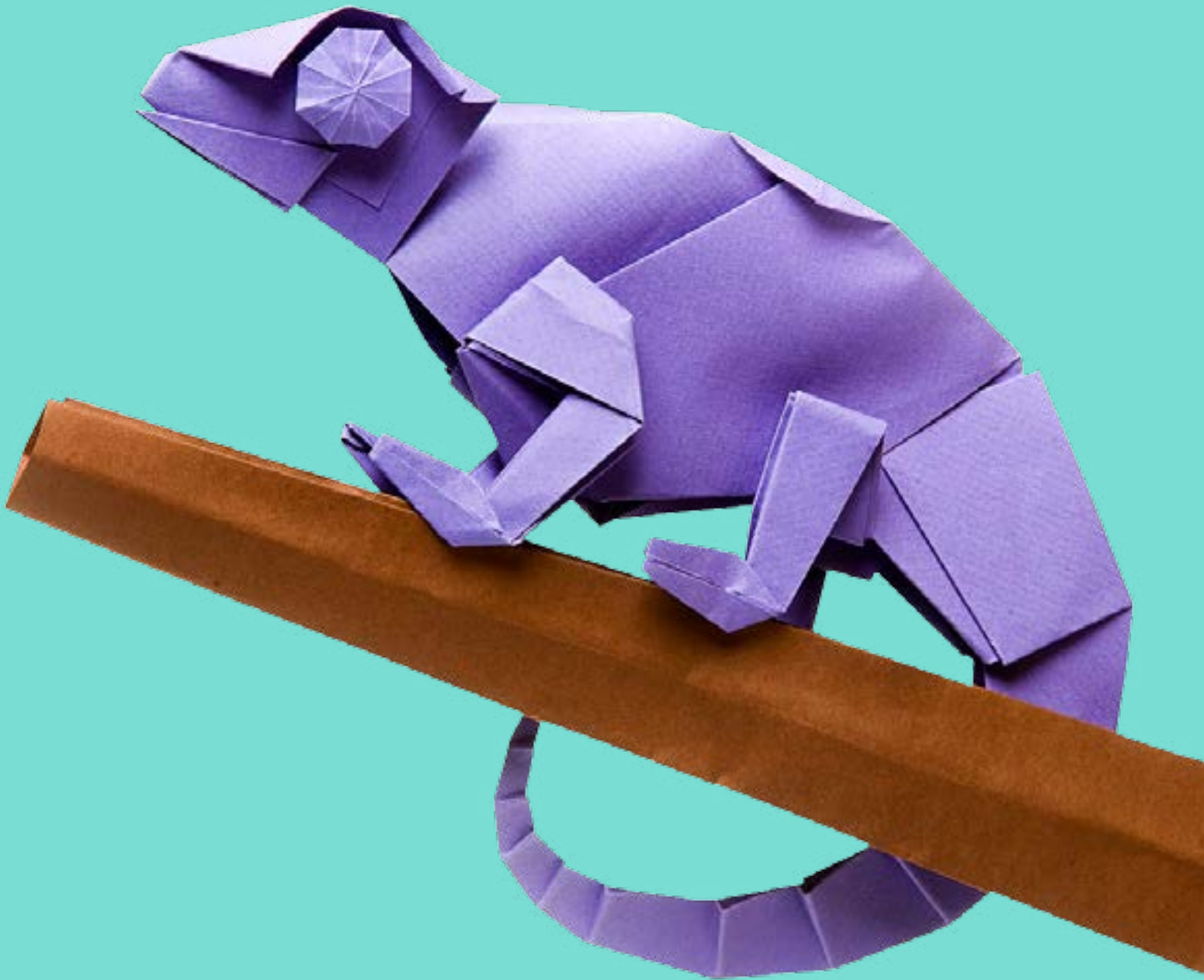


# GCSE (9-1) Japanese



## Specification

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

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*First teaching from September 2017*

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*First certification from June 2019*

Issue 1



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# 1 Introduction

## Why choose Edexcel GCSE Japanese?

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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

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## 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, led by Alistair Drewery, 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](http://qualifications.pearson.com)

## Qualification at a glance

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### 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 15 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

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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

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## 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.
- The listening audio files are available on our website.
- 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

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### 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.

- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three days before the student takes the assessment. This is to enable the teacher to prepare for the assessment.
- Students are presented with instructions in English but must communicate entirely in Japanese for the duration of the assessment.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- 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.
- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on USB or CD.
- 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 <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

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

#### Additional guidance

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

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

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

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

### Additional guidance

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

Errors that do not **hinder clarity**:

- errors that do not affect meaning, 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"><li>• Communicates limited information relevant to the topics and questions.</li><li>• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification.</li><li>• Uses limited vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the topics and questions.</li><li>• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification.</li><li>• Uses repetitive vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech.</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li></ul>



### **Additional guidance**

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

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

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

### Additional guidance

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

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

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

## Conversation: linguistic knowledge and accuracy – Foundation tier

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

### Additional guidance

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

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

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

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

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

Errors that **do not hinder clarity:**

- errors that do not affect meaning, 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 <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

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

#### Additional guidance

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

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

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.</li> <li>Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.</li> <li>Responses are generally coherent although errors occur that occasionally hinder clarity of communication.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions.</li> <li>Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions.</li> <li>Responses are coherent, any errors do not hinder the clarity of the communication.</li> </ul>

#### Additional guidance

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

Errors that **do not hinder clarity:**

- errors that do not affect meaning, 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"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech.</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.</li><li>• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.</li><li>• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.</li><li>• Pronunciation and intonation are intelligible and predominantly accurate.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.</li><li>• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.</li><li>• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.</li><li>• Pronunciation and intonation are consistently accurate and intelligible.</li></ul>



### **Additional guidance**

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

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

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

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

### Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.</li><li>Occasionally able to initiate and develop responses independently but regular prompting needed.</li><li>Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.</li></ul>
4–6	<ul style="list-style-type: none"><li>Responds spontaneously to some questions, interacting naturally for parts of the conversation.</li><li>Sometimes able to initiate and develop the conversation independently, some prompting needed.</li><li>Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.</li></ul>
7–9	<ul style="list-style-type: none"><li>Responds to most questions spontaneously, resulting in mostly natural interaction.</li><li>Mostly able to initiate and develop the conversation independently.</li><li>Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation.</li></ul>
10–12	<ul style="list-style-type: none"><li>Responds spontaneously and with ease to questions, resulting in natural interaction.</li><li>Consistently able to initiate and develop the conversation independently.</li><li>Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow.</li></ul>

#### Additional guidance

**Respond(s) spontaneously:** gives a relevant, impromptu response based on what they have heard.

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

## Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.</li> <li>Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.</li> <li>Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Manipulates grammatical structures with occasional variation, complex structures used but repetitive.</li> <li>Generally accurate grammatical structures, generally successful references to past, present and future events.</li> <li>Generally coherent speech although errors occur that sometimes hinder clarity of communication.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Manipulates a variety of grammatical structures, some variety of complex structures.</li> <li>Predominantly accurate grammatical structures, mostly successful references to past, present and future events.</li> <li>Predominantly coherent speech; errors occur but they rarely hinder clarity of communication.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Manipulates a wide variety of grammatical structures, frequent use of complex structures.</li> <li>Consistently accurate grammatical structures, consistently successful references to past, present and future events.</li> <li>Fully coherent speech; any errors do not hinder the clarity of the communication.</li> </ul>

### Additional guidance

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

- all grammar and structures 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

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### 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

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### 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 15 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 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"><li>• Some relevant, basic information without development</li><li>• Uses language to inform, give short descriptions and express opinions with limited success</li><li>• Uses limited selection of common vocabulary and expression with frequent repetition; written in hiragana</li></ul>
3–4	<ul style="list-style-type: none"><li>• Mostly relevant information, minimal extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with variable success</li><li>• Uses small selection of common vocabulary and expression with some repetition; written in hiragana</li></ul>
5–6	<ul style="list-style-type: none"><li>• Relevant information with occasional extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with some success</li><li>• Uses small selection of common vocabulary and expression with little repetition; written in hiragana</li></ul>

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

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

### Additional guidance

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

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

### Additional guidance

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

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

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

### Additional guidance

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

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

#### Additional guidance

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

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

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

#### Additional guidance

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

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

**Straightforward** grammatical structures 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"><li>• Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</li></ul>
2	<ul style="list-style-type: none"><li>• Meaning fully communicated with occasional errors that do not hinder clarity</li></ul>

