Higher tier

| Paper | Weighting | Raw marks | Scaling factor | Scaling mark |
|-------|-----------|-----------|----------------|--------------|
| 1 | 25% | 50 | 1.400 | 70 |
| 2 | 25% | 70 | 1.000 | 70 |
| 3 | 25% | 50 | 1.400 | 70 |
| 4 | 25% | 60 | 1.167 | 70 |

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

The first certification opportunity for this qualification will be 2019.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Japanese builds on the programme of study at Key Stages 2 and 3, focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources.

Students will be expected to be able to talk about themselves as well as matters that go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

The skill of translation will be developed from those skills initiated from Key Stage 3. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand. The grammar and vocabulary lists illustrate the level required for this qualification.

This qualification offers a suitable progression route to GCE A Level in Japanese. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Japan and Japanese-speaking communities and their cultures.

Appendices

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Appendix 1: Candidate speaking examination record form (CS2)

A separate form must be submitted for Foundation tier and Higher tier candidates. Please indicate the tier below.

| | | |
|---|---------------------|--|
| Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Japanese | 1JA0: 2F/2H* | (*Please delete as appropriate) |
| Centre name: | Centre number: | |

| Candidate name and number | | Declaration and permissions signature and date* | | Role play | | Picture-based discussion | | Conversation (1) | | Conversation (2) | |
|---------------------------|--|--|--|-----------|--|--------------------------|--|------------------|--|------------------|--|
| | | | | | | | | | | | |
| | | | | | | | | | | | |
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| | | | | | | | | | | | |
| | | | | | | | | | | | |
| Teacher name | | Declaration and permissions signature and date* | | | | | | | | | |
| | | | | | | | | | | | |

**I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.*

Please photocopy and continue on a separate sheet as necessary. Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A 'Word' version of this form is available on our website to facilitate administration in centres.

Appendix 2: Grammar list

GCSE students will be expected to have acquired knowledge and understanding of Japanese grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive.

Japanese (Foundation tier)

Copula:

Polite form: で、では・じゃありません、でした、では・じゃありませんでした

Linking form: で (e.g. 父はアメリカ人で、55才です。)

I Adjectives:

With a noun (e.g. 赤い花)

As a sentence ending: polite form: present positive and past positive (e.g. 赤いです、赤かったです)

Linking form (e.g. 赤くて - この花は赤くてきれいです。)

Na Adjectives:

With a noun (e.g. 静かな公園)

As a sentence ending: polite form: present positive and past positive (e.g. 静かです、静かでした)

Linking form (e.g. 静かで - この公園は静かでいいです。)

Adverbs:

Of frequency: よく、時々、あまり、ぜんぜん

Of quantity: たくさん、少し、ちょっと、とても、たいへん

Verbs:

Polite form: ます、ません、ました、ませんでした

Endings derived from ます form: ましょう (か)、たいです
て forms

Endings derived from て form:

てください

てもいいです

てはいけません

て、て、て link (e.g. 朝おきて、朝ご飯を食べて、学校へ行きます。)

てから (e.g. 勉強してから、テレビを見ます。)

ています for present progressive (e.g. テレビを見ています。)

ています for present state (e.g. 銀行につとめています。)

Verbs of existence:

ある and いる

With location (e.g. 新聞はつくえの上にあります。)

With です replacing the verb (e.g. 新聞はつくえの上です。)

With quantity (e.g. 部屋に子供が三人います。)

Verb of giving and receiving: あげる and もらう

Questions:

Use of か to form a question

Question words: いつ、どこ、だれ、何、どう、いかが、どのくらい、どうして、どなた、どんな、どれ、どの、いくつ、どうやって、いくら、どちら、何+ counter (e.g. 何週間、何人)

Or questions (e.g. バスで行きますか、タクシーで行きますか。)

Question word plus も plus negative (e.g. 何もたべませんでした。)

Conjunctions:

Use of が (e.g. 教室に行きましたが、ひろ子さんはいませんでした。)

Use of から for reasons (e.g. スポーツが好きですから、野球クラブに入りました。)

(e.g. 今日は遠足に行きません、雨が降っていますから。)

こそあど words:

| | | | |
|-----|-----|-----|-----|
| ここ | そこ | あそこ | どこ |
| この | その | あの | どの |
| これ | それ | あれ | どれ |
| こんな | そんな | あんな | どんな |
| こちら | そちら | あちら | どちら |

Particles:

Some of these particles may be used as double particles, but a detailed treatment of double particles is not expected.

| | | |
|-----|--|---|
| か | (1) For questions (2) For or | これはりんごですか。 バスかタクシーで行きます。 |
| ぐらい | Approximately | 200g ぐらいあります。 |
| ごろ | Approximately | 3時ごろ行きます。 |
| の | (1) For possessive (2) For pronoun (3) For apposition | これは私の車です。 大きいのをください。 シルクのネクタイを買いました。 |
| は | (1) For subject (2) For negative | 私は高校生です。 テニスは好きじゃありません。 |
| も | Also | 私はイギリス人です。トム君もイギリス人です。 |
| で | (1) For location (2) For a tool (3) After a number | プールで泳ぎます。 バスで行きます。フォークで食べます。 三人で行きました。四つで百円です。 |
| へ | With verbs of motion | 学校へ行きます。 |
| を | With direct object | コーヒーを飲みます。 |
| や | For non-exclusive and | バナナやリンゴを買いました。 |
| と | (1) For and (2) For with | 新聞とざっしを買いました。 父と町に行きました。 |
| に | (1) After a time (2) With verbs of motion (3) For frequency (4) With verbs of existence (5) For an indirect object | 三時に行きます。 公園に行きます。 一日に三回薬を飲みます。 本は教室にあります。 弟に本を読みます。 |

Particles (continued):

| | | |
|----|--------------------|----------------------|
| が | (1) Subject marker | 私が行きます。 |
| | (2) Conjunction | りんごは食べますが、バナナは食べません。 |
| しか | Only | 百円しかありません。 |
| から | (1) With time | パーティーは三時からです。 |
| | (2) With place | イギリスから来ました。 |
| まで | (1) With time | 学校は四時までです。 |
| | (2) With place | 東京まで行きます。 |
| わ | Sentence ending | これはとてもおいしいわ。 |
| ね | Sentence ending | 今日はいい天気ですね。 |
| よ | Sentence ending | そろそろ行きますよ。 |

Number, quantity, dates

Numbers and counting

Numbers 1 – 100,000,000

つ series of numbers

Counters: 枚、本、冊、匹、台、人、番、才、目、円、回、階、杯

Dates and time

Telling the date (including 年)

Giving the date

Days of the week

時間 for length of time

Japanese (Higher tier)

All grammar and structures listed for Foundation tier, as well as:

Copula:

Plain form: だ、じゃない・ではない、だった、じゃなかった・ではなかった

I Adjectives:

As a sentence ending:

polite form (e.g. 赤くないです、赤くありません、赤くありませんでした)

plain form (e.g. 赤い、赤かった、赤くない、赤くありません)

As an adverb (e.g. 安く - このくつは安く買いました。) (including くなる、くする)

Na Adjectives:

As a sentence ending:

polite form (e.g. 静かではありません、静かじゃありません、静かではありませんでした、静かじゃありませんでした)

plain form (e.g. 静かだ、静かではない、静かじゃない、静かだった、静かではなかった、静かじゃなかった)

As an adverb (e.g. 静かに - 静かにしてください。) (including になる、にする)

Adverbs:

Of (non) completion: もう、まだ

Verbs:

Plain form: 食べる・書く、食べない・書かない、食べた・書いた、食べなかった・書かなかった

Endings derived from ます form:

たくないです、たくありません、たかったです、たくなかったです

はじめる、おわる、つづける

に for purpose (e.g. 映画を見に行きます。)

ながら

Endings with ない form:

ないでください (e.g. この部屋に入らないでください。)

ないほうがいいです。 (e.g. それは食べないほうがいいです。)

Endings derived from た form:

たり、たりします (e.g. 買い物をしたり、映画を見たりします。)

た後で、 (e.g. 勉強をした後で、あそびに行きます。)

たことがあります (e.g. 日本へ行ったことがあります。)

たほうがいいです。 (e.g. すぐ帰ったほうがいいです。)

Endings with dictionary form:

前に、 (e.g. ご飯を食べる前に、手をあらいます。)

つもり (e.g. 大学で日本語を勉強するつもりです。)

よてい (e.g. 来年は日本に行くよていです。)

ことができます (e.g. 私は泳ぐことができます。)

ことが好きです (e.g. 料理をすることが好きです。)

Questions:

Question word plus も for 'everyone' etc. (e.g. どれもおいしいです。)

Question word plus か for 'something' etc. (e.g. 何か飲みませんか。)

Question word plus でも for 'anything' etc. (e.g. どこでも行きます。)

Conjunctions:

Use of ...し ...し (e.g. 今日はしゅくだいも多いし、天気もわるいので、あそびに行きません。)

Giving an opinion:

Use of と思います。

Particles:

Some of these particles may be used as double particles.

| | | |
|----|--------------------|------------------|
| は | For contrast | 肉は食べますが、魚は食べません。 |
| も | Both... and... | りんごもバナナも好きです。 |
| で | For a reason | 病気で学校を休みました。 |
| を | With certain verbs | 公園をとります。 |
| だけ | Only | 一つだけください。 |
| でも | Suggested example | お茶でも飲みませんか。 |

Appendix 3: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Japanese.

However, students entered for the Foundation tier are required to understand and respond to common words and/or forms of words that are not on the vocabulary list. Similarly, students entered for the Higher tier are required to understand and respond to common words and/or forms of words that are not on the vocabulary list and which are less common than those used in relation to Foundation tier assessments.

All the vocabulary the candidate should know is presented in the left-hand column in hiragana or katakana as appropriate. The middle column in kanji (where appropriate) is purely for the ease of the teacher's reference. It is not expected that the candidate know or even see these kanji. Please note that the 200 kanji the candidates are expected to know are listed separately in *Appendix 4*.

Word lists

Section 1: High-frequency language

Common verbs

Common adjectives

Common adverbs

Prepositions

Colours

Numbers

Ordinal numbers

Quantities and measures

Some useful connecting words

Time expressions

Times of day

Days of the week

Months and seasons of the year

Question words

Other useful expressions

Other high-frequency words

Countries

Continents

Nationalities

Administrative regions of Japan

Areas/mountains/seas

Useful acronyms

Social conventions

Language used in dialogue and messages

Section 2: Topic-specific language

Although words are listed under specific topic headings, the words are not exclusive to those particular headings. Many words also relate to other themes but may be listed in only one theme. Many common verbs are given in the verb list, with a few others included under a specific topic.

