



日本語

Specification

Edexcel GCSE in Japanese (2JA01)

Edexcel GCSE (Short Course)

in Japanese: Spoken Language (3JA0S)

Edexcel GCSE (Short Course)

in Japanese: Written Language (3JA0W)

For first certification 2014

Issue 2

Pearson Education Ltd is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Ltd administers Edexcel GCSE examinations.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Martin Stretton
Prepared by Matthew Gregory
Publications Code UG030021
All the material in this publication is copyright
© Pearson Education Limited 2012

Introduction

The Edexcel GCSE and Edexcel GCSE (Short Courses) in Japanese are designed for use in schools and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

About this specification

- Choice of focus in the speaking unit.
- 100% externally marked.
- Outcome based, single tier of assessment.
- Emphasis on active use and manipulation of language.
- Builds on best practice from previous Edexcel GCSE qualifications.
- Appropriate as additional or specialist learning (ASL) within the Diploma (Levels 1 and 2).
- Short Courses in two skills: listening and speaking or reading and writing.
- Provides logical progression route to GCE AS and Advanced studies.

Key subject aims

To enable students to develop:

- an understanding of Japanese in a variety of contexts
- a knowledge of Japanese vocabulary and structures
- transferable language learning skills
- the ability to communicate effectively in Japanese
- awareness and understanding of countries and communities where Japanese is spoken.

Contents

	Specification at a glance	4
A	Qualification content	8
	Knowledge, skills and understanding	8
	Common topic areas	9
	Choice of themes	10
	Unit 1 Listening and Understanding in Japanese	11
	Overview	11
	Content overview	11
	Assessment overview	11
	Unit 2 Speaking in Japanese	13
	Overview	13
	Content overview	13
	Assessment overview	14
	Assessment criteria	15
	Unit 3 Reading and Understanding in Japanese	17
	Overview	17
	Content overview	17
	Assessment overview	17
	Unit 4 Writing in Japanese	18
	Overview	18
	Content overview	18
	Assessment overview	18
	Assessment criteria for writing task 1	19
	Assessment criteria for writing task 2	21
B	Assessment	24
	Assessment summary	24
	Assessment Objectives and weightings	25
	Relationship of Assessment Objectives to units	26
	Entering your students for assessment	27
	Student entry	27
	Forbidden combinations and classification code	27

Contents

Access arrangements and special requirements	27
Equality Act 2010	28
Assessing your students	28
Your student assessment opportunities	28
Awarding and reporting	28
Unit results	29
Qualification results	29
Re-taking of qualifications	30
Language of assessment	30
Stretch and challenge	31
Malpractice and plagiarism	31
Student recruitment	31
Progression	31
Grade descriptions	32
C Resources, support and training	34
Edexcel resources	34
Edexcel publications	34
Endorsed resources	34
Edexcel support services	34
Training	35
D Appendices	36
Appendix 1 Key skills	37
Signposting	37
Development suggestions	37
Appendix 2 Wider curriculum	38
Signposting	38
Development suggestions	39
Appendix 3 Codes	40
Appendix 4 Grammar list	41
Appendix 5 Minimum core vocabulary list	46
Appendix 6 Kanji list	88

Specification at a glance

The Edexcel GCSE in Japanese consists of four units based on the following skills: speaking, listening, reading and writing.

The Edexcel GCSE (Short Course) in Japanese: Spoken Language is formed of two of these units (speaking and listening) and the Edexcel GCSE (Short Course) in Japanese: Written Language is formed of the other two units (reading and writing).

All qualifications offer choice, flexibility and focus.

The Edexcel GCSE Short Courses and the Edexcel GCSE is available for first certification in 2014.

Students may be entered for a short course at the end of Year 10 or Year 11, however it is no longer possible for students to 'top up' from a short course to the full GCSE.

Unit 1: Listening and Understanding in Japanese

*Unit code: 5JA01

- Externally assessed
- Availability: June

46% of
the total
GCSE
Short
Course

23% of
the total
GCSE

Overview of content

- This unit draws on vocabulary and structures from across the four specified **common topic areas** (in the *Common topic areas* section on page 9).
- Students will be tested on their ability to understand spoken Japanese. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.

Overview of assessment

- This unit is externally assessed.
- The examination consists of a number of passages or interactions in Japanese with a variety of question types. The spoken material will include both formal (for example a telephone message) and informal speech (for example social interaction). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.
- Timing: 45 minutes (plus 5 minutes' reading time).
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 2: Speaking in Japanese***Unit code: 5JA02**

- Externally assessed
- Availability: June

**54% of
the total
GCSE
Short
Course**

**27% of
the total
GCSE**

Overview of content

- The focus of the speaking unit will be **chosen by the centre in consultation with the student** and will relate to the following themes: **media, travel and culture** or **sport, leisure and work**.

Overview of assessment

- This unit is externally assessed.
- Students will be expected to demonstrate an ability to use the language for different purposes and in different settings although, these can relate to the same theme. The examination features two tasks.
 1. A focused, picture-based discussion or presentation (with follow-up questions related to a chosen theme).
 2. A general conversation related to a chosen theme.
- Students must undertake these tasks in a specified/timetabled assessment window between March and May and all performances must be recorded.
- Timing: 8-10 minutes in total with half of the time (approximately) spent on each task.
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 3: Reading and Understanding in Japanese

*Unit code: 5JA03

- Externally assessed
- Availability: June

46% of
the total
GCSE
Short
Course

23% of
the total
GCSE

Overview of content

- This unit draws on vocabulary and structures from across the four specified **common topic areas** (in the *Common topic areas* section on page 9).
- Students will be tested on their ability to understand written Japanese. Testing is through a variety of tasks which require a response (either written or non-verbal), to demonstrate their understanding.

Overview of assessment

- This unit is externally assessed.
- The examination consists of a number of short texts, notices or short news reports in Japanese which include a range of settings and styles both formal and informal (for example text messages, advertisements, emails). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.
- Timing: 55 minutes.
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 4: Writing in Japanese***Unit code: 5JA04**

- Externally assessed
- Availability: June

**54% of
the total
GCSE
Short
Course**

**27% of
the total
GCSE**

Overview of content

- Students will produce **two** pieces of Japanese writing in response to a choice of questions that relate to the prescribed themes of this specification: **media, travel and culture** or **sport, leisure and work**.

Overview of assessment

- The writing unit is externally assessed through an examination paper consisting of **two** tasks from a choice of eight. The tasks and related assessment criteria have been designed to accommodate a wide range of student profiles and reward work from grades G to A*.
- The papers reward students for effective communication and knowledge and application of language (as well as accuracy in the second longer task). Tasks will be set in English to ensure that assessment is not over reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, the task provides opportunities for stretch and challenge through a more extended writing requirement.
- Timing: 1 hour.
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

A Qualification content

Knowledge, skills and understanding

Knowledge and understanding

This Edexcel GCSE in Japanese requires students to develop their knowledge of vocabulary and structures in a range of settings which:

- are of relevance and interest to the student
- correspond to students' level of maturity
- reflect, and are appropriate to, the culture of countries and communities where the language is spoken
- relate, where appropriate, to other areas of the curriculum.

Skills

The Edexcel GCSE in Japanese qualification requires students to:

- listen and respond to different types of spoken language
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification.

The Edexcel GCSE (Short Course) in Japanese: Spoken Language qualification requires students to:

- listen and respond to different types of spoken language
- communicate in speech for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification.

The Edexcel GCSE (Short Course) in Japanese: Written Language qualification requires students to:

- read and respond to different types of written language
- communicate in writing for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification.

Edexcel has prescribed the following four common topic areas and linked sub-topics. These, together with the minimum core vocabulary list (*Appendix 5*) have been produced to aid teachers in planning and preparing students for success in *Unit 1: Listening and Understanding in Japanese* and *Unit 3: Reading and Understanding in Japanese*.

Common topic areas

The papers for listening and reading skills refer to the generic content areas specified below and feature scenarios set in a country where Japanese is spoken. All students, regardless of their chosen pathway and theme(s), will be expected to become familiar with them.

Out and about

- Visitor information
- Basic weather
- Local amenities
- Accommodation
- Public transport
- Directions

Customer service and transactions

- Cafés and restaurants
- Shops
- Dealing with problems

Personal information

- General interests
- Leisure activities
- Family and friends
- Lifestyle (healthy eating and exercise)

Future plans, education and work

- Basic language of the internet
- Simple job advertisements
- Simple job applications and CV
- School and college
- Work and work experience

Choice of themes

For speaking and writing units, content will relate to the following broad themes. However, as the qualification provides flexibility, choice and, in the speaking unit, scope for personalised learning, students are free to focus on one of the following.

Theme	Possible related content
	<i>The following content is indicative only.</i>
1. Media, travel and culture	Music/film/reading
	Fashion/celebrities/religion
	Blogs/internet
	Holidays
	Accommodation
2. Sport, leisure and work	Eating, food, drink
	Hobbies/interests
	Sporting events
	Lifestyle choices
	Work experience/part-time jobs
	Product or service information

Students can follow a vocationally focused pathway through the choice of theme in the speaking unit. Students should be familiar with all of the above themes for the writing unit.

Unit 1 Listening and Understanding in Japanese

Overview

Content overview

To prepare students for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas as listed on page 9 and, where appropriate, building on the Key Stage 3 Programme of Study. Students should become accustomed to hearing Japanese language in a range of styles or different registers and in a variety of contexts, as appropriate to their age and level of understanding. Material used will feature both male and female voices and represent different age groups. Featured scenarios and situations are generally set in a Japanese-speaking country or community and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

- The general content of the assessment tasks should be familiar and accessible to students.
- Students must demonstrate their understanding of pre-recorded spoken language. The recordings feature male and female native Japanese speakers who will speak at a rate that is appropriate to the expected level of students' understanding.
- In addition to the time indicated below, students have 5 minutes in which to read through the paper before the examination starts. This provides an opportunity for students to familiarise themselves with the length and the layout of the examination paper before hearing the recordings.
- Timing: 45 minutes (plus 5 minutes' reading time).
- Each passage of Japanese 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.
- The recordings are sent out in CD ROM format or as sound files that can be accessed via a secure download.
- The examination paper features questions that are asked in English requiring non-verbal responses. A number of question types are used for this, including multiple-choice and matching exercises. A mixture of visual and short verbal cues in English may be provided.

- Students are also required to give their own short/written English-language responses (two or three words may suffice) to certain questions.
- To encourage students to complete the entire paper, the paper follows a 'peaks and troughs' model which means that questions appear in a mixed order rather than in order of increasing difficulty.
- The paper carries a total of 50 marks.
- The question titles and rubrics will be in English throughout the paper.