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

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

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

### Additional guidance

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

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

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

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

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



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

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

### Additional guidance

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

- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

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

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but 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"> <li>• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas</li> <li>• Some effective adaptation of language to narrate, inform, interest/convince</li> <li>• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common vocabulary and expression, including a variety of mainly common kanji</li> <li>• Appropriate use of register and style with the occasional inconsistency</li> </ul>
5–8	<ul style="list-style-type: none"> <li>• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas</li> <li>• Frequently effective adaptation of language to narrate, inform, interest/convince</li> <li>• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression, including some variation in use of kanji</li> <li>• Appropriate use of register and style with few inconsistencies</li> </ul>
9–12	<ul style="list-style-type: none"> <li>• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas</li> <li>• Mostly effective adaptation of language, to narrate, inform, interest/convince</li> <li>• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, including a variety of kanji</li> <li>• Predominantly appropriate use of register and style</li> </ul>
13–16	<ul style="list-style-type: none"> <li>• Communicates detailed information relevant to the task, with consistently effective development of key points and ideas</li> <li>• Consistently effective adaptation of language to narrate, inform, interest/convince</li> <li>• Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, including a wide variety of kanji</li> <li>• Consistent use of appropriate register and style throughout</li> </ul>

## **Additional guidance**

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

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

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

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

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

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

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language</li> <li>• Occasional sequences of fluent writing, occasionally extended, well-linked sentences</li> <li>• Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, including some repetitive instances of complex language</li> <li>• Prolonged sequences of fluent writing, some extended, well-linked sentences</li> <li>• Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Uses a variety of grammatical structures including some different examples of complex language</li> <li>• Predominantly fluent response; frequent extended sentences, mostly well linked</li> <li>• Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Uses a wide variety of grammatical structures, including complex language</li> <li>• Fluent response throughout with extended, well-linked sentences</li> <li>• Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication</li> </ul>

### Additional guidance

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

- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

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

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but 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"><li>• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference</li><li>• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed</li></ul>
4–6	<ul style="list-style-type: none"><li>• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated</li><li>• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed</li></ul>
7–8	<ul style="list-style-type: none"><li>• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated</li><li>• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed</li></ul>
9–12	<ul style="list-style-type: none"><li>• The meaning of the passage is fully communicated</li><li>• Consistently accurate language and structures, any errors do not hinder clarity</li></ul>

#### 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
<b>AO1</b>	Listening – understand and respond to different types of spoken language	25
<b>AO2</b>	Speaking – communicate and interact effectively in speech	25
<b>AO3</b>	Reading – understand and respond to different types of written language	25
<b>AO4</b>	Writing – communicate in writing	25
<b>Total</b>		<b>100%</b>

## 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%
<b>Total for GCSE</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

## 3 Administration and general information

### Entries

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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](http://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](http://www.gov.uk/government/organisations/department-for-education)

Students should be advised that if they take two GCSEs with the same discount code, the schools and colleges to which they wish to progress 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 which have significant overlap of content. Before embarking on their programmes, students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress.

### Access arrangements, reasonable adjustments, special consideration and malpractice

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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](http://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](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto: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](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto: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](http://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

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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 AS and 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.



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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.

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

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

*\*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  
 での  
 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  
熱い  
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
すき焼き	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

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  
そば  
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

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  
せんきよ  
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  
ぶつきょう  
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、毎、 有、名、式
7	花、近、社、車、住、凶、赤、体、売、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<sup>[1]</sup> 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.

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<sup>[1]</sup> 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.'<sup>[1]</sup>

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:<sup>[2]</sup>

## 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. <sup>[3]</sup>

## 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.

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<sup>[1]</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

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

<sup>[3]</sup> PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

## Appendix 7: Codes

Type of code	Use of code	Code
Discount codes	<p>Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs.</p> <p>Discount codes are published by the DfE in the RAISEonline library (<a href="http://www.raiseonline.org">www.raiseonline.org</a>)</p>	FKJ
Regulated Qualifications Framework (RQF) codes	<p>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.</p> <p>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.</p>	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





**Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

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