

JAPANESE (FOREIGN LANGUAGE)

Paper 0519/02

Reading and Directed Writing

Key messages

To maximise their chances of success on this paper, candidates should:

- read all instructions, questions and texts very carefully;
- keep to the required length for writing tasks;
- answer comprehension questions with brief but focused answers;
- allocate time to check their work;
- ensure that all questions have been answered;
- make any alterations to answers clear, leaving the Examiner in no doubt as to what is the final answer

General comments

Most candidates performed very well in this examination and completed all three sections of the paper. Candidates did particularly well in **Sections 1** and **2** but many also performed well in **Section 3**. Candidates should be aware that in many cases they can avoid mistakes by extracting their answers from the texts, and that it is not always necessary to answer in their own words.

A common spelling mistake was where candidates wrote いっしょう for いっしょ. This error occurred even among those whose answers were grammatically correct and is an area where some could improve.

Candidates are reminded of the need to write their responses neatly in the spaces provided, to ensure that examiners can read the intended answer.

Comments on specific questions

Section 1

The majority of candidates answered well in this section, with many achieving full or nearly full marks.

Exercise 1 Questions 1 – 5

Many candidates achieved full marks in this exercise. Most candidates answered **Question 1** correctly, while **Questions 2** and **3** seemed to be the most challenging. Candidates should be reminded that they need to read the instructions carefully because some of them ticked the boxes instead of drawing a circle as instructed.

Exercise 2 Questions 6 - 10

The majority of candidates gained full marks in this exercise. Where mistakes did occur, this tended to be in **Question 8**.

Exercise 3 Questions 11 - 15

Overall, candidates coped very well with this short text about libraries in the town during the summer holiday. **Question 11** was the least well answered, with candidates either giving answers with dates from the text, or answering with *library* or no attempt. In **Question 12**, a few candidates wrote either dates or *Chinese* instead of answering *place*. In **Question 14**, there were many candidates who wrote 日本のどうぶつができます in their answers, which does not make sense, and so they did not gain a mark.

In **Question 15**, a number of candidates wrote more than one answer where they needed to mention just one aspect.

It is important for candidates to learn open-ended question words and to read the questions carefully. It is also important to write short answers if this is what is required by the rubric.

Exercise 4 Question 16

Most candidates were well prepared for this short exercise, and wrote in the appropriate register for a postcard, with many displaying excellent communication skills.

Some candidates did not use past tenses, although the exercise required them to do so, and did not complete the task as required, despite producing well-written work. Others used the past tenses but did not create grammatically correct past structures with *i*-adjectives or *te*-form (verbs). Candidates need to be aware that they must follow the instructions when completing the exercise. They should also be reminded of the need for grammatical accuracy.

A few candidates did not spell *hello* correctly, and this was the first word of the exercise.

For the mark scheme please refer to the 0519 Japanese syllabus booklet.

Section 2 of the examination was handled well by the majority of candidates again this year. In **Exercise 1**, the vast majority managed to answer the questions correctly and as a result gained very high marks in this short reading exercise. In **Exercise 2**, many candidates handled the tasks very well, although a few did not manage to produce any response.

Exercise 1 Questions 17 - 24

The vast majority of candidates managed to find the correct answers in the passage, and responded to the questions very well. Candidates should be aware that they are allowed to extract answers from the text and copy them in their answers, and are not required to write in their own words for this exercise.

Question 17 3人です。

Question 18 (a) A very few candidates wrote either ひろき or たろうくんのお母さん.

(b) There were more mistakes than in **(a)**, and candidates' answers were varied, such as 中学校から or かずやくんのお母さんとたろうくんのお母さんも友だちです and so on. However, many candidates answered correctly.

Question 19 This question was found to be the most difficult in the exercise.

Question 20 Most candidates found this question straightforward.

Question 21 The majority of candidates responded to this question very well except for a few candidates who did not manage to find the answer.

Question 22 Many candidates wrote two answers instead of one as required. However, it is understandable that candidates might have copied two answers from the text because this answer is a たり～たり sentence.

Question 23 Many candidates answered correctly. No mark was awarded for おなじクラスでした.

Question 24 The vast majority of candidates answered this question correctly.

Exercise 2 Question 25

The majority of candidates attempted this exercise and performed well, producing interesting responses to the topic. A number of candidates used kanji in their answers.

In this task, candidates are expected to produce past tense structures in talking about what they discovered in learning Japanese. 10 marks are available for Communication, and in order to score marks candidates must communicate information relevant to the tasks on the question paper.

Some candidates wrote well but the content of their answers did not relate to the tasks, and as a result they did not achieve high scores. There were other candidates who omitted to write about what they have found out about Japanese since studying it, and, instead of that, they mentioned what they want to do in the future or how much they like learning Japanese.

Up to 5 marks are available for accuracy. Many candidates manipulated different verb forms and included a variety of adjectives and tenses using correctly written words. However, there were some examples of grammatical errors such as the polite form being used for the plain form, *とおもいます* or *と* used for connecting i-adjectives, and *から* meaning *as a reason* used wrongly.

