

JAPANESE (FOREIGN LANGUAGE)

Paper 0519/02
Reading

Key messages

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

- read all instructions, questions and texts very carefully;
- 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

This paper changed to a new format for the first time this year. The majority of candidates attempted to answer all questions.

As mentioned in the key messages, candidates should write relevantly and concisely – lengthy answers are not required and may obscure meaning. Candidates are not always required to answer in their own words at this level and so complex manipulation of the language in the passages is not necessary. Answers written in any language other than Japanese are ignored and therefore it is important for candidates to use the target language in writing.

Overall, there was clear evidence that many candidates had prepared well and were able to demonstrate their knowledge of the Japanese language.

Comments on specific questions

Section 1

Many candidates performed very well in this section, achieving full or nearly full marks in each exercise.

Exercise 1 Questions 1–5

The vast majority of candidates did very well in this exercise. **Questions 3** and **4** seemed to be the most challenging.

Exercise 2 Questions 6–10

The majority of candidates answered **Questions 6, 7** and **10** correctly. **Question 9** was the most challenging with a number of candidates choosing either picture B or E.

Candidates are reminded that each question will have a different picture as the correct answer.

Exercise 3 Questions 11–15

Overall, the majority of candidates understood the passage well and answered the questions correctly. **Question 14** proved to be difficult for a small minority of candidates.

To improve, candidates should revise question words such as 'what', 'when', 'where', 'why' in order to increase their understanding of the question being asked.

Section 2

Exercise 1 Questions 16–20

There was a range of performance in this exercise and most candidates answered two or three questions correctly. Candidates are required to choose a specific word from the list provided. To improve, they should revise Japanese grammar in order to be able to select a word which not only has the correct meaning but which fits grammatically. Candidates are advised to read the instructions carefully because a number of them inserted their own words into the sentences.

Question 16

There was a mixed performance on this question. The most common mistake was *でしょう* followed by *ほうかご*, *しゅみ*, *遠い* and *時間わり*, *先生*, *学生*. Some candidates answered *でんとうてきな* which was not in the list of words and therefore a mark could not be given.

Question 17

Candidates found this question the most challenging in this exercise. *ほうかご* and *先生* were the most common mistakes. *しゅみ*, *学生* and *遠い* were the next most common answers chosen by candidates. A very few candidates chose either *本* or *でしょう*. Again some candidates gave their own answer (for example, *たいいくのじゅぎょう*) which could not score a mark.

Question 18

Most candidates answered this question correctly. Of those who chose the wrong answer, *先生* was the most common mistake followed by *遠い*, *しゅみ*, *古い* and *ほうかご*. *人* was not in the list of words and therefore a mark was not awarded if this was given as an answer.

Question 19

This question was also answered well by many candidates. A very few candidates did not attempt to respond to the question. Some candidates chose *しゅみ*, *時間わり*, *先生*, *ほうかご* as the answer. Some candidates wrote *まんが* which could not be given a mark.

Question 20

A number of candidates found this question difficult and many of them chose *つもりです*. Other incorrect answers were *遠い*, *しゅみ* and *古い*. Answers such as *かもしれません* which did not appear in the list of words could not be given a mark.

Exercise 2 Questions 21–29

The majority of candidates managed to locate the answers in the passage and responded to the questions successfully. In this exercise candidates are allowed to copy relevant bits of text from the passage and use them in their answers.

Question 21

A large majority of candidates performed well on this question. *日本* was not accepted as it was not in the text.

Question 22

The majority of candidates answered this successfully. A few candidates made careless mistakes, for example writing 馬 instead of 駅 or 4 かいかかります. It is important for candidates to check their answers at the end of the examination.

Question 23

Many candidates responded to this question correctly.

Question 24

Most candidates performed well although there were a few who found it difficult to structure their responses or used incorrect grammar which made the meaning unclear.

Question 25

Many candidates gave two correct answers to this question. In a few answers there were some misspelled words which affected the meaning of what the candidate was trying to say. A very few candidates did not attempt this question.