Each topic has been highlighted in **bold**.

All topics must be studied in the context of both the student's home country and that of Japan and communities where Japanese is spoken.

Theme 1: Identity and culture

Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models

Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)

Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme 2: Local area, holiday and travel

Holidays: preferences, experiences and destinations

Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping

Town, region and country: weather; places to see; things to do

Theme 3: School

What school is like: school types; school day; subjects; rules and pressures; celebrating success

School activities: school trips; events and exchanges

Theme 4: Future aspirations, study and work

Using languages beyond the classroom: forming relationships; travel; employment

Ambitions: further study; volunteering; training

Work: jobs; careers and professions

Theme 5: International and global dimension

Bringing the world together: sports events; music events; campaigns and good causes

Environmental issues: being 'green'; access to natural resources

Section 1: High-frequency language

Common verbs

Foundation tier

Hiragana/Katakana

Kanji

| | | |
|------------|-----------|-----------------------|
| あう | 会う | to meet |
| あける | 開ける | to open |
| あげる | | to give |
| あそぶ | 遊ぶ | to play, to socialize |
| あつまる | 集まる | to assemble |
| あつめる | 集める | to collect |
| あらう | 洗う | to wash |
| ある | | to be, to exist |
| あるく | 歩く | to walk |
| いう | 言う | to say |
| いく | 行く | to go |
| いそぐ | 急ぐ | to hurry |
| いる | | to be, to exist |
| いれる | 入れる | to put in |
| うごく | 動く | to move |
| うたう | 歌う | to sing |
| うまれる | 生まれる | to be born |
| うる | 売る | to sell |
| えらぶ | 選ぶ | to choose |
| おきる | 起きる | to wake up, to get up |
| おくる | 送る | to send |
| おこる | 怒る | to get angry |
| おしえる | 教える | to teach, to tell |
| おす | 押す | to push |
| おとす | 落とす | to drop |
| おどる | 踊る | to dance |
| おぼえる | 覚える | to learn, to remember |
| おもう | 思う | to think |
| およぐ | 泳ぐ | to swim |
| おりる | 降りる | to get off |
| おわる | 終わる | to end |
| かう | 買う | to buy |
| かう | 飼う | to keep a pet |
| かえす | 返す | to return something |
| かえる | 帰る | to go home |
| かかる | かかる | to take |
| かく | 描く | to draw |
| かく | 書く | to write |
| (かぎを) かける | (鍵を) かける | to lock |
| (でんわを) かける | (電話を) かける | to make a phone call |

Foundation tier (cont)

Hiragana/Katakana

(めがねを) かける
かす
かつ
かぶる
かりる
(のどが) かわく
かんがえる
がんばる
きく
きこえる
きめる
きる
くもる
くる
こたえる
こむ
しぬ
しめる
しらせる
しる
すう
(おなか) すく
すてる
すむ
する
すわる
だす
たすける
たつ
たてる
たべる
ちがう
つかう
つかれる
つく
つくる
(でんきを) つける
つたえる
つづける
できる

Kanji

(眼鏡を) かける
貸す
勝つ

借りる

考える
頑張る
聞く、聴く
聞こえる
決める
着る
曇る
来る
答える
混む
死ぬ
閉める
知らせる
知る
吸う
(お腹) すく
捨てる
住む

座る
出す
助ける
立つ
建てる
食べる
違う
使う
疲れる
着く
作る
(電気を) つける
伝える
続ける

to wear glasses
to lend
to win
to wear (hats etc)
to borrow
to be thirsty
to think
to do one's best, to endure
to hear, to listen
to be audible
to decide
to wear
to be cloudy
to come
to answer
to be crowded
to die
to close
to notify
to know
to smoke, to inhale
to get hungry
to throw out
to live
to do
to sit
to put out, to hand in
to help
to stand up
to build
to eat
to be different, to be wrong
to use
to get tired
to arrive
to make
to switch on (a light)
to pass on a message
to continue
to be able to

Foundation tier (cont)

Hiragana/Katakana

てっだう
でる
とおる
とまる
とまる
とる
とる
なおす
なく
なくす
なげる
ならう
なる
ぬぐ
ねる
のぼる
のむ
のる
はいる
はく
はじめる
はしる
はたらく
はなす
はらう
はれる
ひく
ひく
(かぜを) ひく
ふえる
(あめが) ふる
へる
まがる
まける
まちがえる
まつ
みえる
みがく
みせる
みつける

Kanji

手伝う
出る
通る
泊る
止まる
取る
撮る
直す
泣く

投げる
習う
成る
脱ぐ
寝る
登る、上る
飲む
乗る
入る

始める
走る
働く
話す
払う
晴れる
弾く
引く
(風邪を) ひく
増える
(雨が) 降る
減る
曲がる
負ける
間違える
待つ
見える
磨く
見せる
見つける

to help
to go out
to go through
to stay somewhere
to stop
to take
to take a photograph
to repair
to cry
to lose
to throw
to learn
to become
to take off (clothes)
to sleep, to go to bed
to climb
to drink
to ride on a method of transport
to enter
to wear (shoes, trousers etc)
to start
to run
to work
to talk
to pay
to be sunny
to play a musical instrument
to subtract, to draw a line
to catch a cold
to increase
to rain
to decrease
to turn
to lose
to make a mistake
to wait
to be visible
to polish
to show
to find

Foundation tier (cont)

Hiragana/Katakana

みる
もつ
もっていく
もってくる
もどる
もらう
やすむ
(あめが) やむ
やめる
よぶ
よむ
わかる
わすれる
わらう

Kanji

見る
持つ
持って行く
持って来る
戻る

休む
(雨が) やむ
辞める
呼ぶ
読む
分かる
忘れる
笑う

to see, to watch, to look
to hold, to carry
to take something
to bring something
to return
to receive
to rest
to stop (raining)
to quit
to call
to read
to understand
to forget
to laugh

Higher tier

あがる
あく
あげる
(シャワーを) あびる
いきる
いじめる
いる
(しけん)に うかる
うける
うつ
おく
おくれる
おちる
おもいだす
かえる
かたづける
かむ
かわる
きまる
きる
きをつける
くらべる
けす

上がる
開く
上げる
(シャワーを) 浴びる
生きる

要る
(試験)に 受かる
受ける
打つ
置く
遅れる
落ちる
思い出す
変える、替える、換える
片づける

変わる
決まる
切る
気を付ける
比べる
消す

to rise
to open
to raise
to have a shower
to live
to bully
to need
to pass (an exam)
to receive, to take an exam
to hit
to place, to put
to be late
to fall
to recall
to change
to tidy up
to chew
to change
to be decided
to cut
to be careful
to compare
to switch off

Higher tier (cont)

Hiragana/Katakana

こまる
ころぶ
こわす
こわれる
さがす
さがる
さく
さわる
しまる
しめる
しらべる
しんじる
たずねる
たずねる
たたく
たのしむ
たのむ
ついていく
ついてくる
つける
つづく
つとめる
つれていく
つれてくる
でかける
とどける
とぶ
とめる
なおる
なくなる
なくなる
ならぶ
ならべる
にげる
にる
ぬすむ
のこす
のりかえる
はこぶ
はじまる

Kanji

困る
転ぶ
壊す
壊れる
探す
下がる
咲く
触る
閉まる

調べる
信じる
尋ねる
訪ねる
叩く
楽しむ
頼む
ついて行く
ついて来る
付ける
続く
勤める
連れて行く
連れて来る
出かける
届ける
飛ぶ、跳ぶ
止める
治る
亡くなる
無くなる
並ぶ
並べる
逃げる
似る
盗む
残す
乗り換える
運ぶ
始まる

to be in trouble, to be stuck
to fall over
to break
to be broken
to search for
to fall
to bloom
to touch
to close
to wear (belt, etc.)
to investigate
to believe
to ask
to visit
to strike
to enjoy
to request
to go (with someone)
to come (with someone)
to attach
to continue
to work
to take (someone)
to bring (someone)
to go out
to deliver
to fly, to jump
to stop
to get better
to pass away
to lose something
to line up
to line up
to run away
to be similar to
to steal
to leave something remaining
to change (trains)
to carry, to transport
to start

Higher tier (cont)

Hiragana/Katakana

はる
ひろう
ふく
へらす
まにあう
もうしこむ
やくにたつ
やる
ゆるす
よる
よろこぶ
わかれる
わたる

Kanji

貼る
拾う
吹く
減らす
間に合う
申し込む
役に立つ

許す、赦す

喜ぶ
別れる
渡る

to attach, to stick
to pick up
to blow
to reduce
to be on time, be sufficient
to apply, to register
to be useful
to do, to give
to permit, to forgive
to drop by
to rejoice
to separate
to cross

I adjectives

Foundation tier

あかるい
あたたかい
あたらしい
あつい
あつい
あぶない
いい
いそがしい
いたい
うるさい
うれしい
おいしい
おおい
おおきい
おかしい
おそい
おもしろい
かなしい
かわいい
きたない
きびしい
くらい
こわい
さむい

明るい
暖かい
新しい
暑い
暑い
危ない

忙しい
痛い

美味しい
多い
大きい

遅い
面白い
悲しい

汚い
厳しい
暗い
怖い
寒い

bright
warm
new
hot (climate)
hot (to touch)
dangerous
good
busy
painful
noisy
happy, pleased
tasty
many
large, big
funny
slow, late
interesting
sad
cute
dirty
strict, tough
dark
scary
cold

Foundation tier (cont)

Hiragana/Katakana

Kanji

| | | |
|-------|-------|-------------------|
| すくない | 少ない | few |
| すごい | | fantastic |
| すずしい | 涼しい | cool |
| すばらしい | 素晴らしい | wonderful |
| たかい | 高い | high, expensive |
| ただしい | 正しい | correct |
| たのしい | 楽しい | enjoyable |
| ちいさい | 小さい | small |
| ちかい | 近い | near |
| つまらない | | boring |
| つめたい | 冷たい | cold (to touch) |
| つよい | 強い | strong |
| とおい | 遠い | far |
| ながい | 長い | long |
| はやい | 早い | early |
| はやい | 速い | fast |
| ふるい | 古い | old |
| ほしい | 欲しい | desirable |
| まずい | | horrible to taste |
| まるい | 丸い | round |
| みじかい | 短い | short |
| むしあつい | 蒸し暑い | hot and sticky |
| むずかしい | 難しい | difficult |
| めずらしい | 珍しい | unusual, rare |
| やさしい | 優しい | kind |
| やすい | 安い | cheap |
| よい | 良い | good |
| よわい | 弱い | weak |
| わかい | 若い | young |
| わるい | 悪い | bad |