Unit 2 Speaking in Japanese

Overview

Content overview

- Students are required to develop oral communication skills in different settings and for different purposes related to one (or both) of the following themes:
 - media, travel and culture
 - sport, leisure and work.
- The above themes are broad and offer students scope to engage in activities that coincide with their true interests, experience and aspirations. Assessment scenarios should provide opportunities for them to demonstrate knowledge and understanding of Japanese language and grammar as well as to present, discuss, interact, respond to questions, express feelings and give opinions in Japanese. Students, in negotiation with their teacher, can choose to relate their speaking assessments to either of the above themes. Alternatively, they may undertake one task linked to *media, travel and culture* and relate the other task to *sport, leisure and work*.
- Teachers are encouraged to engage students in a variety of speaking activities as they develop their language skills. These may range from participating in a simple 1:1 conversation to a more complex group discussion or podcast production. Some possible subtopics appear on page 10 and many more are possible.
- Students are expected to develop an appropriate awareness and understanding of the culture and society of Japanese-speaking countries and communities as part of their Japanese language study.

Assessment overview

- Students must undertake **two** separate speaking tasks, each linked to one or more of the prescribed themes. These must include both of the following task types:
 - picture-based discussion (or presentation) with follow-up questions
 - general conversation linked to a theme.
- Each task should last for approximately 4-5 minutes and must occur in a timetabled assessment window usually between March and May. Exact dates will be published on the GCSE examinations timetable.
- Students must engage in a **discussion related to a picture** (or other visual) that they have chosen **or** give a **presentation** (1 to 2 minutes maximum) and then respond to a series of linked follow-up questions and answers. These tasks give students choice of content and, therefore, enable them to take some ownership of their assessment. It is intended that students use the picture as a prompt to discussion and that it relates to something they have some interest or involvement in (for example an activity, club or a place). It is not envisaged that students will be presented with an unseen picture a few minutes prior to assessment or that they are asked in-depth questions on every aspect of its visual content. Similarly, students giving a presentation must be able to choose its content and prepare. Students can prepare for picture/or presentation-based assessment on an individual basis in advance of the assessment and must be permitted access to an appropriate bilingual dictionary during this time.
- Students may refer to an A5 sheet of paper with bulleted notes (30 words maximum).

As the assessment for both task types is outcome based, teachers should ensure that they ask questions which are sufficiently challenging to maximise student performance. Teachers should be familiar with the general content of their students' discussions and/or presentations in advance so that they can prepare accordingly. However, it is important that teachers **do not** inform students in advance about the specific questions that they intend to use in the live assessments and **do not** rehearse specific individual assessments.

The **general conversation** enables students to demonstrate that they can present information and give opinions as well as interact effectively with another Japanese speaker. This task is linked to a chosen theme. Students must be given an opportunity to respond to unpredictable language and teachers should generally ensure that they provide adequate opportunities for students to perform at their optimal level. It is, therefore, important that teachers do **not** prepare a specific list of questions with their students in advance.

The tasks will attract a maximum of 50 marks (25 marks for each task) in accordance with the following assessment criteria. Marks are awarded for *content and response*, *range of language* and *accuracy*. Students are able to score the highest marks without perfect or native speaker level Japanese.

Assessment criteria

The following grids are common to all task types undertaken in this unit.

Content and response	Mark
<ul style="list-style-type: none"> • Very confident and fluent. • Frequently takes initiative and develops elaborate responses. • No difficulty in explaining wide range of ideas and points of view. • Very little or no hesitation. 	13-15
<ul style="list-style-type: none"> • Speaks confidently. • Takes initiative and develops more elaborate responses. • Expresses and explains ideas and points of view without undue difficulty. • Little hesitation and little or no prompting necessary. 	10-12
<ul style="list-style-type: none"> • Able to participate in familiar, straightforward discussions and conversations, but experiences problems with more complex question forms. • Conveys opinions, but rarely expands. • Some hesitation, but able to deal with some unpredictable elements. 	7-9
<ul style="list-style-type: none"> • Able to convey some simple information and opinions without ambiguity, but responses very limited. • Very hesitant and reliant on teacher-examiner prompting. 	4-6
<ul style="list-style-type: none"> • Conveys very little relevant information in minimal responses (mainly one-word replies) • Very limited comprehension of basic questions. • Wholly reliant on teacher-examiner prompting. 	1-3
<ul style="list-style-type: none"> • No rewardable content. 	0

Range of language	Mark	Accuracy	Mark
<ul style="list-style-type: none"> • Uses wide range of appropriate vocabulary and structures, including some complex lexical items. • Consistently competent use of different tenses. 	5	<ul style="list-style-type: none"> • Very accurate, with only isolated and usually insignificant errors. • Consistently good pronunciation and intonation. 	5
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	4	<ul style="list-style-type: none"> • Some errors, especially in more complex structures, but generally accurate. • Pronunciation and intonation generally good. 	4
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	3	<ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Pronunciation and intonation generally accurate. 	3
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. 	2	<ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Pronunciation generally understandable. 	2
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1	<ul style="list-style-type: none"> • Consistently inaccurate language and pronunciation frequently impede basic communication. • Only isolated examples of accurate language. 	1
<ul style="list-style-type: none"> • No rewardable language. 	0	<ul style="list-style-type: none"> • No rewardable language. 	0

Unit 3 Reading and Understanding in Japanese

Overview

Content overview

To prepare students adequately for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas (page 9) and, where appropriate, build on the Key Stage 3 Programme of Study. Students should be presented with Japanese language in a range of styles or registers and in a variety of different contexts as appropriate to their age and level of understanding. In the question paper, students will encounter text in different fonts and formats, for example, short printed messages, advertisements and email messages. Material presented will usually relate to a Japanese-speaking country or community and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

- Students will be asked to demonstrate their understanding of a number of short texts. The texts will be in a range of contexts and styles, both formal and informal.
- A number of question types are used, including multiple-choice and matching exercises, and a mixture of visual and short verbal cues in English is provided.
- In addition, the paper awards marks for students' short written English-language responses (two or three words may suffice) to certain questions. To encourage students to complete the entire paper, the paper follows a 'peaks and troughs' model which means that questions appear in a mixed order rather than in order of increasing difficulty.
- Some questions may involve non-verbal Japanese language responses (for example selection of an appropriate Japanese language response from a list) and these will appear towards the end of the paper.
- Timing: 55 minutes.
- The paper carries a total of 50 marks.
- The question titles and rubrics will be in English throughout the paper.

Unit 4 Writing in Japanese

Overview

Content overview

- To prepare students for this unit, teachers should present and exploit a range of vocabulary relevant to one (or both) of the themes below:
 - media, travel and culture.
 - sport, leisure and work.
- Students need to demonstrate that they can apply their knowledge and understanding of Japanese language and grammar to write effectively in Japanese for different purposes and in different contexts. Consequently, the examination paper requires students to undertake both a short task (for example, a simple email message) and a more extended Japanese writing task in which students can inform, describe, provide detail, express feelings or give opinions.

Assessment overview

- The writing unit is externally assessed through an examination paper consisting of **two** tasks. These have been designed to accommodate a wide range of student profiles and rewards work from grades G to A*.
- The papers reward students for effective communication and knowledge and application of language as well as accuracy in the second longer task. Tasks will be set in English to ensure that the assessment is not over-reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, this task also provides opportunities for stretch and challenge through extended writing. Students must be given access to an appropriate bilingual dictionary in Tasks 1 and 2.
- Task 1: Students are required to produce a short writing task in Japanese (75-180 characters) in response to a choice of four questions that relate to both of the prescribed themes. The task is assessed for communication and knowledge and application of language only.
- Task 2: Students will be expected to produce some extended writing in Japanese (at least 300 characters). They must choose one of four possible tasks that relate to both of the prescribed themes. Tasks offer opportunities for students to narrate, express opinions and to justify points of view. The task is assessed for communication, knowledge and application and accuracy of language.

- Students will have one hour to complete this paper.
- The tasks attract a maximum of 50 marks in accordance with the following assessment criteria.

Assessment criteria for writing task 1

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	9-10
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious. 	7-8
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole. 	5-6
<ul style="list-style-type: none"> • Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read. 	3-4
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker. 	1-2
<ul style="list-style-type: none"> • No content worthy of credit. 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	7-8
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	5-6
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task. 	3-4
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0

A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy.

Assessment criteria for writing task 2

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	13-15
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious. 	10-12
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole. 	7-9
<ul style="list-style-type: none"> • Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read. 	4-6
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker. 	1-3
<ul style="list-style-type: none"> • No content worthy of credit. 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	7-8
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	5-6
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task. 	3-4
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0

Accuracy	Mark
<ul style="list-style-type: none"> • Very accurate, though not necessarily faultless. • Consistently good spelling and manipulation of language. • Secure when using more complex language with only a few minor errors. 	5
<ul style="list-style-type: none"> • Generally accurate language. • Most spelling and verb forms correct. • When more complex structures are attempted, accuracy can be more variable. 	4
<ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Straightforward and familiar language fairly accurately spelt and manipulated. • Verbs more correct than incorrect. • The work is clearly more accurate than inaccurate. 	3
<ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Frequent misspellings. • Frequent incorrect verb forms. 	2
<ul style="list-style-type: none"> • Consistently inaccurate language and misspellings frequently impede basic communication. • Only isolated examples of accurate language and verb formation. 	1
<ul style="list-style-type: none"> • No language worthy of credit. 	0

A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy.

B Assessment

Assessment summary

Units 1, 2, 3 and 4 are external units, set and marked by Edexcel.

Summary of table of assessment

Unit 1	Listening and Understanding in Japanese	Unit code: 5JA01
--------	---	------------------

This unit is externally set and assessed and can be entered in June only.

The examination consists of a number of passages or interactions in Japanese with a variety of question types. The spoken material will include both formal (for example a telephone message) and informal speech (for example social interaction). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.

Content relates to prescribed common topic areas.

Timing: 45 minutes (plus 5 minutes' reading time).

Total number of marks is 50.

Unit 2	Speaking in Japanese	Unit code: 5JA02
--------	----------------------	------------------

This unit is externally marked and involves students carrying out **two** different tasks related to a chosen theme (or themes). Tests are conducted by the teacher in a specified assessment window. The assessment criteria primarily reward students for *communication (content and response)* although additional marks are awarded for *range of language* and *accuracy*.

Timing: 8-10 minutes in total (equally divided across both tasks).

Total number of marks is 50.

Unit 3	Reading and Understanding in Japanese	Unit code: 5JA03
--------	---------------------------------------	------------------

This unit is externally set and assessed and can be entered in June only.

The examination consists of a number of short texts, notices or short news reports in Japanese which include a range of settings and styles both formal and informal (for example text messages, advertisements, emails). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.

Content relates to prescribed common topic areas.