For the mark scheme please refer to the 0519 Japanese syllabus booklet.

Section 3

In these comprehension exercises, candidates need to demonstrate their understanding of the two passages. They therefore need to read the passages and the questions carefully. Many candidates did well in this section and both passages were answered well. Candidates are reminded to check their answers thoroughly after they have completed the exercises

Exercise 1 Questions 26 - 33

Overall, the majority of candidates performed very well in this exercise about a person's experience of their first part time job.

Question 26 This is one of the questions where candidates responded very well. A very few candidates wrote about how long the person worked.

Question 27 (a) The majority of candidates found this question straightforward.

(b) This question was performed well. A very few candidates wrote *8時です*, which was not credited.

Question 28 Several candidates missed the key word *いらっしゃいませ* in their answers, and did not manage to gain a mark.

Question 29 This question was found to be the most difficult. A number of candidates just mentioned that *the customers were pleased* but they needed to add *When I said "welcome" loudly* to receive a full mark.

Question 30 Candidates needed to respond with two facts in order to be credited with the full two marks.

Question 31 This is another question that some candidates found difficult. A number of candidates wrote that *she could get tips* or *she tried her best*.

Question 32 Most candidates had no difficulties with this question. A few candidates just mentioned a *long time* which was not sufficiently accurate..

Question 33 Several candidates did not include enough information to gain a mark as they just wrote that *it was good* or *it was nice to earn money*.

Exercise 2 Questions 34 – 41

Many candidates attempted this exercise and managed extremely well.

Question 34 Candidates needed to include two aspects to gain both marks.

Question 35 Several candidates did not get the right answer as they said *there is a new form of communication*.

Question 36 A few candidates mentioned how long elderly people listen to the radio, which was not what the question required. Candidates are reminded of the importance of reading the question carefully.

Question 37 Most candidates answered this question correctly.

Question 38 Some candidates found it hard to respond to this question, answering that the Internet is used by *elderly people*.

Question 39 A few candidates did not provide enough information to complete this question, and gave answers such as *it is very gentle* or *they like it*.

Question 40 The answer that *they are always listening to music* is not acceptable here as it does not give the information required.

Question 41 This question was the one that candidates found the most challenging in the exercise. Candidates' answers included: *it is a form of communication for elderly people* or *the radio is fun and easy to use* or *there are some programs elderly people like* or *it is the same as the olden days*, and so on.

JAPANESE (FOREIGN LANGUAGE)

Paper 0519/03

Speaking

Key messages

- Careful preparation by Examiners is essential.
- All task elements must be communicated, but one word or a short response may be sufficient.
- Examiners should advise candidates on their choice of topic.
- Examiners should make a clear distinction between Test 2 and Test 3.
- Failure to adhere closely to the set timing may disadvantage candidates.
- Examiners should vary the topics covered and should not ask all candidates the same series of questions.
- Candidates should be asked both expected and unexpected questions.
- To achieve the highest possible mark candidates do not have to be of native speaker standard.

General comments

Most candidates were well prepared for the Speaking Test, which the Examiners conducted calmly and sympathetically, putting the candidates at ease. Most candidates were able to communicate successfully in Japanese, and it was encouraging to see a number of them display considerable fluency in conversation. Candidates and Examiners are to be congratulated on the standards achieved.

It would be helpful for candidates to learn how to say when they do not understand a question or would like the Examiner to repeat it. Examiners should be careful to give candidates the opportunity to speak about a variety of topics and to keep their own participation in the conversation to a minimum. They are also reminded to indicate to the candidate the point of transition from one exercise to another.

Centres should be reminded of the importance of checking the sound levels before recording starts and of ensuring that they complete the Working Mark Sheet and the Assessment Mark Sheet (MS1) before despatching the recordings.

Test 1

Role Play (General)

The vast majority of candidates had clearly practised for this exercise, and as a result they managed to show their communication skills well in each Role-play scenario. It should be remembered that whilst it is preferable for candidates' answers to relate to the pictures provided in the Role-play booklets, alternative answers can be given if they are appropriate in the context.

Examiners are reminded that each Role-play must be carried out in full. It would be helpful if Examiners could read out the instructions at the beginning so that candidates are clear of their role, rather than starting the Role-plays as soon as the recording begins.

Please note that marks can only be awarded for answers given in Japanese. Answers provided in any other language cannot be credited.

Role Play A (Talking about a party)

1. The majority of candidates responded accurately.
2. A few candidates used the past tense.
3. A few candidates mixed up the word order.
4. Most candidates had no difficulty with this task.
5. Most candidates managed to respond to this task, a few of them said 日本語のレストラン。 .

Role Play A (Talking about a trip to Japan)

1. The majority of candidates coped very well with this task.
2. A few candidates needed a little help to respond promptly.
3. Candidates could handle this task well and were able to use a variety of adjectives.
4. Many candidates knew the word *summer* although a few of them said *sunny*.
5. A lot of candidates managed to describe how he/she would like to go to Japan.

