

JAPANESE (FOREIGN LANGUAGE)

Paper 0519/02
Reading and Directed Writing

General comments

The majority of candidates performed well in this examination. Many candidates attempted to answer all three sections and demonstrated their abilities in the target language. Candidates should be reminded that answers to the comprehension questions must be based on what they have read in the passage and that marks cannot be awarded for answers based on their own knowledge or ideas. Additionally, candidates should be encouraged to write all their answers in Japanese as answers in any other language cannot be rewarded.

Comments on specific questions

Section 1 of the examination is based exclusively on the Core Vocabulary List in the Defined Content Booklet. The overall performance of candidates was good.

Exercise 1 Questions 1 – 5

Candidates generally performed very well on this exercise although a number of candidates did not give B as their answer to **Question 3**.

- Question 1 A
- Question 2 C
- Question 3 B
- Question 4 D
- Question 5 B

[Total: 5]

Exercise 2 Questions 6 – 10

Once again candidates did very well on this exercise. Some candidates did not answer **Questions 8** and **10** correctly.

- Question 6 ○
- Question 7 ×
- Question 8 ×
- Question 9 ○
- Question 10 ○

[Total: 5]

Exercise 3 Questions 11 – 15

The majority of candidates coped very well with this short text about a pet that had gone missing. **Question 13** was the one most candidates had difficulties with, giving answers such as ねこはいません。 In **Question 14**, a few candidates just wrote a telephone number and this was not enough to score the mark. In **Question 15**, some attempted to use kanji or hiragana to write their answer which sometimes resulted in errors being made in the use of number. Candidates should be advised that it is acceptable to answer using Arabic numerals.

- Question 11** ねこがいなくなりました。
Question 12 6 さいです。
Question 13 そば／ちかくに来ます。
Question 14 でん話します。／でん話したほうがいいです。
Question 15 1 万円もらいます。／もらうことができます。

[Total: 5]

Exercise 3 Question 16

The majority of candidates tried to use the correct form for a postcard and adapted their writing to answer the tasks in the exam paper. Most candidates seemed well informed and had interesting content describing what kind of film they watched and how they felt about it.

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

[Total: 5] (3 Marks for Communication; 2 marks for Appropriateness of Language)

Section 2 of the examination (comprehension exercise and longer writing task (approximately 200 letters)) was well done by many candidates this year. In **Exercise 1**, the vast majority managed to answer all the questions correctly. In **Exercise 2**, most candidates attempted to respond to the tasks and used an appropriate letter form.

Exercise 1 Questions 17 – 25

It was clear that most candidates had practised for this exercise and they generally performed very well. A very few candidates chose 'French' in **Question 18**. In **Question 21**, candidates were expected to compare talking/listening and reading/writing in Japanese for Mariko, and some of them just gave answers such as 読んだり、書いたり。話したり、聞いたり。 , which was not sufficient to score the marks. In **Question 25**, there were a few answers like 日本ごとフランスごをするつもりです。 . Candidates needed to give a clearer answer in order to score the mark.

- Question 17** 三さいから十五さいまでです。
Question 18 いえのちかくでした。／いえのちかくにありました。
Question 19 フランスごのほうが好きです。
Question 20 日本の高校です。
Question 21 (i) 話したり聞いたりはやさしいです。
(ii) 読んだり書いたりはずかしいです。
Question 22 かんじのべんきょうをしています。
Question 23 日本ごの本や新聞を読みます。
Question 24 ねる前にフランスごのラジオを聞きます。
Question 25 フランスごか日本ごをおしえたいです。

Exercise 2 Question 26

Most candidates attempted this exercise and performed very well. Many candidates were able to manipulate the grammar and used connective adjectives very well.

10 marks are available for Communication, and in order to score a mark candidates must communicate information relevant to the tasks on the question paper. Marks are not available for repeating the same points or similar points.

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

Section 3

Most candidates attempted to answer the questions in this section and both exercises were answered well.

Exercise 1 Questions 27 – 34

A majority of candidates performed very well in this exercise. The first three questions were well done by most of the candidates. In **Question 30**, some candidates wrote what Eri's parents said instead of how Eri felt. In **Question 32**, a very few candidates gave *Eri's parents do not understand her* as an answer. Many candidates answered **Question 34** correctly.

- Question 27** 小さい子どもだとおもっています。
Question 28 お父さんやお母さんに話さなければなりません。
Question 29 友だち五人とりよ行するつもりでした。
Question 30 とてもざんねんでした。
Question 31 アルバイトをしてはいけないといいますが。／お父さんやお母さんのきれいな友だちとあそんではいけないといいますが。／してはいけないことがたくさんありますから。
Question 32 ゆっくり自分のかんがえていることを話します。
Question 33 子どもをよくわかるお母さんになりたいです。
Question 34 子どもの話をよく聞くつもりです。

Exercise 2 Questions 35 – 41

Most candidates scored full marks in **Questions 35 to 39**, although a few candidates said that people stopped reading in **Question 35** and some candidates gave only one response to **Question 38**. In **Question 40** quite a few candidates said that mobile phone novels will be more popular.

- Question 35** ケータイ小せつを読みはじめました。／ケータイ小せつを読むようになりました。
Question 36 けいたいでん話だけのサイトをつかいますから。
Question 37 中学生や高校生です。／わかい人です。
Question 38 (i) 左から右に読みます。
(ii) 左に本をあけます。
Question 39 (i) ぶんがみじかくて読みやすいです。
(ii) ふつうのわかい人がいつもつかっていることばで書きますから、読みやすいです。
Question 40 (i) ストーリーがおわらなかつたりしますか。
(ii) ストーリーがおなじだつたりしますから。
Question 41 わかい人たちは生まれたときから、けいたいでん話があつて、つかうことがふつうだからです。

JAPANESE (FOREIGN LANGUAGE)

Paper 0519/03

Speaking

General comments

Overall, candidates displayed a good level of communication skills.