Higher tier

| | | |
|-------|-----|----------------------|
| あつい | 厚い | thick |
| あまい | 甘い | sweet |
| うすい | 薄い | thin |
| うつくしい | 美しい | beautiful |
| うまい | | tasty, good at |
| えらい | 偉い | distinguished, great |
| おとなしい | | quiet |
| おもい | 重い | heavy |

Higher tier (cont)

Hiragana/Katakana

かたい
かっこいい
からい
かるい
くるしい
くわしい
さびしい
せまい
ねむい
はずかしい
ひくい
ひろい
ふと
ほそい
やさしい
やわらかい

Kanji

硬い

辛い
軽い
苦しい
詳しい
寂しい
狭い
眠い
恥ずかしい
低い
広い
太い
細い
易しい
柔らかい

hard
stylish, good looking
spicy
light (in weight)
trying, rough
detailed
lonely
narrow
sleepy
embarrassing
low
wide, spacious
thick, wide
thin, narrow
easy
soft

Na adjectives

Foundation tier

いやな
いろいろな
おいしそうな
おおきな
きらいな
きれいな
げんきな
しずかな
じゅうぶんな
じょうずな
しんばいな
すきな
すてきな
だいすきな
たいへんな
だめな
ちいさな
とくいな
にがてな
にぎやかな
ハンサムな

嫌な
色々な

大きな
嫌いな
綺麗な
元気な
静かな
充分な
上手な
心配な
好きな
素敵
大好きな
大変な

小さな
得意な
苦手な

dislikeable
various
looks tasty
large, big
dislikeable
beautiful, pretty, clean
lively, energetic, healthy
quiet
sufficient
good at
worrying
likeable
lovely
that which I love
hard, troublesome
no good
small
good at
bad at
lively, noisy
handsome

Foundation tier (cont)

Hiragana/Katakana

ひまな
ふべんな
へたな
べんりな
まじめな
むりな
ゆうめいな

Kanji

暇な
不便な
下手な
便利な
真面目な
無理な
有名な

having free time
inconvenient
bad at
convenient
studious, hard working, serious
impossible, difficult
famous

Higher tier

あんぜんな
おしゃべりな
かんたんな
きけんな
けんこうてきな
けんこうな
ごうかな
しあわせな
しつれいな
じゃまな
じゆうな
しょうじきな
しんせつな
だいじな
たいせつな
ていねいな
てきとうな
とくべつな
ねっしんな
ひつような
ふくぎつな
ふけんこうな
ふしぎな
へんな
みごとな
むだな
らくな
りそうてきな
れきしてきな

安全な

簡単な
危険な
健康的な
健康な
豪華な
幸せな
失礼な
邪魔な
自由な
正直な
親切な
大事な
大切な
丁寧な
適当な
特別な
熱心な
必要な
複雑な
不健康な
不思議な
変な
見事な
無駄な
楽な
理想的な
歴史的な

safe
chatter box
simple
dangerous
healthy
healthy
luxurious
happy
rude
in the way, hindering
free
honest
kind
precious
important, precious
polite
suitable
special
passionate
necessary
complicated
unhealthy
mysterious
strange
excellent
wasteful
easy
ideal
historic

Words that can be used with する

Foundation tier

| Hiragana/Katakana | Kanji | |
|-------------------|-------|-----------|
| うんてん | 運転 | drive |
| うんどう | 運動 | exercise |
| キャンセル | | cancel |
| コピー | | photocopy |
| しっばい | 失敗 | failure |
| しょうかい | 紹介 | introduce |
| せいこう | 成功 | success |
| せつめい | 説明 | explain |
| せんたく | 洗濯 | washing |
| ちゅうもん | 注文 | order |
| べんきょう | 勉強 | study |
| へんじ | 返事 | reply |
| やくそく | 約束 | promise |
| そうじ | 掃除 | to clean |

Higher tier

| | | |
|-------|----|----------------------------|
| あんしん | 安心 | (to be) relieved |
| あんない | 案内 | guide |
| しゅっぱつ | 出発 | departure |
| じゅんび | 準備 | preparation |
| しょうたい | 招待 | invitation |
| しんぱい | 心配 | worry |
| せいかつ | 生活 | to live |
| せっとく | 説得 | to convince |
| せわ | 世話 | to look after, to care for |
| たいいん | 退院 | to come out of hospital |
| ちゅうい | 注意 | caution, warn, be careful |
| とうちやく | 到着 | arrival |
| にゅういん | 入院 | to go into hospital |
| びっくり | | to be surprised |
| れんらく | 連絡 | to notify |
| ほぞんする | 保存 | to save |

Common adverbs

Foundation tier

| | | |
|-----------|------|------------------------------|
| あまり | | not much |
| いっしょうけんめい | 一生懸命 | to the best of one's ability |
| いっしょに | 一緒に | together |
| いつも | | always |
| すぐ (に) | | immediately |

Foundation tier (cont)

| Hiragana/Katakana | Kanji | |
|-------------------|-------|--------------------|
| すこし | 少し | a little |
| ずっと | | continuously |
| ぜんぜん | 全然 | not at all |
| だいたい | | more or less |
| たくさん | | a lot of |
| たとえば | 例えば | for example |
| だんだん | | gradually |
| ちょうど | | exactly |
| ちょっと | | a little |
| ときどき | 時々 | sometimes |
| とくに | 特に | especially |
| とても | | very |
| はじめて | 初めて | for the first time |
| ほとんど | | mostly |
| ほんとうに | 本当に | truly |
| また | | again |
| まだ | | not yet |
| まっすぐ | | straight |
| もう | | already |
| もうすぐ | | soon |
| もちろん | | of course |
| もっと | | more |
| ゆっくり | | slowly |
| よく | | often, well |

Higher tier

| | | |
|------|----|--------------|
| いっぱい | | lots of |
| かなり | | quite |
| ぜひ | 是非 | by all means |
| たぶん | 多分 | probably |
| たまに | | occasionally |

Prepositions

Foundation tier

| | | |
|-------|-----|----------------|
| あいだ | 間 | in between |
| うえ | 上 | on, above |
| うしろ | 後ろ | behind |
| ** がわ | **側 | ** side |
| した | 下 | below, beneath |
| そと | 外 | outside |
| そば | | nearby |
| ちかく | 近く | near |

Foundation tier (cont)

Hiragana/Katakana

とおく
となり
なか
はんたい
まえ
まわり
まんなか
むかい
よこ

Kanji

遠く
隣
中
反対
前
周り
真ん中
向かい
横

far away
next to
in, inside
opposite
in front of
around
right in the middle
facing
next to

Colours

Foundation tier

いろ
あお (い)
あか (い)
オレンジ
きいろ (い)
きん
ぎん
グレー
くろ (い)
しろ (い)
ちゃいろ (い)
はいいろ
ピンク
みどり
むらさき

色
青 (い)
赤 (い)
黄色 (い)
金
銀
黒 (い)
白 (い)
茶色 (い)
灰色
緑
紫

colours
blue
red
orange
yellow
gold
silver
grey
black
white
brown
grey
pink
green
purple

Numbers

Foundation tier

ゼロ
れい
いち
に
さん
し
よん
ご
ろく
なな

零
一
二
三
四
四
五
六
七

zero
zero
one
two
three
four
four
five
six
seven

Foundation tier (cont)

Hiragana/Katakana

Kanji

| | | |
|---------------|-----------|-------------------------|
| しち | 七 | seven |
| はち | 八 | eight |
| きゅう | 九 | nine |
| じゅう | 十 | ten |
| じゅういち、じゅうに… | 十一、十二 … | eleven, twelve… |
| にじゅういち、にじゅうに… | 二十一、二十二 … | twenty-one, twenty-two… |
| ひゃく | 百 | one hundred |
| せん | 千 | one thousand |
| まん | 万 | ten thousand |
| いちおく | 一億 | a hundred million |
| ひとつ | 一つ | one |
| ふたつ | 二つ | two |
| みっつ | 三つ | three |
| よっつ | 四つ | four |
| いつつ | 五つ | five |
| むっつ | 六つ | six |
| ななつ | 七つ | seven |
| やっつ | 八つ | eight |
| ここのつ | 九つ | nine |
| とお | 十 | ten |
| ひとつめ、ふたつめ… | 一つ目、二つ目… | first, second… |
| いちばん、にばん… | 一番、二番… | first, second… |
| いちばんめ、にばんめ… | 一番目、二番目… | first, second… |
| マイナス | | minus |
| プラス | | plus |

Higher tier

| | | |
|---------------|----------|-----------------|
| (さん)ぶんの(いち) … | (三)分の(一) | one third… |
| (に)てん(なな) | (二)・(七) | two point seven |
| かず | 数 | number |
| ずつ | | each |

Quantities and measures

Foundation tier

| | | |
|-----|---|----------------|
| えん | 円 | yen |
| ドル | | dollars |
| ポンド | | pound sterling |
| ユーロ | | Euro |

Foundation tier (cont)

Hiragana/Katakana

Kanji

| | | |
|-------|-----|--|
| かい | 回 | counter for number of times, floors |
| かい | 階 | |
| かん | 缶 | a can |
| こ | 個 | general counter |
| さい | 才、歳 | years old |
| さつ | 冊 | counter for books |
| だい | 台 | counter for machines, vehicles |
| てん | 点 | marks, points |
| にん | 人 | counter for people |
| はい | 杯 | cup fulls |
| はく | 泊 | counter for number of nights |
| ひき・びき | 匹 | counter for small animals |
| びん | 瓶 | a bottle |
| ほん | 本 | counter for long, thin, cylindrical things |
| まい | 枚 | counter for flat things |
| ひとり | 一人 | one person |
| ふたり | 二人 | two people |
| ばんごう | 番号 | number |
| はんぶん | 半分 | half |
| ぐらい | | about (quantities) |
| ごろ | | about (times) |
| キロ | | kilometre, kilogramme |
| グラム | | gramme |
| センチ | | centimetre |
| メートル | | metre |
| おなじ | 同じ | the same |

Higher tier

| | | |
|-----|----|-----------------|
| せいき | 世紀 | century |
| など | | etc. |
| ばい | 倍 | twice, ** times |