Timing: 55 minutes.

Total number of marks is 50 marks.

Unit 4 Writing in Japanese**Unit code: 5JA04**

The writing unit is externally assessed through an examination paper consisting of **two** tasks from a choice of eight. The tasks and related assessment criteria have been designed to accommodate a wide range of student profiles and reward work at grades from G to A*.

The papers reward students for effective communication and knowledge and application of language (as well as accuracy in the second longer task). Tasks will be set in English to ensure that assessment is not overreliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, the task provides opportunities for stretch and challenge through a more extended writing requirement.

Timing: 1 hour.

The number of marks is 50.

Assessment Objectives and weightings

	% in GCSE Short Course (Spoken Language)	% in GCSE Short Course (Written Language)	% in GCSE
AO1: Understand spoken language.	46%	0%	23%
AO2: Communicate in speech.	54%	0%	27%
AO3: Understand written language.	0%	46%	23%
AO4: Communicate in writing.	0%	54%	27%
TOTAL	100%	100%	100%

Relationship of Assessment Objectives to units

Edexcel GCSE in Japanese

Unit number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	23%	0%	0%	0%	23%
Unit 2	0%	27%	0%	0%	27%
Unit 3	0%	0%	23%	0%	23%
Unit 4	0%	0%	0%	27%	27%
Total for GCSE	23%	27%	23%	27%	100%

Edexcel GCSE (Short Course) in Japanese: Spoken Language

Unit number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	46%	0%	0%	0%	46%
Unit 2	0%	54%	0%	0%	54%
Unit 3	0%	0%	0%	0%	0%
Unit 4	0%	0%	0%	0%	0%
Total for GCSE Short Course	46%	54%	0%	0%	100%

Edexcel GCSE (Short Course) in Japanese: Written Language

Unit number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	0%	0%	0%	0%	0%
Unit 2	0%	0%	0%	0%	0%
Unit 3	0%	0%	46%	0%	46%
Unit 4	0%	0%	0%	54%	54%
Total for GCSE Short Course	0%	0%	46%	54%	100%

Entering your students for assessment

Student entry

From summer 2014 onwards students will be required to sit all their examinations at the end of the course.

Details of how to enter students for this qualification can be found in Edexcel's *UK Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com

Forbidden combinations and classification code

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the JCQ policy Access Arrangements, Reasonable Adjustments and Special Consideration
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information relating to the Equality Act 2010.

Assessing your students

The first assessment opportunity for all units of this qualification will take place in the June 2014 series and in each following June series for the lifetime of the qualification.

Your student assessment opportunities

Unit	June 2014	June 2015
Unit 1: Listening and Understanding in Japanese	✓	✓
Unit 2: Speaking in Japanese	✓	✓
Unit 3: Reading and Understanding in Japanese	✓	✓
Unit 4: Writing in Japanese	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulations (Ofqual). The GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

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

Unit results

The minimum uniform marks required for each grade for each unit:

Units 1 and 3

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 70	63	56	49	42	35	28	21	14

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–13.

Units 2 and 4

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 80	72	64	56	48	40	32	24	16

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–15.

Qualification results

The minimum uniform marks required for each grade:

GCSE in Japanese, cash-in code: 2JA01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 300	270	240	210	180	150	120	90	60

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–59.

GCSE (Short Course) in Japanese: Spoken Language, cash-in code: 3JA0S

GCSE (Short Course) in Japanese: Written Language, cash-in code: 3JA0W

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 150	135	120	105	90	75	60	45	30

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–29.

Re-taking of qualifications

Students wishing to re-take this GCSE and GCSE short course are required to re-take all the units in the qualification.

Language of assessment

Assessment of this specification will be available in Japanese although some questions will be set in English and require responses in English. Assessment materials will be published in English and in Japanese (where appropriate).

Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- a requirement to use and recognise complex language structures and grammar
- a requirement to recognise and conveying feelings and opinions
- use of open-ended questioning and stimuli
- a requirement to communicate effectively and accurately in the target language (Units 2 and 4)
- a requirement to produce extended target language.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is 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.

Progression

This qualification offers a suitable progression route to GCE AS and GCE Advanced Level in Japanese language study as well as other Level 3 qualifications. In addition, the study of one language at GCSE level can facilitate and help promote the learning of other languages.

The qualification may also add to an individual's employability profile.

Grade descriptions

<p>A</p>	<p>Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.</p> <p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.</p> <p>They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.</p> <p>They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.</p>
<p>C</p>	<p>Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.</p> <p>They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.</p> <p>They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.</p> <p>They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.</p>

F

Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.

They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.

They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.

They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

C Resources, support and training

Edexcel resources

The resources from Edexcel provide you and your students with comprehensive support for our GCSE Japanese qualification. These materials have been developed by subject experts to ensure that you and your department have appropriate resources to deliver the specification.

Edexcel publications

You can order further copies of the specification, sample assessment materials (SAMs) and teacher's guide documents from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publication.orders@edexcel.com
Website: www.edexcel.com

Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access this service at www.edexcel.com/ask.

We're always looking to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching before you submit the question to us.

Support for Students

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- Understand subject specifications
- Access past papers and mark schemes
- Find out how to get exams remarked
- Learn about other students' experiences at university, on their travels and entering the workplace

We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners.

www.edexcel.com/students

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

D Appendices

Appendix 1	Key skills	37
Appendix 2	Wider curriculum	38
Appendix 3	Codes	40
Appendix 4	Grammar list	41
Appendix 5	Minimum core vocabulary list	46
Appendix 6	Kanji	88

Appendix 1 Key skills

■ ■ Signposting

Key skills (Level 2)	Unit 1	Unit 2	Unit 3	Unit 4
Communication				
C2.1a		✓		
C2.1b		✓		
C2.2				✓
C2.3				✓
Information and communication technology				
ICT2.1				✓
ICT2.2				✓
ICT2.3				✓
Improving own learning and performance				
LP2.1	✓	✓	✓	✓
LP2.2	✓	✓	✓	✓
LP2.3	✓	✓	✓	✓
Working with others				
WO2.1		✓		✓
WO2.2		✓		✓
WO2.3		✓		✓

Teachers should note that assessment of the key skill of communication must be in English, Irish or Welsh and that, although foreign language study clearly presents opportunities to develop skills in communication, assessment in the foreign language is not appropriate. For this qualification, all key skills communication evidence must be in English.

■ ■ Development suggestions

Please refer to the Edexcel website (www.edexcel.com) for key skills development suggestions.

Appendix 2 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual				✓
Moral		✓		
Ethical		✓		
Social				✓
Cultural			✓	
Citizenship	✓		✓	
Environmental	✓			
European initiatives				✓
Health and safety		✓		
Legislative		✓		✓
Economic		✓		
Sustainable development		✓		✓

In addition to acquiring knowledge about language structures and developing of practical language skills, effective language learning involves a promotion of cultural understanding. This specification requires students to consider a range of common topic areas, to focus on one or more broad themes and develop an appreciation of the culture and society of Japanese-speaking countries and communities. Consequently, teachers can link their students' language study to the issues listed above.

Development suggestions

Issue	Units	Opportunities for development or internal assessment
Spiritual	Unit 4	A student may produce a report on a particular religious festival and reflect on its meaning and significance.
Moral	Unit 2	A student could refer to a moral tension that young people face when discussing an aspect of youth culture.
Ethical	Unit 2	A student might wish to deliver a presentation advocating 'fair trade' business.
Social	Unit 4	A student considering work issues might produce a piece of writing on voluntary work and related social issues.
Cultural	Unit 3	Reading a short passage on visitor information, a student might become more aware of the different cultural activities and facilities available.
Citizenship	Units 1 and 3	When undertaking listening and reading activities, related to the prescribed common topic areas, students may become aware of issues that can be linked to citizenship.
Environmental	Unit 1	A student might hear a recording in Japanese referring to the environmental benefits of public transport.
European initiatives	Unit 4	A student undertaking written work on a local amenity or visitor attraction may discover that it has been partly supported through the European Regional Development Fund.
Health and safety	Unit 2	A student giving an oral presentation on a healthy lifestyle may refer to the negative impact of smoking, alcohol or drug abuse.
Legislative	Units 2 and 4	Students may, through projects related to the world of work, become aware of workplace-related legislation.
Economic	Units 2	A student undertaking work related to the leisure industry may become aware of the contribution of this sector to different national economies.
Sustainable development	Units 2 and 4	A student considering travel-related issues may consider projects that promote sustainable tourism.

Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	6010
National Qualifications Framework (NQF) codes	<p>Each qualification title is allocated a National Qualifications Framework (NQF) code.</p> <p>The National Qualifications Framework (NQF) 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 is the number that will appear on the student's final certification documentation.</p>	<p>The QNs for the qualifications in this publication are:</p> <p>GCSE in Japanese 500/4461/8</p> <p>GCSE (Short Course) in Japanese: Spoken Language 500/4415/1</p> <p>GCSE (Short Course) in Japanese: Written Language 500/4499/0</p>
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	<p>Unit 1 – 5JA01</p> <p>Unit 2 – 5JA02</p> <p>Unit 3 – 5JA03</p> <p>Unit 4 – 5JA04</p>
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when claiming students' qualifications.	<p>GCSE in Japanese – 2JA01</p> <p>GCSE (Short Course) in Japanese: Spoken Language – 3JA0S</p> <p>GCSE (Short Course) in Japanese: Written Language – 3JA0W</p>
Entry codes	<p>The entry codes are used to:</p> <ul style="list-style-type: none"> enter a student for the assessment of a unit aggregate the student's unit to obtain the overall grade for the qualification. 	Please refer to the Edexcel <i>UK Information Manual</i> , available on the Edexcel website.

Appendix 4 Grammar list

Students will be expected to have acquired knowledge and understanding of the following aspects of the grammar of the target language during their course.