Most recordings were clear, although Centres are advised to always test the sound levels of the recording equipment before the examinations are conducted, and also to spot-check the recordings before they are despatched to CIE for moderation. Centres need to try to ensure reasonably quiet conditions for the Speaking tests. It is also important not to exceed the timings specified in the Teachers' Notes Booklet for each part of the test.

Centres are reminded of their responsibility to check all additions on the Working Mark Sheet(s) and to ensure that the total mark is correctly transferred to the MS1 mark sheet(s).

Test 1

Role plays

Most candidates attempted to communicate all tasks in both Role play A and B.

Teacher/Examiners are advised to read the Teachers' Notes Booklet carefully as Examiners who have prepared their own roles fully and are confident in what they are doing are better able to help candidates who experience any difficulty. Should a candidate not be able to handle one of the tasks the teacher/Examiner should not leave too long a pause, but should lead the candidate on to the next task.

It often helps candidates if the Examiner reads out the rubric at the start of each Role play in order to clarify what the candidate's role is.

Role play A (Talking about a hobby)

- 1 The majority of candidates responded accurately.
- 2 Some candidates did not mention the music room.
- 3 Most candidates had no difficulty in this task.
- 4 The majority of candidates found this accessible.
- 5 A minority of candidates found it difficult to say numbers in tens of thousands.

Role play A (Booking a hotel)

- 1 Some candidates found this task challenging but they managed to communicate the required points.
- 2 Many Examiners encouraged candidates to mention the number of adults and children.
- 3 Most candidates tried to explain what they wanted.
- 4 Many candidates found this task challenging.
- 5 Candidates generally coped very well with asking two questions.

Role play A (Meeting a friend)

- 1 Many candidates were able to make good suggestions.
- 2 A majority of candidates were able to respond correctly.
- 3 Many candidates found it easy to respond.
- 4 Some candidates did not mention *on foot*.
- 5 Most candidates found this task accessible.

Role play B (At school)

- 1 Most candidates managed to say something in this task.
- 2 Performance on this task was mixed and depended on whether candidates knew the words for illness or having a fever.
- 3 A lot of candidates were able to complete this task successfully.
- 4 Most candidates managed to complete this task.
- 5 Most candidates were able to describe the pictures.

Role play B (Shopping at a supermarket)

- 1 Most candidates were able to respond to this task.
- 2 A majority of candidates were able to ask questions in this task.
- 3 Many candidates performed well here.
- 4 Some candidates found it difficult to describe these pictures.
- 5 Many candidates managed well in this task.

Role play B (Sports gym)

- 1 Many candidates gave directions very well.
- 2 Some candidates did not mention *for one hour*.
- 3 A majority of candidates described the pictures very well.
- 4 There was a mixed performance on this task.
- 5 Many candidates attempted this task and performed very well.

Test 2

Topic Presentation/Conversation

It was clear that all the candidates had prepared well for their presentations and succeeded in showing the best of their knowledge of the target language. The chosen topics were generally appropriate to the IGCSE syllabus and to candidates' abilities.

If a candidate has been talking for one minute and shows no sign of finishing their Topic presentation, the Examiner must interrupt and start the Topic conversation. Many Examiners asked questions that encouraged candidates to describe or compare and this gave candidates an excellent opportunity to demonstrate their communication skills. Additionally, Examiners should ask questions that allow candidates to give opinions and justifications and to use a variety of tenses.

Test 3

General Conversation

Many Examiners encouraged candidates to show the best of their abilities in this part of the exam and most candidates performed well. Generally, Examiners had prepared a good range of questions in order to allow each candidate to show what they could do.

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.

JAPANESE (FOREIGN LANGUAGE)

Paper 0519/04
Continuous Writing

General comments

This year, the majority of candidates performed very well on this paper. There was clear evidence that some candidates had prepared well for this examination by using a wide range of vocabulary and manipulating grammar.

It would be helpful for candidates to learn how to position small つ, や, ゆ, よ, full stops and commas on genkoyoshi. Candidates should be encouraged to avoid using spoken Japanese style in writing, for example, ~ね。 or ちよー、、、、。 Candidates should also use either the polite form or the plain form throughout each question, and not a mixture of both. There were some minor mistakes in the use of particles although these did not usually hinder understanding.

Comments on specific questions

Question 1

A majority of candidates succeeded in responding to all the tasks comparing life in towns and in the countryside. A few candidates wrote about what kind of house they would like and did not write about what kind of house they want to live in in the future, or why they like/dislike the town/countryside rather than pointing out the good and bad aspects of each. Candidates are reminded to read the questions carefully in order to ensure that all the tasks are covered.

Some of the compositions lacked a coherent structure and candidates are encouraged to plan before they start writing and to use paragraphing to help order their ideas. There were a few candidates who did not seem to know which adjectives to use for living things and which ones to use for non-living things, and also how to connect adjectives.

A lot of candidates used a variety of verb forms and vocabulary and, as a result, they managed to be able to show their knowledge of the language.

Question 2

Most candidates performed better on this question and used their imagination very well by either creating a person or using a real person as the basis for their answer. However, some candidates did not mention how they became friends.

Tenses were generally used very well although some candidates mixed present and past tenses and this sometimes affected understanding. There were often mistakes where i-adjectives were used to connect adjectives or modifying nouns. It generally sounds better if candidates use さん with names.

Overall, it was a pleasure to read the variety of responses to this question.