Question 26

Most candidates answered this correctly although there was some who wrote what they did at camp instead of where they had a camp. It is important for candidates to read the questions carefully and understand the different question words, such as 'what', 'when', 'where', 'why'.

Question 27

Many candidates did not score a mark here because they had not read the question thoroughly and wrote (いろいろなスキーを) れんしゅうします.

Question 28

Many candidates answered this correctly.

Question 29

The majority of candidates responded to this well and correctly used the speech style of grammar.

Section 3

In this section candidates need to demonstrate their understanding of two longer, more complex texts. Candidates need to read the texts and the questions carefully. All answers must be written in Japanese

Exercise 1 Questions 30–34

This exercise was new this year and most candidates demonstrated that they had prepared well and understood the requirements. Candidates should be reminded that they must answer based on what they had read in the text and not their own opinions or knowledge of the topic.

Question 30

There was a very mixed response to this question and only half of the candidates responded correctly.

Question 31

Most candidates who said this statement was false were also able to correctly justify why it was false.

Question 32

The majority of candidates responded well to this question.

Question 33

A number of candidates answered this correctly. There were some incorrect answers such as とてもいいです or 作って見たらすてきでした or ねだ んも安くていそがしいです.

Question 34

Many candidates correctly said this statement was false and gave a valid justification. Some candidates did not score a mark for answers such as フォトブックで アルバムを作っておくれます or おじいさんとおばあさんのしゃしんをとります or みんなよろこびます.

Exercise 2 Questions 35–40

The majority of candidates attempted this exercise and performed very well. Some did not answer according to what they had read in the passage or did not attempt to respond at all.

Question 35

The vast majority of candidates answered this correctly. A few wrote 毎日のせいかつはたいへんです／くこうから とてもおいです which could not be given any marks.

Question 36

There was a mixed performance on this question. Some candidates gave answers such as いっしょうけんめいべんきょうしました／ひこうきで行きました／16さいのとき日本へ行きました.

Question 37

- (a) Some candidates did not write enough information in their answers. For example, とてもおどろきました／子どもはお金がないから学校に行きません／子どもは学校に行きません.
- (b) Many candidates responded well. A few answered incorrectly by saying 高校にりゅうがくすることができました／ボビーさんはむらに学校をつくらることができません／子どもは学校に行きません.

Question 38

Some candidates found this question challenging and a number of them did not attempt to answer it.

Question 39

This question was answered well by the majority of candidates. Incorrect answers included 日本の大学で勉強しました／アルバイトしたかったです／日本の高校をそつぎょうしたかったです.

Question 40

Candidates found this question the most challenging in this exercise. The most common mistake was 学校に行くことができるためがんばっています and there were grammatically incorrect answers such as 日本人はボビーさんの学校にあまりペンやノートを持っていません. Some candidates appeared to have misunderstood the information they had read in the text.

JAPANESE (FOREIGN LANGUAGE)

Paper 0519/03

Speaking

Key messages

- Careful preparation by teacher/Examiners is essential.
- All task elements must be communicated, but one word or a short response may be sufficient.
- Teacher/Examiners should advise candidates on their choice of topic.
- Teacher/Examiners should make a clear distinction between Test 2 and Test 3.
- Failure to adhere closely to the set timing may disadvantage candidates.
- Teacher/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

The vast majority of candidates performed very well in all tests.

Centres are reminded that the tests must take place in reasonably quiet conditions; there was background noise on some recordings which made it difficult for Moderators to hear exactly what was being said.

It is important for teacher/Examiners to prepare some questions to ask in order to ensure that their candidates can perform to the best of their abilities. It is also important to ask the candidates about their opinions and ideas rather than simple open questions such as how they go to school or what kind of sports they like. Candidates need to be able to communicate using a variety of vocabulary and grammar in the target language.