Connectives

Foundation tier

| | | |
|----------|--------|----------|
| あとで | 後で | later |
| さいご (に) | 最後 (に) | lastly |
| さいしょ (に) | 最初 (に) | firstly |
| そして | | and |
| それから | | and then |

Foundation tier (cont)

Hiragana/Katakana

Kanji

| | | |
|--------|-------|-----------|
| それに | | moreover |
| だから | | therefore |
| つぎ (に) | 次 (に) | next |
| でも | | but |
| まず | | firstly |

Higher tier

| | | |
|-----|--|---------|
| しかし | | however |
| もし | | if |

Time expressions

Foundation tier

| | | |
|---------|------|--------------------------|
| ごぜん | 午前 | am |
| ごご | 午後 | pm |
| きょう | 今日 | today |
| あした | 明日 | tomorrow |
| あさって | | the day after tomorrow |
| きのう | 昨日 | yesterday |
| おととい | | the day before yesterday |
| まいにち | 毎日 | every day |
| こんしゅう | 今週 | this week |
| せんしゅう | 先週 | last week |
| らいしゅう | 来週 | next week |
| さらいしゅう | 再来週 | the week after next |
| まいしゅう | 毎週 | every week |
| こんげつ | 今月 | this month |
| らいげつ | 来月 | next month |
| さらいげつ | 再来月 | the month after next |
| せんげつ | 先月 | last month |
| まいつき | 毎月 | every month |
| ことし | 今年 | this year |
| らいねん | 来年 | next year |
| さらいねん | 再来年 | the year after next |
| おとし | | the year before last |
| きょねん | 去年 | last year |
| まいとし | 毎年 | every year |
| **にち | **日 | ** days |
| **しゅうかん | **週間 | ** weeks |
| **ねん | **年 | ** years |

Foundation tier (cont)

Hiragana/Katakana

いま
 じふん
 **じはん
 びょう
 ごぜんちゅう
 じかん
 ** じかん
 いちねんじゅう
 あさ
 ばん
 まいあさ
 まいばん
 よる
 こんばん
 ひ
 むかし

Kanji

今
 時分
 **時半
 秒
 午前中
 時間
 **時間
 一年中
 朝
 晩
 毎朝
 毎晩
 夜
 今晚
 日
 昔

now
 ** minutes past **
 half past **
 seconds
 during the morning
 time
 length of time
 all year round
 morning
 evening
 every morning
 every evening
 night
 this evening
 day
 in the past

Higher tier

(**と) どうじに
 (**の) あと (で/に)
 (**の) まえに
 **かげつ
 いちにちじゅう
 けさ
 こんど
 さいきん
 しばらく
 ひる
 へいせい
 まよなか
 ゆうがた

(**と) 同時に
 (**の) 後 (で/に)
 (**の) 前に
 **か月
 一日中
 今朝
 今度
 最近
 昼
 平成
 真夜中
 夕方

at the same time as **
 after (**)
 before (**)
 ** months
 all day long
 this morning
 this time / next time
 recently
 for a while
 noon
 the Heisei era
 midnight
 evening

Days of the week

Foundation tier

げつようび
 かようび
 すいようび
 もくようび
 きんようび
 どようび

月曜日
 火曜日
 水曜日
 木曜日
 金曜日
 土曜日

Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday

Foundation tier (cont)

Hiragana/Katakana

にちようび
しゅうまつ
きゅうじつ
しゅくじつ

Kanji

日曜日
週末
休日
祝日

Sunday
weekend
holiday
festival day

Months and seasons of the year

Foundation tier

いちがつ
にがつ
さんがつ
しがつ
ごがつ
ろくがつ
しちがつ
はちがつ
くがつ
じゅうがつ
じゅういちがつ
じゅうにがつ
きせつ
はる
つゆ
なつ
あき
ふゆ

一月
二月
三月
四月
五月
六月
七月
八月
九月
十月
十一月
十二月
季節
春
梅雨
夏
秋
冬

January
February
March
April
May
June
July
August
September
October
November
December
season
spring
rainy season
summer
autumn
winter

Question words

Foundation tier

いくら
いつ
だれ
どう
どうして
どうやって
どこ
どの
どのくらい
どれ
どんな
なに

何

how much (money)
when
who
how
why
how
where
which
how much (quantity)
which one
what kind of
what

Foundation tier (cont)

Hiragana/Katakana

なにいろ
なん with a measure word
なんがつ
なんじ
なんにち
なんようび

Kanji

何色
何 with a measure word
何月
何時
何日
何曜日

what colour

which month
what time
what date
what day of the week

Higher tier

いかが
なぜ

how (about)
why

Other useful expressions

Foundation tier

**くん
**さん
**さま
**でございます
あの(う)
ありがとう(ございます)
いいですね(え)
いいですよ
いただきます
いらっしゃいませ
行ってきます
行ってらっしゃい
ただいま
おかえりなさい
おかげさまで
おげんきですか
おだいじに
おねがいします
おはよう(ございます)
おやすみなさい
かしこまりました
がんばって(ください)
ごちそうさま(でした)
ごめんなさい
こんにちは
こんばんは

**君

**様

行ってきます

お帰りなさい

お元気ですか
お大事に
お願いします

お休みなさい

頑張って(ください)

used after a boy's name
Mr./Mrs./Ms.
Mr./Mrs./Ms.
This is / It is **
well...
thank you (very much)
that's nice
that's fine
bon appetite
welcome
I'm off
see you later / take care
I'm home
welcome home
thanks for asking
how are you?
take care (to an ill person)
please
good morning
good night
certainly
Do your best
thanks for a lovely meal
I'm sorry
hello
good evening

Foundation tier (cont)

Hiragana/Katakana

Kanji

| | | |
|----------------|---------------|--------------------------|
| さようなら | | goodbye |
| ざんねんです (が) | 残念です (が) | It's a pity, but.. |
| じゃ | | well then, in that case |
| じゃ、また | | see you again |
| すみません | | sorry, excuse me, thanks |
| ぜんぶ (で) | 全部 (で) | in total |
| だいじょうぶ (です) | 大丈夫 (です) | I'm/It's okay |
| ちょっと… | | it's a bit… |
| つごうがわるいです | 都合が悪いです | It's not convenient |
| どうぞ | | said when giving things |
| どうも | | thanks |
| はい | | yes |
| いいえ | | no |
| ええ | | yes (familiar) |
| うん | | yes (familiar) |
| ううん | | no (familiar) |
| はじめまして | 初めまして | how do you do |
| ほかに？ | 他に？ | anything else? |
| もういちどおねがいします | もう一度お願いします | again, please |
| もしもし | | hello on the phone |
| ようこそ | | welcome |
| よろしく (おねがいします) | よろしく (お願いします) | please be good to me |

Higher tier

| | | |
|-----------|--------|-----------------------------------|
| けっこうです | 結構です | it's okay |
| こちらこそ | | it's me who should be saying that |
| しつれいします | 失礼します | excuse me |
| しつれいですが | 失礼ですが | excuse me, but… |
| では、また | | see you again |
| どういたしまして | | you're welcome |
| わたしのいけんでは | 私の意見では | in my opinion |

Countries and continents

Foundation tier

| | |
|--------|------------|
| アイルランド | Ireland |
| アメリカ | America |
| イギリス | England/UK |

Foundation tier (cont)

Hiragana/Katakana

Kanji

| | | |
|---------|----|-----------|
| イタリア | | Italy |
| イングランド | | England |
| インド | | India |
| ウェールズ | | Wales |
| オーストラリア | | Australia |
| カナダ | | Canada |
| かんこく | 韓国 | Korea |
| スコットランド | | Scotland |
| スペイン | | Spain |
| ちゅうごく | 中国 | China |
| ドイツ | | Germany |
| にほん | 日本 | Japan |
| フランス | | France |
| ロシア | | Russia |
| アジア | | Asia |
| アフリカ | | Africa |
| ヨーロッパ | | Europe |

Higher tier

| | | |
|------|----|------------|
| えいこく | 英国 | England/UK |
| べいこく | 米国 | USA |

Nationalities

Foundation tier

| | | |
|-----------|----------|------------|
| アメリカじん | アメリカ人 | American |
| イギリスじん | イギリス人 | English |
| イタリアじん | イタリア人 | Italian |
| インドじん | インド人 | Indian |
| オーストラリアじん | オーストラリア人 | Australian |
| カナダじん | カナダ人 | Canadian |
| かんこくじん | 韓国人 | Korean |
| スペインじん | スペイン人 | Spanish |
| ちゅうごくじん | 中国人 | Chinese |
| ドイツじん | ドイツ人 | German |
| にほんじん | 日本人 | Japanese |
| フランスじん | フランス人 | French |
| ロシアじん | ロシア人 | Russian |

Places

Foundation tier

Hiragana/Katakana

ほっかいどう
ほんしゅう
きゅうしゅう
しこく
けん
し
むら
とうきょう
おおさか
おきなわ
きょうと
さっぽろ
なら
ひろしま
ふじさん
ロンドン
パリ
ニューヨーク

Kanji

北海道
本州
九州
四国
県
市
村
東京
大阪
沖縄
京都
札幌
奈良
広島
富士山

Hokkaido
Honshu
Kyushu
Shikoku
prefecture
city
village
Tokyo
Osaka
Okinawa
Kyoto
Sapporo
Nara
Hiroshima
Mt. Fuji
London
Paris
New York

Areas/mountains/seas

Foundation tier

うみ
おんせん
かわ
しま
たんぼ
とし
はやし
もり
やま
けしき
きた
にし
ひがし
みなみ

海
温泉
川
島
田んぼ
都市
林
森
山
北
西
東
南

sea
hot spring
river
island
rice field
large city
woods
forest
mountain
scenery
north
west
east
south

Higher tier

アルプス
おか

丘

Alps
hill

Higher tier (cont)