Role Play A (Having an interview for a part time job)

1. Most candidates found this task straightforward.
2. Most candidates managed to say *from Monday to Sunday*.
3. Some candidates missed the AM and PM element, but they could all say the time.
4. A few candidates said *library* instead of *book shop*.
5. A few candidates lifted ¥1000 or ¥2000 from the picture, but most asked *how much?*

Role Play B (Planning a day with a friend)

1. Most candidates handled this task well but a few did not mention *in front of the station*.
2. Some candidates said *let's look at paintings*.
3. A number of candidates were able to respond well.
4. A lot of candidates coped very well in this task.
5. Many candidates just mentioned one picture instead of two, and a number of candidates used the word *kimono*.

Role Play B (Talking in a classroom)

1. Most candidates managed to say *family* except a few of them who said *friends*.
2. Most candidates managed to describe both pictures very well.
3. There were some candidates who did not know *geography*.
4. Most candidates knew the structure for the comparison.
5. Many candidates did not manage to produce the verb *must* in Japanese.

Role Play B (Being a witness)

1. The majority of candidates were able describe the two people very well.
2. Many candidates were able to describe well.
3. Many candidates could cope well with this task.
4. Most candidates managed to count bags and give good explanations.
5. Many candidates attempted this task and managed very well.

Test 2

Topic Conversation

It was clear that candidates had prepared and practised for their presentations well and the topics chosen were interesting and appropriate. Some candidates had even opted for more difficult topics such as the environment or customs in Japan. Centres are reminded to encourage candidates to include their own opinions and ideas in the presentation, as this will enable the Examiner to develop an interesting conversation that stretches the candidate.

Examiners are reminded to follow up the presentation with specific questions on the topics chosen by candidates, and to ask candidates to provide opinions and justifications. There should be a clear transition between the Role Play, the Topic Conversation and the General Conversation, and this should be conducted in Japanese to avoid confusing the candidate.

Test 3

General Conversation

In the majority of Centres, the Examiners encouraged candidates to give of their best, by doing advance preparation and planning a range of interesting topics for candidates to talk about. Again, the best performances featured a variety of tenses and a range of structures.

Examiners are reminded of the importance of asking questions that will enable the strongest candidates to perform well, while also preparing some that will encourage weaker candidates to speak. Questions in the General Conversation must not cover the same material as the Topic Conversation and at least two or three of the Defined Content Topics should be covered in this section.

Overall, Examiners generally succeeded in creating a relaxed atmosphere for candidates which helped to put them at their ease and perform to the best of their abilities.

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Paper 0519/04
Continuous Writing

Key messages

- Candidates should follow the rubric closely.
- Candidates should make full use of the time allowed.
- Candidates should write the stipulated number of characters.
- Candidates should write what they know to be Japanese and avoid attempting to use language with which they are unfamiliar.
- Handwriting must be clearly legible.

General comments

The majority of candidates had prepared thoroughly for the examination and performed very well, producing beautifully written pieces of work. Many candidates displayed a wide range of appropriate vocabulary and structures for this level and were able to write fluently with only a minimal incidence of error. Even weaker candidates were able to display good communication and language skills.

Candidates should be encouraged to use kanji in their responses. Greater familiarity with genkoyoushi, and the conventions for paragraphs and spaces would be beneficial to candidates. Some candidates did not manage to write enough to do justice to their abilities or did not answer the questions fully. Candidates should also use either the polite form or the plain form throughout each question, and not a mixture of both, and are reminded of the importance of using particles correctly.

Improvements could be made when using adjectives, particularly when linking more than two adjectives or using a past structure with i-adjective. Candidates had difficulty in the use of certain adjectives, such as クールなお母さん as *cool* does not have the same meaning in English as in Japanese, うれしいな家族 was mixed with 楽しい and another common mistake was いっしょ.

Comments on specific questions

Exercise 1

The majority of candidates succeeded in responding to all the tasks related to describing their families. They were able to use a variety of adjectives and to express their opinions and feelings in their own words. However, some candidates wrote about what kind of family they would like to have in the future, while others wrote about what kind of job they want to do when they grow up instead of what kind of father or mother they want to be. There were a few who mentioned which language they use at home rather than what kinds of things they talk about at home. Candidates are therefore reminded to read the questions carefully and plan well before they start writing. It is important to respond to each task in order to be awarded marks for communication.

Exercise 2

Many candidates were able to organise their ideas to construct a good story, using appropriate vocabulary and advanced grammatical structures. A number produced interesting work and were able to convey their excitement about snow vividly. Those who did not prepare well beforehand tended to repeat the same or similar words and idioms and candidates need to be aware of the importance of planning when writing a story.

Candidates should remember to read the question carefully so that they understand what is required. Some used the present tense instead of the past tense to tell their story. A few wrote about what they want to do when it snows or about sports, neither of which was mentioned in the question.