Copula

Polite form

です

では・じゃありません

でした

では・じゃありませんでした

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

Linking form

で (父はアメリカ人で、55才です。)

Questions

Use of か to form a question

Questions words いつ、どこ、だれ、何、どう、いかが、どのくらい、

どのぐらい、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 (何週間、何人)

Or questions (バスで行きますか、タクシーで行きますか。)

Question word plus も plus negative (何も食べませんでした)

Question word plus も for 'everything' etc (どれもおいしいです)

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

Question word plus でも for 'anywhere' etc (どこでも行きます。)

Numbers and counting

Numbers 1 – 100,000,000

つ series

Counters: まい、本、さつ、ひき、だい、人、番、才、目、円、かい、

はい (cups of drinks)

Verbs

Polite form

ます

ません

ました

ませんでした

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

ましょう (か)

+たいです (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, 映画を見に行きます。

+ ながら

Endings with て form

+ ください

+ もいいです

+ はいけません

+ て、て、て link (eg 朝起きて、朝ご飯を食べて、学校へ行きます)

+ てから (勉強してから、テレビを見ます。)

+ ています for present progressive (テレビを見ています)

for present state (銀行につとめています)

Endings with ない form

ないでください (eg この部屋に入らないでください)

Endings derived from た form

たり、たりします (eg 買い物をしたり、映画を見たりします)

た後で、 (eg 勉強した後で、あそびに行きます)

たことがあります (日本へ行ったことがあります。)

Endings with dictionary form

前に、 (eg ご飯を食べる前に、手を洗います)

つもり (eg 大学で日本語を勉強するつもりです)

よてい (eg 来年日本に行くよていです)

ことができます (eg 私は泳ぐことができます)

ことが好きです (eg 料理をすることが好きです)

Specific verbs

Verbs of existence ある and いる

With location, eg 新聞はつくえの上にあります。

With です replacing the verb 新聞はつくえの上です。

With quantity 部屋に子供が三人います。

Verbs of giving and receiving あげる and もらう

Linking sentences

が eg 教室に行きましたが、ひろこさんはいませんでした。

から for reasons スポーツが好きですから、野球クラブに入りました。

今日は遠足に行きません。雨が降っていますから。

.....し...し

Giving an opinion

Use of と思います。

Dates and time

Telling the date (including 年)

Giving the date

Days of the week

時間 for length of time

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

I adjectives

With a noun eg 赤い花

As a sentence ending: Polite form 赤いです、赤くないです、赤くありません
赤かったです、赤くなかったです

Plain form 赤い、赤くない、赤かった、赤くなかった

Linking form 赤くて (eg この花は赤くてきれいです。)

As an adverb 安く (eg このくつは安く買いました) (including くなる、くする)

Na Adjectives

With a noun 静かな公園

As a sentence ending: Polite form 静かです、静かではありません、静かじゃありません、
静かでした、静かじゃありませんでした、
静かではありませんでした

Plain form 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

Linking form 静かで (eg この公園は静かでいいです)

As an adverb 静かに (eg 静かにしてください) (including になる、にする)

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

Of (non) completion もう、まだ

Particles

か	(1) For questions	これはりんごですか。
	(2) For or	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	これは私の車です。
	(2) For pronoun	大きいのをください。
	(3) For apposition	シルクのネクタイを買いました。
は	(1) For subject	私は高校生です。
	(2) For negative	テニスは好きじゃありません。
	(3) For contrast	肉は食べますが、魚は食べません。
も	(1) Also	私はイギリス人です。トム君もイギリス人です。
	(2) Both... and...	りんごもバナナも好きです。
で	(1) For location	プールで泳ぎます。
	(2) For a tool	バスで行きます。フォークで食べます。
	(3) After a number	三人で行きました。四つで百円です。
	(4) For a reason	病気で学校を休みました。
へ	With verbs of motion	学校へ行きます。
を	(1) With direct object	コーヒーを飲みます。
	(2) With certain verbs	公園をとります。
や	For non-exclusive and	バナナやりんごを買いました。
と	(1) For and	新聞とざっしを買いました。
	(2) For with	父と町に行きました。

に	(1) After a time	三時に行きます。
	(2) With verbs of motion	公園に行きます。
	(3) With verbs of existence	本は教室にあります。
	(4) For an indirect object	弟に本を読みます。
	(5) For frequency	一日に三回薬を飲みます。
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。
だけ	Only	一つだけください。
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。
でも	Suggested example	お茶でも飲みませんか。
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。

NB: Some of the particles above may be used as double particles, but a detailed treatment of double particles is not expected.

Appendix 5 Minimum core vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It is a minimum core generic vocabulary that all students will need to acquire (regardless of chosen theme). It is an essential vocabulary list that students should refer to and build on when preparing for listening and reading examinations.

All assessment tasks in Unit 1: Listening and Understanding in Japanese and Unit 3: Reading and Understanding in Japanese targeted at grades G-C will be based on this vocabulary list. Occasional glossing of individual words may occur in the examinations although this will be avoided whenever possible.

In the speaking and writing units, it is important to note that the vocabulary requirements, even within each of the chosen pathways (media, travel and culture or sport, leisure and work), could vary between students.

If the whole word can be written with GCSE Kanji, it is written as such. However, if the word includes one or more of Kanji above GCSE level, it is written in Hiragana

High frequency language (multiple contexts)

Verbs

会う	<i>to meet, see</i>
上がる	<i>to go up</i>
あく	<i>to open (intransitive)</i>
あける	<i>to open (transitive)</i>
あそぶ	<i>to play, have a good time</i>
あつまる	<i>to gather</i>
あつめる	<i>to collect</i>
あらう	<i>to wash</i>
あるく	<i>to walk</i>
安心 (する)	<i>(to be) relieved</i>
言う	<i>to say</i>
行く	<i>to go</i>
いそぐ	<i>to hurry</i>
いる	<i>to need</i>

入れる	<i>to put in</i>
うける	<i>to receive, sit exams</i>
うたう	<i>to sing</i>
うつ	<i>to hit, type</i>
うまくいく	<i>to succeed, go well</i>
売る	<i>to sell</i>
うんでん (する)	<i>to drive</i>
えらぶ	<i>to choose</i>
おきる	<i>to get up, to take place, happen</i>
おく	<i>to put, place</i>
おくる	<i>to send</i>
おくれる	<i>to be late</i>
おこる	<i>to get angry</i>
教える	<i>to teach, tell</i>
おす	<i>to push</i>
おちる	<i>to fall, fail (exams)</i>
おとす	<i>to drop</i>
おぼえる	<i>to remember, memorise</i>
思い出す	<i>to remember, recall</i>
思う	<i>to think</i>
おわる	<i>to finish, end</i>
買う	<i>to buy</i>
かえす	<i>to return, give back</i>
帰る	<i>to return, go home</i>
かえる	<i>to change</i>
かかる	<i>to cost (money), take (time)</i>
書く	<i>to write</i>
かす	<i>to lend</i>
かつ	<i>to win</i>
かりる	<i>to borrow, rent</i>
かわる	<i>to change</i>

かんがえる	<i>to think, consider</i>
がんばる	<i>to try hard</i>
聞く	<i>to hear, listen, ask</i>
聞こえる	<i>to be able to hear</i>
きまる	<i>to be decided</i>
きめる	<i>to decide</i>
切る	<i>to cut</i>
きる	<i>to wear</i>
気をつける	<i>to be careful, mind</i>
くらべる	<i>to compare</i>
来る	<i>to come</i>
けいかく (する)	<i>(to) plan, project, organise</i>
けいけん (する)	<i>(to) experience</i>
けす	<i>to turn off</i>
けんか (する)	<i>(to) fight, argue</i>
けんきゅう (する)	<i>(to) study, research</i>
こたえる	<i>to answer</i>
こまる	<i>to be at a loss, be in trouble</i>
ころぶ	<i>to fall over</i>
こわす	<i>to break (transitive)</i>
こわれる	<i>to break (intransitive)</i>
さがす	<i>to look for</i>
下がる	<i>to go down</i>
さわる	<i>to touch</i>
さんぽ (する)	<i>(to go for) a walk</i>
しっぱい (する)	<i>(to) fail</i>
しつもん (する)	<i>(to ask) a question</i>
しぬ	<i>to die</i>
しまる	<i>to close (intransitive)</i>
しめる	<i>to close (transitive)</i>
じゅんび (する)	<i>(to) prepare, get ready</i>

しょうかい (する)	<i>(to) introduce</i>
しょうたい (する)	<i>(to) invite</i>
知らせる	<i>to inform, tell</i>
しらべる	<i>to check, research</i>
知る	<i>to know</i>
しんじる	<i>to believe</i>
しんぱい (する)	<i>(to) worry</i>
すう	<i>to smoke, breath in</i>
すてる	<i>to throw away</i>
住む	<i>to live</i>
する	<i>to do</i>
すわる	<i>to sit down</i>
せいかつ (する)	<i>(to) live</i>
せつめい (する)	<i>(to) explain</i>
せわ (する)	<i>(to) look after, take care of</i>
せんたく (する)	<i>(to) wash clothes</i>
そうじ (する)	<i>(to) clean</i>
出す	<i>to take out, present, hand in</i>
たすける	<i>to help, save</i>
たつ	<i>to stand</i>
楽しむ	<i>to enjoy oneself</i>
たのむ	<i>to ask, to request</i>
食べる	<i>to eat</i>
ちがう	<i>to be different, wrong</i>
ちゅうい (する)	<i>(to be) careful, (to) warn</i>
ついて行く／ついて来る	<i>to follow</i>
つかう	<i>to use</i>
つかれる	<i>to get tired</i>
つく	<i>to arrive</i>
つくる	<i>to make, produce</i>
つける	<i>to light, turn on</i>

つたえる	<i>to convey (a message)</i>
つづく	<i>to last, continue</i>
つづける	<i>to continue</i>
つれて行く	<i>to take (person)</i>
つれて来る	<i>to bring (person)</i>
出かける	<i>to set out, depart</i>
できる	<i>to be able to, can</i>
てつだう	<i>to help, assist</i>
出る	<i>to go out</i>
電話 (する)	<i>(to) phone</i>
とおる	<i>to pass through</i>
とぶ	<i>to fly, jump</i>
とまる	<i>to stay</i>
とまる	<i>to stop (intransitive)</i>
とめる	<i>to stop (transitive)</i>
とる	<i>to take, catch, take (photo, film)</i>
なおす	<i>to repair, fix, mend, cure</i>
なおる	<i>to be repaired, be cured, get well</i>
なく	<i>to cry</i>
なくなる	<i>to pass away</i>
なげる	<i>to throw</i>
ならう	<i>to learn</i>
なる	<i>to become</i>
にげる	<i>to escape</i>
にる	<i>to look like, resemble</i>
ぬぐ	<i>to take off (clothing)</i>
ねる	<i>to go to bed, sleep</i>
のぼる	<i>to climb</i>
飲む	<i>to drink</i>
入る	<i>to enter</i>
はじまる	<i>to begin</i>

はじめる	<i>to begin</i>
はしる	<i>to run</i>
働く	<i>to work</i>
話す	<i>to speak, talk</i>
はる	<i>to stick, paste</i>
はんたい (する)	<i>(to) oppose</i>
ひく	<i>to pull</i>
びっくり (する)	<i>(to be) surprised</i>
ひろう	<i>to pick up</i>
ふえる	<i>to increase</i>
へる	<i>to decrease</i>
勉強 (する)	<i>(to) study</i>
まける	<i>to lose</i>
まちがえる	<i>to make a mistake</i>
待つ	<i>to wait for</i>
見える	<i>to be visible</i>
みがく	<i>to polish, brush</i>
見せる	<i>to show</i>
見つける	<i>to find</i>
見る	<i>to see</i>
持つ	<i>to have</i>
持っていく	<i>to take (thing)</i>
持ってくる	<i>to bring (thing)</i>
もどる	<i>to return</i>
やくそく (する)	<i>(to) promise</i>
やくにたつ	<i>to be useful</i>
休む	<i>to rest, take holiday</i>
やめる	<i>to quit, stop, leave</i>
やる	<i>to do</i>
よぶ	<i>to call, invite</i>
読む	<i>to read</i>