Hiragana/Katakana

しゅう

しゅと

じんこう

ちいき

ちほう

Kanji

州

首都

人口

地域

地方

state

capital city

population

region

region, district

Language used in dialogues and messages

Foundation tier

けいたいでんわ

じゅうしょ

でんしメール

でんわ

でんわばんごう

めいし

メール

メールアドレス

メッセージ

ゆうびんばんごう

携帯電話

住所

電子メール

電話

電話番号

名刺

郵便番号

mobile phone

address

email

telephone

telephone number

name card / business card

email/text

email address

message

postcode

Section 2 – Topic-specific vocabulary

Identity and culture - food and drink

Foundation tier

たべもの

のみもの

アイスクリーム

うどん

おかし

おにぎり

お弁当

オレンジ

カレーライス

ぎゅうにく

ぎゅうにゅう

くだもの

ケーキ

こうちゃ

コーヒー

コーラ

こおり

食べ物

飲み物

お菓子

お弁当

牛肉

牛乳

果物

紅茶

food

drink(s)

ice cream

noodles

Japanese sweets

rice balls

packed lunch / bento

orange

curry (rice)

beef

milk

fruit

cake

tea

coffee

coke

ice

Foundation tier (cont)

| Hiragana/Katakana | Kanji | |
|-------------------|--------|-------------------|
| ココア | | cocoa |
| ごはん | ご飯 | rice |
| (お) こめ | (お) 米 | (uncooked) rice |
| さかな | 魚 | fish |
| (お) さけ | (お) 酒 | sake |
| さしみ | 刺身 | sashimi |
| サラダ | | salad |
| サンドイッチ | | sandwich |
| ジュース | | juice |
| しょうゆ | | soy sauce |
| スープ | | soup |
| すきやき | 好き焼き | sukiyaki |
| (お) すし | (お) 寿司 | sushi |
| ステーキ | | steak |
| ソーセージ | | sausage |
| そば | | noodles |
| たまご | 卵 | egg |
| チーズ | | cheese |
| チキン | | chicken |
| チップス | | crisps |
| ポテトチップス | | crisps |
| (お) ちゃ | (お) 茶 | green tea |
| チョコレート | | chocolate |
| デザート | | dessert |
| てんぷら | 天ぷら | tempura |
| トースト | | toast |
| とりにく | 鶏肉 | chicken |
| にく | 肉 | meat |
| パスタ | | pasta |
| バナナ | | banana |
| ハム | | ham |
| パン | | bread |
| ハンバーガー | | hamburger |
| ビーフ | | beef |
| ビール | | beer |
| ピザ | | pizza |
| ビュッフェ | | buffet |
| フライドポテト | | chips |
| みかん | | satsuma/tangerine |
| みず | 水 | water |
| みそしる | 味噌汁 | miso soup |

Foundation tier (cont)

Hiragana/Katakana

ミルク
やさい
ヨーグルト
ラーメン
りんご
レモン
ワイン
ベジタリアン
メニュー
あさごはん
ひるごはん
ばんごはん
がいしょく
はし
ナイフ
フォーク
スプーン

Kanji

野菜

朝ごはん
昼ごはん
晩ごはん
外食
箸

milk
vegetable(s)
yogurt
(egg) noodles
apple
lemon
wine
vegetarian
menu
breakfast
lunch
dinner
eating out
chopsticks
knife
fork
spoon

Higher tier

あぶら
アボカド
いちご
おこのみやき
おゆ
きゅうり
こしょう
サーモン
さとう
シーフード
しお
じゃがいも
ジャム
スナック
たまねぎ
ていしょく
トマト
なし
なま (の)
にゅうせいひん
にんじん

油

お好み焼き
お湯

砂糖

塩

じゃが芋

玉ねぎ

定食

梨

生 (の)

乳製品

人参

oil
avocado
strawberry
okonomiyaki
hot water
cucumber
pepper
salmon
sugar
sea food
salt
potato(es)
jam
snack
onion
set meal
tomato
pear
raw
milk products
carrot(s)

Higher tier (cont)

Hiragana/Katakana

Kanji

| | | |
|----------|------|-------------------------|
| パイナップル | | pineapple |
| バター | | butter |
| ぶたにく | 豚肉 | pork |
| ぶどう | 葡萄 | grapes |
| ミックス | | mixed |
| めいぶつ | 名物 | speciality |
| もも | 桃 | peach |
| やきとり | 焼き鳥 | grilled chicken skewers |
| ゆうきしょくひん | 有機食品 | organic |
| あじ | 味 | taste |
| しょくじ | 食事 | meal |
| ちゅうしょく | 昼食 | lunch |
| ちょうしょく | 朝食 | breakfast |
| ゆうしょく | 夕食 | dinner |
| コップ | | cup |
| (お)さら | (お)皿 | plate |
| なべ | 鍋 | (cooking) pot |
| フライパン | | frying pan |
| おかいけい | お会計 | the bill |
| おかんじょう | お勘定 | the bill |
| サービス | | service |
| セルフサービス | | room service |
| さいしょくしゅぎ | 菜食主義 | vegetarian |

Clothing

Foundation tier

| | | |
|-------|----|----------------|
| T シャツ | | T-shirt |
| かさ | 傘 | umbrella |
| かばん | 鞆 | bag |
| きもの | 着物 | kimono/clothes |
| くつ | 靴 | shoe(s) |
| くつした | 靴下 | sock(s) |
| コート | | coat |
| サイズ | | size |
| ジーンズ | | jeans |
| シャツ | | shirt |
| スーツ | | suit |
| スカート | | skirt |
| ズボン | | trousers |
| セーター | | jumper |

Foundation tier (cont)

Hiragana/Katakana

とけい
ネクタイ
パジャマ
バッグ
ハンカチ
はんズボン
ハンドバッグ
ファッション
ブーツ
ベルト
ぼうし
ポケット
みずぎ
ようふく

Kanji

時計

半ズボン

帽子

水着
洋服

watch, clock
tie
pyjamas
bag
handkerchief
shorts
handbag
fashion
boot(s)
belt
hat
pocket
swimming costume/trunks
(western) clothes

Higher tier

アクセサリー
イヤリング
ウール
うでどけい
うわぎ
カーディガン
こうすい
したぎ
しちやくしつ
ジャケット
スカーフ
スタイル
スニーカー
スリッパ
てぶくろ
ネックレス
ほうせき
メイク
ゆかた
わふく
ワンピース

腕時計
上着

香水
下着
試着室

手袋

宝石

浴衣
和服

accessories
ear ring(s)
wool
watch
jacket, coat
cardigan
perfume
underwear
changing room(s)
jacket
scarf
style
trainer(s)
slipper(s)
glove(s)
necklace
jewellery
make up
yukata
Japanese clothes
dress

Family and relationships

Foundation tier

Hiragana/Katakana

Kanji

| | | |
|---------|------|----------------------------|
| かぞく | 家族 | family |
| ちち | 父 | father |
| はは | 母 | mother |
| あに | 兄 | elder brother |
| あね | 姉 | elder sister |
| おとうと | 弟 | younger brother |
| いもうと | 妹 | younger sister |
| きょうだい | 兄弟 | siblings |
| おとうさん | お父さん | father |
| おかあさん | お母さん | mother |
| おにいさん | お兄さん | elder brother |
| おねえさん | お姉さん | elder sister |
| おとうとさん | 弟さん | younger brother |
| いもうとさん | 妹さん | younger sister |
| おばあさん | お婆さん | grandmother |
| おじいさん | お爺さん | grandfather |
| あかちゃん | 赤ちゃん | baby |
| しんせき | 親戚 | relatives |
| ともだち | 友達 | friend(s) |
| ペンフレンド | | penfriend |
| ガールフレンド | | girlfriend |
| ボーイフレンド | | boyfriend |
| かれし | 彼氏 | boyfriend |
| ひと | 人 | person |
| おとこのひと | 男の人 | man |
| おんなのひと | 女の人 | woman |
| おとこのこ | 男の子 | boy |
| おんなのこ | 女の子 | girl |
| おとしより | お年寄り | elderly person |
| しょうねん | 少年 | (a) youth |
| しょうじょ | 少女 | a girl |
| みんな | | everyone |
| みなさん | | everyone (addressing them) |

Higher tier

| | | |
|-------|------|------------|
| あかんぼう | 赤ん坊 | baby |
| いとこ | | cousin |
| おこさん | お子さん | child(ren) |
| おくさん | 奥さん | wife |

Higher tier (cont)

Hiragana/Katakana

(ご) しゅじん
おっと
つま
おじ
おじさん
おば
おばさん
かた
しまい
そふ
そぼ
ちょうじょ
ちょうなん
ひとりっこ
ふたご
まご
むすこ
むすめ
りょうしん
わかもの
じぶん

Kanji

(ご) 主人
夫
妻

方
姉妹
祖父
祖母
長女
長男
一人っ子
双子
孫
息子
娘
両親
若者
自分

husband
husband
wife
uncle
uncle
aunt
aunt
person (honorific)
sisters
grandfather
grandmother
eldest daughter
eldest son
only child
twin(s)
grand child(ren)
son
daughter
parent(s)
young person
self

Personal pronouns

Foundation tier

わたし
わたくし
わたしたち
ぼく
あなた
あなたたち
かれ
かのじょ
かれら

私
私
私たち
僕

彼
彼女
彼ら

I
I (formal)
we
I (male, familiar)
you (singular)
you (plural)
he
she/girlfriend
they

Describing people

Foundation tier

あたまがいい
おかねもち
おとな
こども

頭がいい
お金持ち
大人
子供

clever
rich
adult
child

Foundation tier (cont)

Hiragana/Katakana

がいこくじん
けっこん
せ
たんじょうび
とし
なまえ
にんき
ねんれい
ブロンド
みょうじ
めがね

Kanji

外国人
結婚
背
誕生日
年
名前
人気
年齢

苗字
眼鏡

foreigner
marriage
height
birthday
age
given name
popular
age
blond
surname
glasses

Higher tier

いじめ
かんけい
ぎりの
きんぱつ
けんか
じしん
せいかく
どくしん
なかがいい
ゆうめいじん
ユーモア
りかい
りこん

関係
義理の
金髪

自身
性格
独身
仲がいい
有名人

理解
離婚

bullying
relationship
** in law
blond
fight, quarrel
self, myself, himself, herself
character
single
friends with
celebrity
humour
understanding
divorce(d)

Pets and animals

Foundation tier

どうぶつ
ペット
いぬ
うさぎ
うし
うま
かめ
きんぎょ
くま
しか
ぞう
とら

動物

犬
兎
牛
馬
亀
金魚
熊
鹿
像
虎

animal
pet(s)
dog
rabbit
cow
horse
turtle, tortoise
gold fish
bear
deer
elephant
tiger

Foundation tier (cont)

Hiragana/Katakana

とり
ねこ
ねずみ
ハムスター
モルモット
ライオン

Kanji

鳥
猫

bird
cat
mouse
hamster
guinea pig
lion

Parts of the body and illnesses

Foundation tier

あし
あたま
うで
おなか
かお
かた
かみのけ
からだ
くち
くちびる
くび
こし
せなか
て
のど
は
はな
ひざ
みみ
め
ゆび
びょうき
かぜ
けが
せき
ねつ
こえ
きぶん
きもち
じこ
ストレス

足
頭
腕
お腹
顔
肩
髪の毛
体
口
唇
首
腰
背中
手
喉
歯
鼻
膝
耳
目
指
病気
風邪

咳
熱
声
気分
気持ち
事故

feet, legs
head
arm
tummy
face
shoulder(s)
hair
body
mouth
lip(s)
neck
hip(s)
back
hand(s)
throat
tooth, teeth
nose
knee(s)
ear
eye(s)
fingers
ill, illness
a cold
wound
cough
temperature
voice
mood, feeling
feeling
accident
stress

Rooms and items in a house

Foundation tier

| | | |
|--------|--------|-------------------|
| アパート | | flat, apartment |
| いえ | 家 | house |
| うち | | home |
| マンション | | flat, apartment |
| にわ | 庭 | garden |
| いま | 居間 | lounge |
| おてあらい | お手洗い | toilet |
| かいだん | 階段 | stairs |
| しゃこ | 車庫 | garage |
| しんしつ | 寝室 | bedroom |
| だいどころ | 台所 | kitchen |
| ドア | | door |
| トイレ | | toilet |
| ふろば | 風呂場 | bath room |
| へや | 部屋 | room |
| (お) ふろ | (お) 風呂 | bath |
| エアコン | | air conditioning |
| かぐ | 家具 | furniture |
| かべ | 壁 | wall(s) |
| カレンダー | | calendar |
| ソファ | | sofa |
| たな | 棚 | shelf |
| だんぼう | 暖房 | heating, radiator |
| つくえ | 机 | desk |
| テーブル | | table |
| どうぐ | 道具 | tool(s) |
| ふとん | | futon |
| ベッド | | bed |
| ほんだな | 本棚 | book shelf |
| まど | 窓 | window |
| れいぞうこ | 冷蔵庫 | refrigerator |
| **かいだて | **階建て | ** storey |

Sport

Foundation tier

| | | |
|-------|----|------------------|
| からて | 空手 | karate |
| ゴルフ | | golf |
| サッカー | | football |
| さんぽ | 散歩 | going for a walk |
| じゅうどう | 柔道 | judo |
| すいえい | 水泳 | swimming |

Foundation tier (cont)

Hiragana/Katakana

Kanji

| | | |
|----------|----|-------------------|
| スキー | | ski(ing) |
| スケート | | skating |
| スポーツ | | sports |
| すもう | 相撲 | sumo |
| ダンス | | dance |
| チーム | | team |
| テニス | | tennis |
| ハイキング | | hiking |
| バスケットボール | | basketball |
| バドミントン | | badminton |
| ボール | | ball |
| ホッケー | | hockey |
| マウンテンバイク | | mountain bik(ing) |
| やきゅう | 野球 | baseball |
| ヨット | | yacht |
| ラグビー | | rugby |

Higher tier

| | | |
|----------|-------|------------------------|
| カヌー | | canoe |
| かんきやく | 観客 | audience, spectator(s) |
| クライミング | | climbing |
| ゴール | | goal |
| サーフィン | | surfing |
| サイクリング | | cycling |
| じょうば | 乗馬 | riding |
| すいじょうスキー | 水上スキー | water skiing |
| スケートボード | | skate board |
| セーリング | | sailing |
| せんしゅ | 選手 | (sports) player |
| たいそう | 体操 | gymnastics |
| たっきゅう | 卓球 | table tennis |
| とざん | 登山 | climbing |
| バレエ | | ballet |
| バレーボール | | volleyball |
| ボクシング | | boxing |
| ようぐ | 用具 | equipment |

Social media and technology

Foundation tier

Hiragana/Katakana

Kanji

| | | |
|-------------|--|-------------------|
| CD | | CD |
| DVD | | DVD |
| インターネット | | internet |
| ウイルス | | virus |
| ウェブサイト | | website |
| オンライン | | online |
| クリック | | click |
| コンピューター | | computer |
| コンピューターゲーム | | computer game |
| スクリーン | | screen |
| ソーシャルネットワーク | | social network |
| ダウンロード | | download |
| ディスク | | disk |
| デジタル | | digital |
| パスワード | | password |
| パソコン | | personal computer |
| プリンター | | printer |
| ブログ | | blog |
| ホームページ | | home page |
| マウス | | mouse |

Higher tier

| | | |
|---------|-------|------------------|
| アップロード | | upload |
| さくじょ | 削除 | to delete |
| ソフト | | software |
| タイプ | | to type |
| チャットルーム | | chat room |
| でんしゲーム | 電子ゲーム | electronic games |

Music

Foundation tier

| | | |
|--------|----|--------------------|
| うた | 歌 | song |
| オーケストラ | | orchestra |
| おんがく | 音楽 | music |
| かしゅ | 歌手 | singer |
| がっき | 楽器 | musical instrument |
| ギター | | guitar |
| クラシック | | classical |

Foundation tier (cont)

Hiragana/Katakana

クラリネット
コンサート
ドラム
バンド
ピアノ
ポップス

Kanji

clarinet
concert
drum(s)
band
piano
popular music

Higher tier

がっしょう
ジャズ
トランペット
バイオリン
ふえ
フルート
ロック

合唱

笛

chorus, choir
jazz
trumpet
violin
(Japanese) flute
flute
rock music

Celebrations and festivals

Foundation tier

(お) いわい
イベント
まつり
おしょうがつ
おぼん
クリスマス
けっこんしき
ゴールデンウィーク
しんねん
はつもうで
はなみ

(お) 祝い

祭り
お正月
お盆

結婚式

新年
初詣
花見

celebration
event
festival
New Year
the 'bon' festival
Christmas
wedding
Golden Week
new year
new year shrine visit
flower arranging

Hobbies and interests

Foundation tier

アニメ
いけばな
えいが
おもちゃ
かいもの
かつどう
カメラ
カラオケ

生け花
映画

買い物
活動

animation
flower arranging
film
toy
shopping
activity
camera
karaoke

Foundation tier (cont)

Hiragana/Katakana Kanji

| | | |
|----------|---------|-------------------------|
| きょうみ | 興味 | interest |
| クラブ | | club |
| ゲーム | | game |
| げき | 劇 | a play |
| (お) こづかい | (お) 小遣い | pocket money |
| ざっし | 雑誌 | magazine |
| しゃしん | 写真 | photograph, photography |
| じゆうじかん | 自由時間 | free time |
| しゅみ | 趣味 | hobby |
| ショー | | show |
| シリーズ | | series |
| たのしみ | 楽しみ | pleasure, enjoyment |
| つり | 釣り | fishing |
| ディスコ | | disco |
| テレビ | | TV |
| どくしょ | 読書 | reading |
| ドラマ | | drama |
| ナイトクラブ | | night club |
| ニュース | | news |
| パーティー | | party |
| ばんぐみ | 番組 | programme |
| ビデオ | | video |
| ぶんか | 文化 | culture |
| ほん | 本 | book |
| まんが | 漫画 | manga, cartoon |
| ユースクラブ | | youth club |
| リモコン | | remote control |
| りょうり | 料理 | cooking |
| レジャー | | leisure |

Higher tier

| | | |
|-----------|------|----------------|
| えんげき | 演劇 | drama |
| かじ | 家事 | housework |
| がめん | 画面 | screen |
| さどう | 茶道 | tea ceremony |
| しせつ | 施設 | facility |
| しゅうかん | 習慣 | custom |
| でんとう | 伝統 | tradition |
| にちじょうせいかつ | 日常生活 | every day life |

Local area, holiday and travel: methods of transport

Foundation tier

| Hiragana/Katakana | Kanji | |
|-------------------|-------|---------------------|
| こうつうしゆだん | 交通手段 | method of transport |
| のりもの | 乗り物 | method of transport |
| あるいて | 歩いて | on foot |
| オートバイ | | motorbike |
| くるま | 車 | car |
| じてんしゃ | 自転車 | bicycle |
| じどうしゃ | 自動車 | car |
| しんかんせん | 新幹線 | bullet train |
| タクシー | | taxi |
| ちかてつ | | underground, tube |
| でんしゃ | 電車 | tram/train |
| トラック | | lorry |
| バス | | bus |
| ひこうき | 飛行機 | aeroplane |
| フェリー | | ferry |
| ふね | 船 | ship, boat |
| フライト | | flight |
| **びん | **便 | flight ** |
| ヘリコプター | | helicopter |
| ボート | | boat |
| レンタカー | | hire car |
| スピード | | speed |

Places in town/places to visit

Foundation tier

| | | |
|------------|-------|----------------------------|
| いなか | 田舎 | countryside |
| インフォメーション | | information |
| うりば | 売り場 | sales counter |
| えいがかん | 映画館 | cinema |
| えき | 駅 | station |
| エスカレーター | | escalator |
| エレベーター | | lift |
| がいこく | 外国 | abroad, foreign country |
| かいしゃ | 会社 | company |
| ガソリンスタンド | | petrol station |
| カフェ | | café |
| かんこうあんないじょ | 観光案内所 | tourist information office |
| キオスク | | kiosk |
| きっぷうりば | 切符売り場 | ticket office |

Foundation tier (cont)

Hiragana/Katakana

Kanji

| | | |
|------------|---------|-------------------|
| キャンプ | | camp |
| キャンプじょう | キャンプ場 | camping ground |
| きょうかい | 教会 | church |
| ぎんこう | 銀行 | bank |
| きんじょ | 近所 | neighbourhood |
| くうこう | 空港 | airport |
| くすりや | 薬屋 | pharmacy, chemist |
| くに | 国 | country |
| けいさつ | 警察 | police |
| けいさつしよ | 警察署 | police station |
| げきじょう | 劇場 | theatre |
| コインロッカー | | locker |
| こうえん | 公園 | park |
| こうじょう | 工場 | factory |
| こうばん | 交番 | police box |
| コンビニ | | convenience store |
| じむしよ | 事務所 | office |
| しょくどう | 食堂 | canteen |
| ショッピングセンター | | shopping centre |
| (お)しろ | (お)城 | castle |
| じんじゃ | 神社 | shrine |
| しんぶんや | 新聞屋 | newsagent |
| スーパー | | supermarket |
| スポーツセンター | | sports centre |
| たいしかん | 大使館 | embassy |
| タクシーのりば | タクシー乗り場 | taxi rank |
| たてもの | 建物 | building |
| たばこや | たばこ屋 | tobacco shop |
| ちゅうしゃじょう | 駐車(場) | car park |
| テニスコート | | tennis court |
| デパート | | department store |
| (お)てら | (お)寺 | temple |
| どうぶつえん | 動物園 | zoo |
| としょかん | 図書館 | library |
| にくや | 肉屋 | butcher |
| のうじょう | 農場 | farm |
| バー | | bar |
| はくぶつかん | 博物館 | museum |
| バスのりば | バス乗り場 | bus stop |
| パブ | | pub |