よやく (する)	<i>(to) reserve, (to) book</i>
よる	<i>to drop in, stop by</i>
よろこぶ	<i>to be pleased</i>
れんしゅう (する)	<i>(to) practise</i>
れんらく (する)	<i>(to) contact, inform</i>
分かる	<i>to understand</i>
わすれる	<i>to forget</i>
わらう	<i>to laugh, smile</i>

I-Adjectives

あかるい	<i>light, bright</i>
あたたかい	<i>warm</i>
新しい	<i>new</i>
あつい	<i>hot (to touch)</i>
あつい	<i>hot</i>
あぶない	<i>dangerous</i>
あまい	<i>sweet</i>
いい／よい	<i>good</i>
いそがしい	<i>busy</i>
いたい	<i>painful</i>
うつくしい	<i>beautiful</i>
うるさい	<i>noisy</i>
うれしい	<i>happy, glad, pleased</i>
おいしい	<i>delicious</i>
多い	<i>many, numerous</i>
大きい／大きな	<i>big, large</i>
おかしい	<i>funny, strange</i>
おそい	<i>late, slow</i>
同じ	<i>same</i>
おもい	<i>heavy</i>
おもしろい	<i>interesting, funny</i>

かたい	<i>hard</i>
かなしい	<i>sad, sorrowful</i>
からい	<i>hot, spicy</i>
かるい	<i>light</i>
かわいい	<i>pretty, sweet, cute</i>
きたない	<i>dirty, untidy</i>
きびしい	<i>strict, harsh, tough</i>
くらい	<i>dark</i>
こわい	<i>scary (afraid)</i>
さびしい	<i>sad, lonely</i>
さむい	<i>cold</i>
少ない	<i>few, not many</i>
すごい	<i>great (slang)</i>
すずしい	<i>cool</i>
すばらしい	<i>wonderful</i>
せまい	<i>narrow</i>
高い	<i>tall, high, expensive</i>
ただし	<i>correct</i>
楽しい	<i>happy, enjoyable</i>
小さい／小さな	<i>small</i>
近い	<i>near, close</i>
つまらない	<i>boring</i>
つめたい	<i>cold (to touch)</i>
強い	<i>strong</i>
とおい	<i>far</i>
長い	<i>long</i>
ねむい	<i>sleepy</i>
はずかしい	<i>embarrassed</i>
はやい	<i>fast</i>
はやい	<i>early</i>
ひくい	<i>low</i>

ひろい	<i>wide, spacious</i>
ふとい	<i>fat, thick</i>
古い	<i>old</i>
ほしい	<i>want, wish for</i>
ほそい	<i>thin, slender, narrow</i>
まずい	<i>disgusting/unpleasant</i>
まるい	<i>round</i>
みじかい	<i>short</i>
むずかしい	<i>difficult</i>
めずらしい	<i>rare, unusual</i>
やさしい	<i>kind, gentle</i>
やさしい	<i>easy</i>
安い	<i>cheap</i>
やわらかい	<i>soft</i>
よわい	<i>weak</i>
わかい	<i>young</i>
わるい	<i>bad</i>

Na-Adjectives

あんぜん (な)	<i>safe</i>
いや (な)	<i>terrible, dislike(d)</i>
いろいろ (な)	<i>various</i>
かんたん (な)	<i>simple, easy</i>
きらい (な)	<i>dislike</i>
きれい (な)	<i>beautiful, clean</i>
元気 (な)	<i>healthy, energetic</i>
けんこう (な)	<i>healthy</i>
しずか (な)	<i>quiet, calm</i>
しつれい (な)	<i>rude</i>
じゅう (な)	<i>free</i>
上手 (な)	<i>skilful, good</i>

しんせつ (な)	<i>kind</i>
好き (な)	<i>like, favourite</i>
すてき (な)	<i>nice</i>
大事 (な)	<i>important</i>
だいじょうぶ (な)	<i>alright, safe</i>
だいすき (な)	<i>favourite</i>
大切 (な)	<i>important, valuable</i>
たいへん (な)	<i>hard</i>
とくい (な)	<i>good, able, capable</i>
とくべつ (な)	<i>special</i>
にがて (な)	<i>not good at, incompetent</i>
にぎやか (な)	<i>bustling</i>
ハンサム (な)	<i>handsome</i>
ひま (な)	<i>free (time)</i>
ふべん (な)	<i>inconvenient</i>
下手 (な)	<i>clumsy</i>
へん (な)	<i>strange</i>
べんり (な)	<i>convenient</i>
まじめ (な)	<i>serious, diligent</i>
有名 (な)	<i>famous</i>

Colours

青 (い)	<i>blue</i>
赤 (い)	<i>red</i>
いろ	<i>colour</i>
きいろ (い)	<i>yellow</i>
黒 (い)	<i>black</i>
白 (い)	<i>white</i>
ちゃいろ (い)	<i>brown</i>
はいいろ (の)	<i>grey</i>
ピンク (の)	<i>pink</i>
みどり (の)	<i>green</i>

 Adverbs

いっしょうけんめい	<i>diligently, with all one's energy</i>
いっしょに	<i>together</i>
いっぱい	<i>full</i>
じゅうぶん	<i>enough</i>
すぐ (に)	<i>immediately</i>
ずっと	<i>all the time, much more</i>
ぜひ	<i>definitely, by all means</i>
だいたい	<i>more or less</i>
たいてい	<i>mostly, usually</i>
たとえば	<i>for example</i>
たぶん	<i>probably, perhaps</i>
だんだん	<i>gradually</i>
ちょうど	<i>exactly, just</i>
ちょっと	<i>a little</i>
とくに	<i>especially</i>
はじめて	<i>for the first time</i>
ひとりで	<i>alone</i>
ほとんど	<i>almost</i>
ほんとうに	<i>really</i>
まず	<i>first of all</i>
まっすぐ (に)	<i>straight ahead, straight on</i>
もういちど	<i>once again</i>
もちろん	<i>of course</i>
もっと	<i>more</i>
ゆっくり	<i>slowly, leisurely</i>
よく	<i>often, well</i>

Connecting words

しかし	<i>however, but</i>
じゃ／じゃあ	<i>(well) then, in that case</i>
そして	<i>(and) then</i>
それから	<i>(and) then, after that</i>
それに	<i>besides, moreover</i>
だから	<i>therefore</i>
では	<i>(well) then, in that case</i>
でも	<i>however, but</i>

Time expressions

(お) しょうがつ	<i>New Year</i>
(お) ぼん	<i>'Bon' festival</i>
～間	<i>for... (period of time)</i>
～か月	<i>number of months</i>
秋	<i>autumn</i>
朝	<i>morning</i>
あさって	<i>the day after tomorrow</i>
あした	<i>tomorrow</i>
後で	<i>later</i>
一日中	<i>all day</i>
一年中	<i>throughout the year</i>
いつも	<i>always</i>
今	<i>now</i>
おととい	<i>the day before yesterday</i>
おとし	<i>the year before last</i>
おわり	<i>end</i>
きのう	<i>yesterday</i>
きょう	<i>today</i>
きょねん	<i>last year</i>
クリスマス	<i>Christmas</i>

今朝	<i>this morning</i>
ゴールデンウィーク	<i>Golden Week</i>
午後	<i>afternoon (pm)</i>
午前	<i>morning (am)</i>
今年	<i>this year</i>
このごろ	<i>these days</i>
今月	<i>this month</i>
今週	<i>this week</i>
こんど	<i>this time, next time</i>
今晚	<i>this evening</i>
さいきん	<i>recently, these days</i>
さっき	<i>a little while ago</i>
時間	<i>time</i>
しばらく	<i>for some time</i>
しゅうまつ	<i>weekend</i>
新年	<i>New Year</i>
先月	<i>last month</i>
先週	<i>last week</i>
つぎ	<i>next</i>
つぎの日	<i>the next day</i>
夏	<i>summer</i>
夏休み	<i>summer holiday</i>
はじめ	<i>beginning</i>
春	<i>spring</i>
春休み	<i>spring holiday</i>
晩	<i>evening</i>
昼	<i>noon</i>
冬	<i>winter</i>
冬休み	<i>winter holiday</i>
毎朝	<i>every morning</i>
毎週	<i>every week</i>

毎月	<i>every month</i>
毎年	<i>every year</i>
毎日	<i>every day</i>
毎晩	<i>every night</i>
むかし	<i>past</i>
もうすぐ	<i>soon</i>
ゆうがた	<i>evening</i>
よる	<i>night</i>
来月	<i>next month</i>
来週	<i>next week</i>
来年	<i>next year</i>

Other high frequency words

(お) 金持ち	<i>rich person</i>
～くん	<i>after names</i>
～さま	<i>after names (formal)</i>
～さん	<i>after names</i>
～ずつ	<i>each, ...by...</i>
～たち	<i>plural suffix (people & animals)</i>
～ちゃん	<i>after names</i>
～など	<i>and so on</i>
～について	<i>about...</i>
あなた	<i>you, darling</i>
あなたたち	<i>you (plural)</i>
いいえ／ううん。	<i>no</i>
いみ	<i>meaning</i>
かず	<i>number, figure</i>
かたかな	<i>Katakana</i>
かたち	<i>shape</i>
かのじょ	<i>she, girlfriend</i>
かれ	<i>he, boyfriend</i>

かれら	<i>they</i>
漢字	<i>Kanji</i>
自分	<i>oneself</i>
ぜんぶ	<i>all</i>
タイプ	<i>type</i>
ただ	<i>free</i>
たとえば	<i>for example</i>
つごう	<i>convenience</i>
人気がある	<i>popular</i>
はい／ええ／うん。	<i>yes</i>
番号	<i>number</i>
ひらがな	<i>Hiragana</i>
ページ	<i>page</i>
ほか	<i>other</i>
ぼく	<i>I</i>
ほんとう	<i>real</i>
前の	<i>former</i>
みな（さん）／みんな	<i>everyone, all</i>
物／こと（事）	<i>thing</i>
私	<i>I</i>
私たち	<i>we</i>