Foundation tier (cont)

Hiragana/Katakana

パンや
ビーチ
びじゅつかん
びょういん
ビル
プール
ヘアサロン
ポスト
まち
みせ
もん
ゆうびんきょく
レストラン
ロッカー
**や

Kanji

パン屋

美術館
病院

町、街
店
門
郵便局

**屋

baker
beach
art gallery
hospital
high rise building
swimming pool
hair salon
post box
town
shop
gate
post office
restaurant
locker
** shop

Higher tier

いちば
うけつけ
かいがい
かいがん
かいじょう
かんこうめいしよ
こっきょう
じどうはんばいき
しやくしよ
せんめんじよ
タワー
とかい
とこや
ところ
バスてい
まちあいしつ
みずうみ
みなと

市場
受付
海外
海岸
会場
観光名所
国境
自動販売機
市役所
洗面所

都会
床屋
所
バス停
待合室
湖
港

market
reception
abroad
coast
location
famous tourist spot
border
vending machine
city/town hall
wash room
tower
large city
barber
place
bus stop
waiting room
lake
port

Finding the way

Foundation tier

いりぐち
かど

入口

entrance
corner

Foundation tier (cont)

Hiragana/Katakana

こうさてん
こうつう
しんごう
ちゅうしん
でぐち
はし
ばしょ
ひだり
みぎ
みち

Kanji

交差点
交通
信号
中心
出口
橋
場所
左
右
道

crossroads, junction
traffic
traffic light(s)
centre
exit
bridge
place
left
right
road

Higher tier

いきさき
おうだんほどろ
こうそくどうろ
どうろ
ほうこう
ラッシュアワー
ロータリー

行先
横断歩道
高速道路
道路
方向

destination
pedestrian crossing
motorway
road
directions
rush hour
roundabout

Accommodation

Foundation tier

おきゃくさん
かぎ
シーツ
シャワー
せっけん
タオル
チェックアウト
チェックイン
パスポート
ホテル
ユースホステル
ようしつ
ようしょく
よやく
りよかん
わしつ
わしょく

お客さん
鍵

石鹸

洋室
洋食
予約
旅館
和室
和食

customer, guest
key, lock
sheet(s)
shower
soap
towel
check out
check in
passport
hotel
youth hostel
Western style room
Western meal
reservation
Japanese inn
Japanese style room
Japanese room

Buying a train ticket

Foundation tier

Hiragana/Katakana

おうふく
かたみち
きっぷ
グリーンしゃ
していせき
じゆうせき
りょうきん
** ばんせん
**せん
ホーム
**ゆき

Kanji

往復
片道
切符
グリーン車
指定席
自由席
料金
**番線
**線

**行き

return
one-way
ticket
1st class
reserved seat
unreserved seat
fare
platform number
the ** line
platform
bound for **

Services

Foundation tier

え
えはがき
おおきさ
おかね
おつり
おみやげ
カード
ガイド
ガイドブック
ガソリン
かたち
かんこう
かんこうきやく
きって
きやく
くすり
クレジットカード
さいふ
サイン
しんぶん
スーツケース
ただ
ちか
チケット

絵
絵葉書
大きさ
お金
お釣り
お土産

形
観光
観光客
切手
客
薬

財布

新聞

地下

picture
picture postcard
size
money
change
souvenir
card
(tour) guide
guidebook
petrol
shape
tourism
tourist
stamps
customer, guest
medicine, tablets
credit card
purse
(to) sign
newspaper
suitcase
free
basement, underground
ticket

Foundation tier (cont)

Hiragana/Katakana

| Hiragana/Katakana | Kanji | |
|-------------------|-------|------------------|
| ちず | 地図 | map |
| ツアー | | tour |
| てがみ | 手紙 | a letter |
| でんち | 電池 | battery |
| テント | | tent |
| にもつ | 荷物 | baggage, luggage |
| ねだん | 値段 | price |
| はがき | | postcard |
| はこ | 箱 | box |
| はなび | 花火 | fireworks |
| はブラシ | 歯ブラシ | tooth brush |
| パンフレット | | pamphlet |
| ビザ | | visa |
| プレゼント | | present |
| ボールペン | | ball point pen |
| ほかの | 他の | other |
| ポスター | | poster |
| ラジオ | | radio |
| りょうしゅうしょ | 領収書 | receipt |
| りょこう | 旅行 | travelling |
| レジ | | till |
| レシート | | receipt |
| レンタル | | rental |
| わすれもの | 忘れもの | lost property |

Higher tier

| | | |
|--------------|--------|------------------------------|
| うんでんめんきょ | 運転免許 | driving licence |
| きかい | 機械 | machine |
| こうかん | 交換 | exchange |
| こうきょうこうつうきかん | 公共交通機関 | public transport |
| さんぎょう | 産業 | industry |
| じもと (の) | 地元 (の) | local |
| しゅくはく | 宿泊 | accommodation |
| たいけん | 体験 | personal/physical experience |
| てんらんかい | 展覧会 | exhibition |
| にゅうじょうりょう | 入場料 | entrance fee |
| にんぎょう | 人形 | doll |
| はみがきこ | 歯磨き粉 | toothpaste |
| ふうとう | 封筒 | envelope |

Weather and climate

Foundation tier

Hiragana/Katakana

| | | |
|--------|------|------------------|
| てんき | 天気 | weather |
| てんきよほう | 天気予報 | weather forecast |
| あめ | 雨 | rain |
| かぜ | 風 | wind |
| くも | 雲 | cloud |
| くもり | 曇り | cloudy |
| たいふう | 台風 | typhoon |
| はれ | 晴れ | sunny |
| ゆき | 雪 | snow |
| **ど | **度 | ** degrees |
| き | 木 | tree |
| くうき | 空気 | air |
| さくら | 桜 | cherry blossom |
| そら | 空 | sky |
| つき | 月 | moon |
| はな | 花 | flower |
| ほし | 星 | star |

Higher tier

| | | |
|------|----|-------------|
| あらし | 嵐 | storm |
| かみなり | 雷 | thunder |
| きおん | 気温 | temperature |
| きこう | 気候 | climate |
| きり | 霧 | fog |
| しつど | 湿度 | humidity |
| たいよう | 太陽 | sun |
| のち | | later |

School subjects

Foundation tier

| | | |
|-------|-----|---------------------------|
| かもく | 科目 | subject |
| えいご | 英語 | English |
| がいこくご | 外国語 | foreign language |
| かがく | 科学 | science |
| **ご | **語 | ** language |
| こくご | 国語 | Japanese |
| しゃかい | 社会 | social studies |
| しゅうじ | 習字 | calligraphy/brush writing |
| すうがく | 数学 | mathematics |

Foundation tier (cont)

Hiragana/Katakana

たいいく
ちり
にほんご
びじゅつ
ぶんがく
ホームルーム
れきし

Kanji

体育
地理
日本語
美術
文学

歴史

physical education
geography
Japanese
art
literature
form time, form room
history

Higher tier

かがく
かていか
ぎじゅつ
けいざい
しゅうきょう
しょどう
せいぶつ (がく)
せんたく (かもく)
どうとく
ぶつり (がく)

化学
家庭科
技術
経済
宗教
書道
生物 (学)
選択 (科目)
道徳
物理 (学)

chemistry
home economics
technology
economics
religion, religious studies
calligraphy/brush writing
biology
optional subjects
moral education
physics

The school day and school year

Foundation tier

えんそく
きゅうしょく
けんがく
しあい
しゅうがくりょこう
じゅぎょう
そつぎょう
にゅうがく
テスト
ひるやすみ
ほうかご
ホームステイ
やすみ
やすみじかん
レッスン

遠足
給食
見学
試合
修学旅行
授業
卒業
入学

昼休み
放課後

休み
休み時間

excursion
(set) school lunch
study trip
(sports) match
school trip
lesson(s)
graduation
entering a school
test
lunch break
after school
home stay
holiday
break
lesson(s)

Higher tier

Hiragana/Katakana

かいぎ
きまつ
きゅうけい
けんしゅう
しけん
そつぎょうしき
にゅうがくしき
ちゅうかん
りゅうがく

Kanji

会議
期末
休憩
研修
試験
卒業式
入学式
中間
留学

meeting
end of term
rest
training
examination
school graduation ceremony
school entrance ceremony
mid-(term)
studying abroad

School buildings and things in a classroom

Foundation tier

いす
えんぴつ
かみ
きょうかしょ
きょうしつ
グラウンド
けしゴム
ごみばこ
じしょ
セロテープ
たいいくかん
ノート
のり
はさみ
プリント
ペン
レポート
ろうか

椅子
鉛筆
紙
教科書
教室
消しゴム
ごみ箱
辞書
体育館
廊下

chair
pencil
paper
text book
classroom
sports ground
rubber, eraser
rubbish bin
dictionary
selotape
sports hall, gym
notebook
glue
scissors
handout
pen
report
corridor

Higher tier

うんどうじょう
こうてい
こくばん
しょくいんしつ
ふでばこ
りょう

運動場
校庭
黒板
職員室
筆箱
寮

sports ground
school yard
blackboard
staff room
pencil case
dormitory

Types of schools and students

Foundation tier

| Hiragana/Katakana | Kanji | |
|-------------------|-------|-----------------------------------|
| がっこう | 学校 | school |
| しょうがっこう | 小学校 | primary school |
| ちゅうがっこう | 中学校 | middle school, junior high school |
| こうこう | 高校 | (senior) high school |
| だいがく | 大学 | universtiy |
| しょうがくせい | 小学生 | primary school pupil |
| ちゅうがくせい | 中学生 | secondary school pupil |
| こうこうせい | 高校生 | high school pupil |
| がくせい | 学生 | student |
| だいがくせい | 大学生 | universtiy student |
| せいと | 生徒 | pupil(s) |
| がくねん | 学年 | school year |
| **ねんせい | **年生 | ** grader |