Countries

アイルランド	<i>Ireland</i>
アメリカ	<i>United States</i>
イギリス／英国	<i>United Kingdom</i>
イタリア	<i>Italy</i>
イングランド	<i>England</i>
ウェールズ	<i>Wales</i>
カナダ	<i>Canada</i>
スコットランド	<i>Scotland</i>

スペイン	<i>Spain</i>
ドイツ	<i>Germany</i>
フランス	<i>France</i>
ロシア	<i>Russia</i>
かんこく	<i>Korea</i>
中国	<i>China</i>
日本	<i>Japan</i>

Continents

アジア	<i>Asia</i>
アフリカ	<i>Africa</i>
オーストラリア	<i>Australia</i>
ヨーロッパ	<i>Europe</i>
南アメリカ	<i>South America</i>
北アメリカ	<i>North America</i>

Nationalities/languages

～人	<i>(nationality)</i>
～語	<i>(language)</i>

Areas

～けん	<i>prefecture</i>
～市	<i>city</i>
～町	<i>town</i>
～村	<i>village</i>
おおさか	<i>Osaka</i>
おきなわ	<i>Okinawa</i>
九州	<i>Kyushu</i>
京都	<i>Kyoto</i>
四国	<i>Shikoku</i>
東京	<i>Tokyo</i>
東京タワー	<i>Tokyo Tower</i>

ふじさん

Mt Fuji

北海道

Hokkaido

本州

Honshu

ロンドン

London

Location

～がわ

side

間

between

上

up, above

後ろ

behind

北

north

下

under, below

外

outside

そば

next to, near

近く

vicinity

中心

centre

となり

next to

中

inside

西

west

東

east

左

left

前

in front of, before

真ん中

middle

右

right

南

south

よこ

side

Social conventions

あの（う）、

Well..., Excuse me..., I say...

いらっしゃいませ。

May I help you? (shop, restaurant etc)

お元気ですか。

How are you?

おねがいします。

Please

おはよう（ございます）。

Good morning

おめでとう（ございます）。

Congratulations

おやすみ（なさい）。

Good night

こちらこそ。

It is I, not you, that...

ごめんなさい。

Sorry.

こんにちは。

Good afternoon. Good morning. Hello.

こんばんは。

Good evening.

さあ...

Well..., I'm not sure.

さようなら。

Goodbye.

すみません。

Excuse me. I'm sorry. Thank you.

では、また。

Well then, see you again.

どうぞ。

Here you are...

どうも。

Thank you.

どうも）ありがとう。

Thank you. (formal)

どうも）ありがとうございます／ました。

How do you do? Nice to meet you.

はじめまして。

Welcome.

ようこそ。

Language used in dialogues and messages (Some words may feature in other sections.)

～へ

sent to (letter)

～より

sent by (letter)

いいえ、ちがいます。

No, it's wrong.

いいですね。

That's good.

いいですよ。

That's fine.

がんばってください。

Good luck.

けいたい電話

mobile phone

ざんねんです。

What a shame.

しつれいですが、

Excuse me, but...

そうしましょう。

Let's do that.

そうですか。	<i>Is that so? I see.</i>
そうですね。	<i>That's right. I agree.</i>
だいじょうぶです。	<i>Fine.</i>
たいへんですね。	<i>That's too bad</i>
だめです。	<i>That's not good</i>
電話に出る	<i>to answer the phone</i>
電話番号	<i>telephone number</i>
電話をかける	<i>to make a phone call</i>
電話を切る	<i>to cut, cut off (phone)</i>
電話をください。	<i>Please call me</i>
電話	<i>telephone</i>
どうぞ。	<i>Here you are, please...</i>
はい、そうです。	<i>Yes, that's right</i>
メール	<i>text message</i>
もしもし。	<i>Hello (on the telephone)</i>
よかったですね。	<i>That's good. I'm pleased for you.</i>
よろこんで。	<i>With pleasure.</i>
分かりました。	<i>OK</i>

Language related to common topic areas

Out and about

(お) しろ	<i>castle</i>
(お) 寺	<i>temple</i>
(お) としより	<i>old person</i>
(お) 花見	<i>flower viewing (esp. cherry blossom)</i>
(お) ふろ	<i>bath</i>
(お) ふろば	<i>bathroom</i>
(お) まつり	<i>festival</i>
(お) 店	<i>shop</i>
(雨／雪／風が) やむ	<i>to stop (raining, snowing, wind)</i>

(雨／雪が) ふる	<i>to fall (rain, snow)</i>
～せん	<i>line, track</i>
～ど	<i>degree</i>
～はく	<i>nights</i>
～ばんせん	<i>track, platform</i>
～屋	<i>shop</i>
～行 (き)	<i>bound for ...</i>
雨	<i>rain</i>
ある	<i>to take place (event)</i>
あるいて	<i>on foot</i>
あんない (する)	<i>to guide, show around</i>
あんないじょ／あんないしょ	<i>information bureau</i>
いす	<i>chair</i>
いなか	<i>country(side)</i>
いま	<i>living room</i>
入り口／入口	<i>entrance</i>
うけつけ	<i>reception, receptionist</i>
動く	<i>to move</i>
牛	<i>cow</i>
うま	<i>horse</i>
海	<i>sea, ocean</i>
うんでんしゅ	<i>driver</i>
エアコン	<i>air conditioning</i>
映画	<i>film, movie</i>
映画館	<i>cinema</i>
駅	<i>station</i>
えはがき	<i>postcard</i>
おうふく (きっぷ)	<i>return ticket</i>
オートバイ	<i>motorbike</i>
お金をおろす	<i>to withdraw money</i>
おすすめ	<i>recommendation</i>

おてあらい	<i>toilets</i>
音	<i>sound</i>
大人	<i>adult</i>
お風呂に入る	<i>to take a bath</i>
おみやげ	<i>souvenir</i>
おりる	<i>to get off</i>
おんせん	<i>hot spring</i>
かいがん	<i>coast, beach</i>
外国	<i>foreign country</i>
外国人	<i>foreigner</i>
かいだん	<i>staircase</i>
ガイド	<i>guide</i>
ガイドブック	<i>guidebook</i>
かぎ	<i>key</i>
かぎをかける	<i>to lock</i>
火山	<i>volcano</i>
火事	<i>fire</i>
風	<i>wind</i>
風がふく	<i>to blow</i>
ガソリン	<i>petrol</i>
ガソリンスタンド	<i>petrol station</i>
かたみち (きっぷ)	<i>single ticket</i>
かど	<i>corner</i>
かべ	<i>wall</i>
川	<i>river</i>
かんきょう	<i>environment</i>
かんこう (する)	<i>(to go) sightseeing</i>
かんこうきゃく	<i>tourist</i>
木	<i>tree</i>
きおん	<i>temperature</i>
きかい	<i>opportunity</i>

きせつ	<i>season</i>
ギター	<i>guitar</i>
きっぷ／チケット	<i>ticket</i>
きっぷ／チケット 売り場	<i>ticket office</i>
キャンセル (する)	<i>(to) cancel</i>
キャンプ (する)	<i>(to go) camping</i>
休日	<i>holiday</i>
教会	<i>church</i>
キリスト教	<i>Christianity</i>
銀行	<i>bank</i>
近所	<i>neighbourhood</i>
空気	<i>air</i>
くうこう	<i>airport</i>
国	<i>country</i>
くも	<i>cloud</i>
くもり	<i>cloudy, overcast</i>
くもる	<i>to become cloudy</i>
車をとめる	<i>to park</i>
車	<i>car, vehicle</i>
けいざい	<i>economy</i>
けしき	<i>view, scenery</i>
公園	<i>park</i>
こうさてん	<i>crossroads</i>
こうじょう	<i>factory</i>
こくさいてき (な)	<i>international</i>
ごみ	<i>rubbish waste</i>
こむ	<i>to be crowded</i>
サービスエリア	<i>service station</i>
サイン	<i>sign</i>
さくら	<i>cherry tree</i>
じこくひょう	<i>train, bus timetable</i>

じしん	<i>earthquake</i>
しぜん	<i>nature</i>
じてんしゃ	<i>bicycle</i>
自動車	<i>motor car</i>
しま	<i>island</i>
写真	<i>photograph</i>
シャワーをあびる	<i>to take a shower</i>
しゅうかん	<i>custom</i>
しゅうきょう	<i>religion</i>
しゅっぱつ (する)	<i>(to) depart</i>
しゅと	<i>capital city</i>
しんかんせん	<i>Shinkansen, bullet train</i>
しんごう	<i>traffic lights</i>
人口	<i>population</i>
しんしつ	<i>bedroom</i>
神社	<i>shrine</i>
神道	<i>Shinto</i>
スーツケース	<i>suitcase</i>
ストーブ	<i>heater</i>
すもう	<i>sumo</i>
すり	<i>pickpocket</i>
せいじ	<i>politics</i>
せかい	<i>world</i>
空	<i>sky</i>
たいしかん	<i>embassy</i>
だいどころ	<i>kitchen</i>
たいふう	<i>typhoon</i>
たいよう	<i>sun</i>
タクシー	<i>taxi</i>
タクシーのりば	<i>taxi stand, rank</i>
たてもの／ビル	<i>building</i>

たな	<i>shelf</i>
田んぼ	<i>rice field</i>
チェックアウト (する)	<i>(to) check out</i>
チェックイン (する)	<i>(to) check in</i>
地下	<i>basement</i>
地下鉄	<i>underground train</i>
地図	<i>map</i>
ちゅうしゃじょう	<i>car park</i>
ツアー	<i>tour</i>
月	<i>moon</i>
つくえ	<i>desk</i>
つゆ	<i>rainy season</i>
テーブル	<i>table</i>
出口	<i>way out, exit</i>
テレビ	<i>television</i>
天気	<i>weather</i>
電気	<i>electricity, light</i>
天気よほう	<i>weather forecast</i>
電車	<i>train</i>
でんとう	<i>tradition</i>
てんらんかい	<i>exhibition</i>
ドア	<i>door</i>
トイレ	<i>toilets</i>
とうちゃく (する)	<i>(to) arrive</i>
動物	<i>animal</i>
動物園	<i>zoo</i>
とおく	<i>far (away)</i>
所	<i>place</i>
とし	<i>city</i>
図書館	<i>library</i>
とちゅう (で)	<i>on the way</i>

トラベラーズチェック	<i>traveller's cheque</i>
鳥	<i>bird</i>
ならぶ	<i>to queue up</i>
にもつ	<i>luggage</i>
入場料	<i>admission (fee)</i>
庭	<i>garden</i>
のりかえる	<i>to change trains etc</i>
のりもの	<i>transport, vehicle</i>
のる	<i>to get (ride) on</i>
はくぶつかん	<i>museum</i>
はこぶ	<i>to carry</i>
はし	<i>bridge</i>
場所	<i>place</i>
バス	<i>bus</i>
バスでい	<i>bus stop</i>
パスポート	<i>passport</i>
花火	<i>fireworks</i>
はれ	<i>sunny, clear, fine weather</i>
はれる	<i>to become clear, fine</i>
パンフレット	<i>brochure, leaflet</i>
日	<i>sun, day</i>
ビーチ	<i>beach</i>
ひこうき	<i>aeroplane</i>
ビザ	<i>visa</i>
びじゅつかん	<i>art gallery, art museum</i>
人／方	<i>person</i>
ビュッフェ／バイキング	<i>buffet</i>
病院	<i>hospital</i>
プール	<i>swimming pool</i>
フォーム	<i>form</i>
ぶっきょう	<i>Buddhism</i>

ふとん	<i>bedding, futon</i>
ふね	<i>ship</i>
文化	<i>culture</i>
ベッド	<i>bed</i>
部屋	<i>room</i>
ボート	<i>boat</i>
ホーム／プラットフォーム	<i>platform</i>
ポケット	<i>pocket</i>
ほし	<i>star</i>
ポスター	<i>poster, notice</i>
ボタン	<i>button</i>
ホテル	<i>hotel</i>
まがる	<i>to turn</i>
町	<i>town</i>
まど	<i>window</i>
まにあう	<i>to be on time</i>
みおくる	<i>to see off</i>
みずうみ	<i>lake</i>
道	<i>road, way</i>
みなと	<i>port</i>
むしあつい	<i>hot and humid</i>
村	<i>village</i>
メートル	<i>metre</i>
もり	<i>forest</i>
もん	<i>gate</i>
休み	<i>rest, holiday</i>
山	<i>mountain</i>
ユースホテル	<i>youth hostel</i>
雪	<i>snow</i>
ようしつ	<i>Western-style room</i>
よてい	<i>plan, schedule</i>

ラッシュアワー	<i>rush hour</i>
リサイクル (する)	<i>(to) recycle</i>
旅館	<i>inn</i>
旅行会社	<i>travel agency</i>
旅行 (する)	<i>(to) travel</i>
れいぞうこ	<i>refrigerator</i>
れきしてき (な)	<i>historic</i>
レンタカー	<i>hire car</i>
ロッカー	<i>locker</i>
和室	<i>Japanese-style room</i>
わすれものをする	<i>to leave something behind</i>
わすれもの	<i>the thing left behind</i>
わたる	<i>to cross</i>

Customer service and transactions

(お) 金	<i>money</i>
(お) こめ	<i>rice</i>
(お) さけ	<i>rice wine, alcoholic drink</i>
(お) さら	<i>dish, plate</i>
(お) すし	<i>sushi</i>
(お) そば	<i>noodles</i>
(お) 茶	<i>tea</i>
(お) つり	<i>change</i>
(お) はし	<i>chopsticks</i>
(お) べんとう	<i>(packed) lunch</i>
(お) ゆ	<i>hot water</i>
～円	<i>yen</i>
～ドル	<i>dollar</i>
～ペンス	<i>pence</i>
～ポンド	<i>pound</i>
～ユーロ	<i>euros</i>

～をください	<i>Please give me ...</i>
アイスクリーム	<i>ice cream</i>
あいている	<i>(shop etc is) open</i>
朝ご飯／朝食	<i>breakfast</i>
あし	<i>foot, leg</i>
あたま	<i>head</i>
生け花	<i>flower arrangement</i>
いちご	<i>strawberry</i>
いも	<i>potato</i>
ウエーター／ウエートレス	<i>waiter, waitress</i>
うで	<i>arm</i>
うどん	<i>udon</i>
うわぎ	<i>coat, jacket</i>
エスカレーター	<i>escalator</i>
エレベーター	<i>lift</i>
えんぴつ	<i>pencil</i>
おかし	<i>snack, sweet, cake</i>
おきゃくさん／きやく	<i>customer, visitor, guest</i>
おなか	<i>stomach, belly</i>
おなかがいっぱい	<i>to be full (stomach)</i>
おなかがすく	<i>to feel hungry</i>
思い出	<i>memory</i>
カード	<i>card</i>
買い物 (する)	<i>(to go) shopping</i>
かお	<i>face</i>
かさ	<i>umbrella</i>
かぜ	<i>cold, flu</i>
かぜをひく	<i>to catch a cold</i>
かばん／バッグ	<i>bag</i>
かみ／かみのけ	<i>hair</i>
カメラ	<i>camera</i>

体	<i>body</i>
カレーライス	<i>curry and rice</i>
きっさてん	<i>café, coffee shop</i>
切手	<i>stamp</i>
気分	<i>condition</i>
気持ち	<i>feeling</i>
きもの	<i>kimono</i>
きゅうきゅうしゃ	<i>ambulance</i>
牛肉／ビーフ	<i>beef</i>
ぎゅうにゅう／ミルク	<i>milk</i>
くすり	<i>medicine</i>
くだもの	<i>fruit</i>
口	<i>mouth</i>
くつ	<i>shoe</i>
くつした	<i>sock</i>
くび	<i>neck</i>
クレジットカード	<i>credit card</i>
けいさつ	<i>police</i>
ケーキ	<i>cake</i>
けが（する）	<i>(to be) injured</i>
こうちゃ	<i>black (English) tea</i>
こうばん	<i>police box</i>
こえ	<i>voice</i>
コート	<i>coat</i>
コーヒー	<i>coffee</i>
コーラ	<i>coke</i>
こおり	<i>ice</i>
こしょう	<i>pepper</i>
コップ	<i>cup</i>
ごはん／ご飯	<i>cooked rice, meal</i>
コンビニ／コンビニエンスストア	<i>convenience store</i>

サイズ／大きさ	<i>size</i>
さいふ	<i>wallet, purse</i>
魚	<i>fish</i>
さしみ	<i>raw fish dish</i>
ざっし	<i>magazine</i>
さとう	<i>sugar</i>
さどう	<i>tea ceremony</i>
サラダ	<i>salad</i>
サンドイッチ	<i>sandwich</i>
ジーンズ	<i>jeans</i>
しお	<i>salt</i>
じこ	<i>accident</i>
したぎ	<i>underwear</i>
じどうはんばいき	<i>vending machine</i>
しまっている	<i>(shop etc is) closed</i>
シャツ	<i>shirt</i>
ジャム	<i>jam</i>
ジュース	<i>juice</i>
しょうゆ	<i>soy sauce</i>
食事（する）	<i>(to have) a meal</i>
書道	<i>calligraphy</i>
新聞	<i>newspaper</i>
スーツ	<i>suit</i>
スーパー	<i>supermarket</i>
スープ	<i>soup</i>
スカート	<i>skirt</i>
ステーキ	<i>steak</i>
スプーン	<i>spoon</i>
ズボン	<i>trousers</i>
スリッパ	<i>slippers</i>
セーター	<i>sweater, jumper</i>

せっけん	<i>soap</i>
せなか	<i>back</i>
たいいん (する)	<i>(to) leave hospital</i>
タオル	<i>towel</i>
たばこ／タバコ	<i>cigarette</i>
食べ物	<i>food</i>
たまご	<i>egg</i>
たまねぎ	<i>onion</i>
チーズ	<i>cheese</i>
ちゅうもん (する)	<i>(to) order</i>
チョコレート	<i>chocolate</i>
つつむ	<i>to wrap</i>
手	<i>hand</i>
デザート	<i>dessert</i>
デパート	<i>department store</i>
てぶくろ	<i>gloves</i>
てんいん	<i>shop assistant</i>
でんち	<i>battery</i>
てんぷら	<i>tempura</i>
トースト	<i>toast</i>
とけい	<i>clock, watch</i>
とこや	<i>barber</i>
とどける	<i>to deliver</i>
トマト	<i>tomato</i>
鳥肉 / チキン	<i>chicken</i>
ドレス	<i>dress</i>
どろぼう	<i>thief</i>
ナイフ	<i>knife</i>
なくす	<i>to lose</i>
なくなる	<i>to be lost, disappear, be used up</i>
肉	<i>meat</i>

入院（する）	<i>(to be) hospitalised</i>
にんぎょう	<i>doll</i>
にんじん	<i>carrot</i>
ネクタイ	<i>tie</i>
ねだん	<i>price</i>
ねつ	<i>fever</i>
のど	<i>throat</i>
のどがかわく	<i>to become thirsty</i>
飲み物	<i>drink</i>
は	<i>tooth</i>
はがき	<i>postcard</i>
はく	<i>to wear (trousers, shoes, socks, etc)</i>
はこ	<i>box</i>
パスタ	<i>pasta</i>
バター	<i>butter</i>
はな	<i>nose</i>
バナナ	<i>banana</i>
はらう	<i>to pay</i>
パン	<i>bread</i>
ハンカチ	<i>handkerchief</i>
晩ご飯／ゆうしょく	<i>evening meal</i>
ハンバーガー	<i>hamburger</i>
半分	<i>half</i>
ビール	<i>beer</i>
ピザ	<i>pizza</i>
びょういん	<i>hair salon</i>
病気	<i>illness</i>
昼ご飯／昼食	<i>lunch</i>
ふうとう	<i>envelope</i>

フォーク	<i>fork</i>
ぶたにく／ポーク	<i>pork</i>
ぶどう	<i>grape</i>
フライドポテト	<i>chips</i>
プレゼント	<i>present</i>
ペン	<i>pen</i>
ぼうし	<i>hat</i>
ぼうしをかぶる	<i>to wear a hat</i>
ボールペン	<i>ballpoint pen</i>
本	<i>book</i>
マフラー	<i>winter scarf</i>
みかん	<i>tangerine</i>
水	<i>water</i>
みずぎ	<i>swimsuit, trunks</i>
みそしる	<i>miso soup</i>
耳	<i>ear</i>
めがね	<i>glasses</i>
メニュー	<i>menu</i>
目	<i>eye</i>
もんだい	<i>problem</i>
やさい	<i>vegetable</i>
ゆかた	<i>yukata</i>
ゆび	<i>finger</i>
ゆびわ	<i>ring</i>
ようしょく	<i>Western food</i>
ラーメン	<i>'raamen' noodles</i>
料理	<i>cuisine, dish</i>
～料理	<i>...cuisine (eg フランス料理)</i>
りんご	<i>apple</i>
レジ	<i>till, cash desk</i>
レシート	<i>receipt</i>

レストラン

restaurant

ワイン

wine

和食

Japanese food

Personal information

(よう) ふく

clothes

～かいだて (の家 etc.)