Higher tier

| | | |
|---------|-----|------------------|
| こうりつ | 公立 | public |
| しりつ | 私立 | private |
| ようちえん | 幼稚園 | nursery |
| りゅうがくせい | 留学生 | overseas student |

Other school vocabulary

Foundation tier

| | | |
|--------------|---------|---------------|
| はじめ | 始め、初め | start |
| おわり | 終わり | end |
| ひらがな | | hiragana |
| かたかな | | katakana |
| かんじ | 漢字 | kanji |
| ローマじ | ローマ字 | romaji |
| がっき | 学期 | (school) term |
| **くみ | **組 | class ** |
| クラス | | class |
| グループ | | group |
| こうちょう (せんせい) | 校長 (先生) | head teacher |
| こたえ | 答 | answer |
| ことば | 言葉 | word |
| さくぶん | 作文 | essay |
| じ | 字 | letter(s) |
| **じかんめ | **時間目 | period ** |

Foundation tier (cont)

Hiragana/Katakana

じかんわり
しつもん
じゆく
しゆくだい
せいせき
せいふく
**ぶ
ページ
れい
れんしゅう
なつやすみ
はるやすみ
ふゆやすみ
** について

Kanji

時間割
質問
塾
宿題
成績
制服
**部

例
練習
夏休み
春休み
冬休み

timetable
question
cram school
homework
grade(s)
uniform
** club/department
page
example
practice
summer holiday
spring holiday
winter holiday
about **

Higher tier

いけん
いみ
おと
おもいで
かいわ
きまり
きょういく
けいけん
けっか
けっせき
けんきゅう
ごうかく
こと
もの
じっけん
じゅうけんきゅう
しゅっせき
しょうせつ
しよるい
につき
はなし
ふくしゅう
よしゅう
プレッシャー

意見
意味
音
思い出
会話

教育
経験
結果
欠席
研究
合格
事
物
実験
自由研究
出席
小説
書類
日記
話
復習
予習

opinion
meaning
sound
memory
conversation
rule
education
experience
result(s)
absent
research
pass
(abstract) thing
(physical) thing
experiment
project work
present
novel
documents
diary
talk
revision
preparing for class
pressure

Future aspirations, study and work

Foundation tier

| Hiragana/Katakana | Kanji | |
|-------------------|-------|-----------------------|
| アーティスト | | artist |
| いしゃ | 医者 | doctor |
| ウェーター | | waiter |
| ウェイトレス | | waitress |
| うんでんしゅ | 運転手 | driver |
| エンジニア | | engineer |
| おんがくか | 音楽家 | musician |
| かいしゃいん | 会社員 | company employee |
| かんごし | 看護師 | nurse |
| ぎんこういん | 銀行員 | banker |
| けいかん | 警官 | police officer |
| さっか | 作家 | writer |
| シェフ | | chef |
| ジャーナリスト | | journalist |
| しゃちょう | 社長 | company president |
| しゅふ | 主婦 | housewife |
| スチュワーデス | | stewardess |
| スチュワード | | steward |
| せんせい | 先生 | teacher |
| つうやく | 通訳 | interpreter |
| デザイナー | | designer |
| てんいん | 店員 | shop assistant |
| はいしゃ | 歯医者 | dentist |
| はいゆう | 俳優 | actor, actress |
| パイロット | | pilot |
| キャビンアテンダント | | flight attendant |
| プログラマー | | (computer) programmer |
| べんごし | 弁護士 | lawyer |
| ほんやくか | 翻訳家 | translator |
| マネージャー | | manager |
| むしよく | 無職 | unemployed |
| アルバイト | | part time job |
| インタビュー | | interview |
| きゅうりょう | 給料 | salary |
| けいかく | 計画 | plan |
| じこしょうかい | 自己紹介 | self introduction |
| しごと | 仕事 | job |
| しょうらい | 将来 | future |
| しょくばたいけん | 職場体験 | work experience |

Foundation tier (cont)

Hiragana/Katakana

Kanji

| | | |
|--------|----|--------------|
| トレーニング | | training |
| パートタイム | | part time |
| フルタイム | | full time |
| プロ | | professional |
| ボーナス | | bonus |
| ボランティア | | volunteer |
| ゆめ | 夢 | dream |
| よてい | 予定 | plan |
| りゆう | 理由 | reason |

Higher tier

| | | |
|-------|-----|-----------------|
| かいけいし | 会計士 | accountant |
| がが | 画家 | painter |
| きょうし | 教師 | teacher |
| けんちくか | 建築家 | architect |
| こうむいん | 公務員 | civil servant |
| いがく | 医学 | medicine |
| てつがく | 哲学 | philosophy |
| ほうがく | 法学 | law |
| いんしょう | 印象 | impression |
| きかい | 機会 | opportunity |
| げんご | 言語 | language(s) |
| こうこく | 広告 | advert |
| しかく | 資格 | qualification |
| じしん | 自信 | self confidence |
| しつぎょう | 失業 | unemployment |
| せんもん | 専門 | specialism |
| めんせつ | 面接 | interview |
| もくてき | 目的 | aim |

International and global dimension

Foundation tier

| | | |
|------------|---------|-----------------|
| エネルギー | | energy |
| オリンピック | | Olympics |
| かざん | 火山 | volcano |
| かんきょう | 環境 | environment |
| けってん | 欠点 | disadvantage(s) |
| こうがい | 公害 | pollution |
| こくさい | 国際 | international |
| こくさいてき (な) | 国際的 (な) | international |

Foundation tier (cont)

Hiragana/Katakana

Kanji

| | | |
|----------|-----|--------------|
| ごみ | | rubbish |
| さんせい | 賛成 | agree |
| じしん | 地震 | earthquake |
| しぜん | 自然 | nature |
| じゆう | 自由 | freedom |
| せいじ | 政治 | politics |
| せかい | 世界 | world |
| せきじゅうじ | 赤十字 | Red Cross |
| せんそう | 戦争 | war |
| ちきゅう | 地球 | earth |
| チャリティー | | charity |
| テロ (リズム) | | terrorism |
| でんき | 電気 | electricity |
| どろぼう | 泥棒 | thief |
| におい | 匂い | smell |
| はんたい | 反対 | disagree |
| フェアトレード | | fair trade |
| へいわ | 平和 | peace |
| ほご | 保護 | protection |
| もんだい | 問題 | problem |
| リサイクル | | recycle |
| りてん | 利点 | advantage(s) |
| ワールドカップ | | world cup |

Higher tier

| | | |
|---------|-------|---------------------|
| イスラムきょう | イスラム教 | Islam |
| いみん | 移民 | immigrant, emigrant |
| おせん | 汚染 | pollution |
| かく | 核 | nuclear |
| かじ | 火事 | (a) fire |
| ぎょうじ | 行事 | event |
| キリストきょう | キリスト教 | Christianity |
| グローバル | | global |
| こうずい | 洪水 | flood |
| さいがい | 災害 | natural disaster |
| さいばん | 裁判 | trial |
| サミット | | summit |
| しげん | 資源 | natural resources |
| じんけん | 人権 | human rights |
| しんとう | 神道 | Shintoism |

Higher tier (cont)

Hiragana/Katakana

せきたん
せきゆ
せつやく
せんきょ
たぶんか (の)
ちきゅうおんだんか
ちりょう
なんみん
ひんこん
ぶっきょう
ほうほう

Kanji

石炭
石油
節約
選挙
多文化 (の)
地球温暖化
治療
難民
貧困
仏教
方法

coal
oil
to save
election
multi cultural
global warming
treatment
refugee
poverty
Buddhism
method

Appendix 4: Kanji list

Foundation

| Strokes | Characters |
|---------|-----------------------------------|
| 1 | 一 |
| 2 | 二、七、八、九、十、人、入 |
| 3 | 三、千、万、下、口、才、山、川、子、女、大、小、上、土 |
| 4 | 五、六、円、日、月、火、水、木、牛、犬、元、今、手、中、天、分、友 |
| 5 | 四、外、右、左、市、出、生、田、白、本、目 |
| 6 | 百、気、行、字、耳、自、先、肉、年 |
| 7 | 何、見、言、私、村、町、男、来 |
| 8 | 金、学、国 |
| 9 | 県、食 |
| 10 | 家、校、高、時 |

Higher

| Strokes | Characters |
|---------|---------------------------------------|
| 4 | 化、午、公、少、心、切、父、文 |
| 5 | 古、写、冬、半、母、北、兄 |
| 6 | 安、会、休、好、西、寺、州、多、地、同、每、有、名、式 |
| 7 | 花、近、社、車、住、凶、赤、体、壳、作、弟 |
| 8 | 雨、英、画、京、空、事、所、青、知、長、店、東、物、和、使、夜、泳、姉、妹 |
| 9 | 映、音、海、前、後、思、持、室、春、秋、神、待、庭、風、昼、南、屋、茶 |
| 10 | 院、夏、帰、紙、書、真、病、勉、旅、料 |
| 11 | 教、強、魚、黒、週、雪、族、都、動、部、理、祭、終 |
| 12 | 飲、晚、間、場、番、朝、道、買、飯 |
| 13 | 園、漢、楽、新、鉄、電、働、話 |
| 14 | 駅、銀、語、読、聞 |
| 16 | 館 |
| 18 | 曜 |

Appendix 5: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles^[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, academics and advisors, teachers and students to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Subject Level Guidance* and *GCSE Subject Level Conditions and Requirements for Modern Foreign Languages*, published in April 2016.

^[1] Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 6*.

From Pearson's Expert Panel for World Class Qualifications

May 2014

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Professor Lee Sing Kong

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

Dr Peter Hill

Former Chief Executive ACARA

All titles correct as at May 2014

Appendix 6: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves:^[2]

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate. ^[3]

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

^[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

^[2] Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

^[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

Appendix 7: Codes

| Type of code | Use of code | Code |
|--|--|--|
| Discount codes | Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs. Discount codes are published by the DfE. | Please see the GOV.UK website* |
| Regulated Qualifications Framework (RQF) codes | Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation. | The QN for this qualification is: 603/1105/8 |
| Subject codes | The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications. | GCSE – 1JA0 |
| Paper codes | These codes are provided for reference purposes. Students do not need to be entered for individual papers. | Paper 1: 1JA0/01 Paper 2: 1JA0/02 Paper 3: 1JA0/03 Paper 4: 1JA0/04 |

*www.gov.uk/government/publications/2018-performance-tables-discount-codes

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 5. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

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Original origami artwork: Mark Bolitho

Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

ISBN 978 1 446 95644 1

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