... story (house, building etc)

～にきょうみがある

to be interested in

CD

CD (compact disc)

DVD

DVD

赤ちゃん

baby

あじ

taste

あたまがいい

clever

兄／お兄さん

older brother

姉／お姉さん

older sister

アパート

flat

家 (いえ／うち)

house, home

いとこ

cousin

犬

dog

妹／妹さん

younger sister

うた

song

生まれる

born

うんどう (する)

(to do) exercise

うんどうじょう

sports ground

え

picture, painting, drawing

えをかく

to paint, draw

おいわい (する)

(to) celebrate

オーケストラ

orchestra

おじ

uncle

おじさん

uncle, middle-aged man

おじいさん

grandfather, old man

弟／弟さん	<i>younger brother</i>
男の人	<i>man</i>
男の子	<i>boy</i>
おどる	<i>to dance</i>
おば	<i>aunt</i>
おばさん	<i>aunt, middle-aged lady</i>
おばあさん	<i>grandmother, old lady</i>
およぐ	<i>to swim</i>
音楽	<i>music</i>
女の人	<i>woman</i>
女の子	<i>girl</i>
会場	<i>meeting place</i>
会話	<i>conversation</i>
家事	<i>housework</i>
家族／ご家族	<i>family</i>
カラオケ	<i>karaoke</i>
空手	<i>karate</i>
カレンダー	<i>calendar</i>
かんけい	<i>connection, relation</i>
ギター	<i>guitar</i>
きょうだい／ごきょうだい	<i>brother(s) (and sisters)</i>
クラシック	<i>classical, classic (music)</i>
クラブ	<i>club</i>
ゲーム (をやる)	<i>(to play) a game</i>
げき	<i>(theatre) play</i>
けっこん (する)	<i>(to) marry</i>
けっこんしき	<i>wedding</i>
子ども／お子さん	<i>child</i>
ゴルフ	<i>golf</i>
コンサート	<i>concert</i>
さく	<i>to bloom</i>

サッカー	<i>football</i>
しあい	<i>match, game</i>
じこしょうかい (する)	<i>(to give) self-introduction</i>
住所	<i>address</i>
じゅうどう	<i>judo</i>
しゅじん／ごしゅじん	<i>husband</i>
しゅみ	<i>hobby</i>
しょうせつ	<i>novel</i>
じょせい	<i>woman</i>
しんせき	<i>relative</i>
水泳	<i>swimming</i>
スキー	<i>skiing</i>
スケート	<i>skating</i>
スポーツ	<i>sport</i>
せいかつ	<i>lifestyle</i>
せが高い	<i>tall</i>
せがひくい	<i>short</i>
せき	<i>seat</i>
せんしゅ	<i>athlete, player</i>
そふ	<i>grandfather</i>
そぼ	<i>grandmother</i>
たつきゅう	<i>table tennis</i>
たてる	<i>to build, erect</i>
たんじょうび	<i>birthday</i>
だんせい	<i>man</i>
チーム	<i>team</i>
父／お父さん	<i>father</i>
つま／おくさん	<i>wife</i>
手紙	<i>letter</i>
テニス	<i>tennis</i>
テニスコート	<i>tennis court</i>

どうぐ	<i>tool, equipment</i>
読書	<i>reading</i>
年	<i>year, age</i>
ともだち	<i>friend</i>
ナイトクラブ	<i>night club</i>
なべ	<i>pot, pan</i>
名前	<i>name</i>
におい	<i>smell</i>
いいにおいがする	<i>smells good</i>
につき	<i>diary</i>
ねこ	<i>cat</i>
パーティー	<i>party</i>
バスケットボール	<i>basketball</i>
花	<i>flower</i>
母／お母さん	<i>mother</i>
ばんぐみ	<i>(television, radio) programme</i>
ピアノ	<i>piano</i>
ひく	<i>to play (the piano, guitar, etc)</i>
ビデオ	<i>video</i>
ひまな時	<i>free time</i>
ファッション	<i>fashion</i>
フライパン	<i>frying pan</i>
文学	<i>literature</i>
ベジタリアン	<i>vegetarian</i>
ペット	<i>pet</i>
ペットをかう	<i>to keep a pet</i>
ボール	<i>ball</i>
ポップス	<i>pop music</i>
まご	<i>grandchild</i>
まんが／マンガ	<i>cartoon, comic</i>
名字	<i>surname</i>

むすこ／むすこさん	<i>son</i>
むすめ／むすめさん	<i>daughter</i>
やきゅう	<i>baseball</i>
有名人	<i>celebrity</i>
ラジオ	<i>radio</i>
りこん（する）	<i>(to) divorce</i>
りょうしん／ごりょうしん	<i>parents</i>
料理（する）	<i>to cook</i>
ロック	<i>rock (music)</i>
わかれる	<i>to be divided, part</i>

Future plans, education and work

Eメール	<i>email</i>
～時間目	<i>period (school timetable)</i>
～てん	<i>marks, points</i>
～年生	<i>school year counter</i>
～部	<i>club</i>
アルバイト	<i>part-time job</i>
いしゃ	<i>doctor</i>
インターネット	<i>internet</i>
ウェブサイト	<i>website</i>
英語	<i>English</i>
かいぎ	<i>meeting, conference</i>
外国語	<i>foreign language</i>
会社	<i>company</i>
かいしゃいん	<i>company employee</i>
化学	<i>chemistry</i>
かがく	<i>science</i>
学生	<i>student</i>
がっき	<i>school term</i>
学校	<i>school</i>

紙	<i>paper</i>
かもく	<i>school subject</i>
かんごし	<i>nurse</i>
キーボード	<i>keyboard</i>
ぎじゅつ	<i>technique</i>
きそく	<i>rule, regulation</i>
きゅうけい	<i>coffee (tea, lunch) break</i>
きゅうりょう	<i>salary</i>
きょういく	<i>education</i>
きょうかしょ	<i>textbook</i>
教室	<i>classroom</i>
ぎんこういん	<i>banker</i>
クラス	<i>school class</i>
クリックする	<i>to click</i>
けっか	<i>result, outcome</i>
こうかん (する)	<i>(to) exchange</i>
高校	<i>senior high school</i>
高校生	<i>senior high school student</i>
こうこく	<i>advertisement</i>
校長先生	<i>head teacher</i>
こたえ	<i>answer</i>
ことば	<i>word, language</i>
コピーする	<i>to photocopy</i>
コンピューター／パソコン	<i>computer</i>
さくぶん	<i>essay, composition</i>
さっか	<i>writer</i>
サラリーマン	<i>salary man</i>
じかんわり	<i>timetable</i>
しけん	<i>examination</i>
しごと	<i>work, job</i>
しごと (する)	<i>(to) work</i>

じしょ	<i>dictionary</i>
じしょ(をひく)	<i>(to check) the dictionary</i>
しつもん	<i>question</i>
じむしょ／オフィス	<i>office</i>
社会	<i>society</i>
社長	<i>company president</i>
じゅぎょう	<i>lesson</i>
じゅく	<i>cram school</i>
しゅくだい	<i>homework</i>
しゅふ	<i>housewife</i>
小学生	<i>primary school student</i>
小学校	<i>primary school</i>
しょうらい	<i>future</i>
しょくどう	<i>canteen</i>
しょくばたいけん	<i>work experience</i>
じょゆう	<i>actress</i>
しょるい	<i>document</i>
すうがく	<i>maths</i>
スクリーン／がめん	<i>screen</i>
ストレス	<i>stress</i>
せいと	<i>pupil</i>
せいふく	<i>uniform</i>
生物	<i>biology</i>
せんしゅ	<i>player (sports)</i>
先生	<i>teacher</i>
せんばい	<i>one's senior</i>
せんもん	<i>major</i>
そつぎょう (する)	<i>(to) graduate</i>
たいいく	<i>PE</i>
たいいくかん	<i>gym</i>
大学	<i>university</i>

大学生	<i>university student</i>
中学生	<i>junior high school student</i>
中学校	<i>junior high school</i>
地理	<i>geography</i>
つとめる	<i>to be employed</i>
テスト	<i>test</i>
トレーニング	<i>training</i>
入学（する）	<i>(to) enter school</i>
ニュース	<i>news</i>
ノート	<i>notebook</i>
はいゆう	<i>actor</i>
パスワード	<i>password</i>
話（をする）	<i>(to) talk, speech, story</i>
ビジネスマン	<i>businessman</i>
びじゅつ	<i>art</i>
昼休み	<i>lunch break</i>
ファックス	<i>fax</i>
ふくしゅう（する）	<i>(to) revise</i>
物理	<i>physics</i>
プリンター	<i>printer</i>
プリントする	<i>to print</i>
プロ	<i>professional</i>
べんごし	<i>lawyer</i>
へんじ（する）	<i>(to) reply</i>
ボーナス	<i>bonus</i>
ホームページ	<i>website</i>
ポスト	<i>postbox, letter box</i>
マウス	<i>mouse (computer)</i>
めいし	<i>business card</i>
ゆうびんきょく	<i>post office</i>
ゆめ	<i>dream</i>

よしゅう (する)

(to) prepare for lessons

りゅうがくせい

student studying abroad

りょう

dormitory

れきし

history

レポート

report

Appendix 6 Kanji

GCSE Kanji list										
1 stroke	一									
2 strokes	九	七	十	人	二	入	八			
3 strokes	下	口	才	三	山	子	女	小	上	川
	千	大	土	万						
4 strokes	円	化	火	月	牛	犬	元	五	午	公
	今	手	少	心	水	切	中	天	六	日
	父	文	分	方	木	友				
5 strokes	外	古	号	左	市	四	写	出	生	右
	田	冬	白	半	母	北	本	目	兄	
6 strokes	安	会	気	休	好	行	西	字	寺	耳
	自	州	先	多	地	同	肉	年	百	毎
	名	有								
7 strokes	何	花	近	見	言	私	社	車	住	図
	赤	村	体	町	男	壳	来	作	弟	
8 strokes	雨	英	画	学	京	金	空	国	事	所
	青	知	長	店	東	物	和	使	夜	泳
	姉	妹								
9 strokes	映	音	海	県	後	思	持	室	春	秋
	食	神	前	待	庭	風	昼	南	屋	茶
10 strokes	院	家	夏	帰	校	高	時	紙	書	真
	病	勉	旅	料						
11 strokes	教	強	魚	黒	週	雪	族	鳥	都	動
	部	理								
12 strokes	飲	晩	間	場	番	朝	道	買	飯	
13 strokes	園	漢	楽	新	鉄	電	働	話		
14 strokes	駅	銀	語	読	聞					
16 strokes	館									
18 strokes	曜									

For further copies of this publication, please send an email to the following addresses:

UK customers: publication.orders@edexcel.com

International customers: intpublication.orders@edexcel.com

Also, you can download copies at: www.edexcel.com

For more information on Edexcel and BTEC qualifications please visit our website: www.edexcel.com

Edexcel Limited. Registered in England and Wales No. 4496750
Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE
VAT Reg No GB 278 537121