Teacher/Examiners are reminded that they must adhere to the examination times stipulated in the Teachers' Notes Booklet: approximately 5 minutes for the two Role Plays; 5 minutes for the Topic Presentation/Conversation; 5 minutes for the General Conversation. The whole examination should last no more than 15 minutes in total.

Comments on specific sections

Role Plays

The format of the role plays had changed for the first time this year and the majority of candidates seemed to be well prepared. Many performed to a high standard and some were able to have a very natural-sounding conversation in the target language.

It would help candidates if teacher/Examiners read the instructions at the beginning of each role play to ensure that candidates know what kind of situation they are in. Candidates should be given the opportunity to attempt all the required tasks. If a candidate finds one of the tasks difficult, the teacher/Examiner can always move to the next task, but should try to guide the candidate back to the incomplete task if possible.

Candidates cannot receive full marks when the information is in fact provided by the teacher/Examiner.

Teacher/Examiners should hand out the role play cards at random and should not use the same card for all candidates.

A Role plays

Buying a concert ticket

This role play was completed well by the majority of candidates.

Some had difficulty with Task 3 and hesitated to answer straightaway. In Task 4 many candidates were able to answer using a counter correctly.

Talking about a swimming lesson

Most candidates handled this role play successfully.

In Task 4 a few candidates found it difficult to say how many times they wanted to have lessons.

Talking about the summer holiday

The majority of candidates performed well in this role play. A few were not able to use time expressions successfully in Task 3.

B Role plays

These role plays were intended to be more challenging than the A Role plays.

Talking to a doctor

Many candidates were able to respond well to Tasks 1, 3 and 5. In Task 2 a few candidates struggled to respond fully and in Task 4 some found it difficult to ask for how long they have to take the medicine.

Talking to a taxi driver

Most candidates had no difficulties in responding to Tasks 1, 2, 3 and 4. Some candidates struggled to respond appropriately to Task 5.

Talking about a problem with their computer

The majority of candidates gave appropriate responses to Tasks 1, 2, 3 and 5. In Task 4 some candidates found it difficult to give two reasons.

Topic presentation and conversation

There was clear evidence that all candidates had prepared well for their presentations, choosing appropriate topics such as hobbies, travel, my school. This preparation also helped candidates to perform well in the Topic conversation. Some presentations were on 'Myself' or 'My life' which is not allowed as these can often pre-empt material which will be covered in the General conversation.

It is not necessary to use formal language for candidates at this level, and it is advisable to use the ordinary polite form to help candidates perform to the best of their abilities. It helps candidates to start with a simple open question but the teacher/Examiner should move on to ask questions seeking candidates' opinions and justifications to allow them to access the full range of marks available. Similarly, candidates should be given the opportunity to use a range of time frames otherwise they cannot be awarded a mark in the Satisfactory band or above for Language.

All teacher/Examiners were very friendly and were able to put candidates at their ease throughout the test.

General conversation

Teacher/Examiners should indicate when they are moving from the Topic conversation to the General conversation section so that candidates know what is expected of them.

All teacher/Examiners conducted this test well and covered more than three of the Defined Content topics in this part of the examination. However, many teacher/Examiners did not attempt to ask a series of linked questions in order to explore the topics in greater depth. Teacher/Examiners must try to extend candidates

as far as possible by giving them the opportunity to provide opinions, ideas and explanations using a variety of tenses. As in the Topic conversation, teacher/Examiners are reminded that candidates who do not show that they are able to convey past and future meaning accurately cannot be awarded a mark in the Satisfactory band or above for Language.

Many candidates demonstrated their ability to communicate in Japanese and some of them were able to have a natural-sounding conversation using a variety of vocabulary and constructing grammatically correct sentences.

JAPANESE (FOREIGN LANGUAGE)

Paper 0519/04
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

All candidates attempted to respond to all questions. There was clear evidence that the vast majority of the candidates were well prepared for this writing examination and were therefore able to demonstrate their ability and knowledge of Japanese successfully.

It is very important that candidates read the rubrics carefully in order to be able to access the full range of available marks. For example, in **Question 3** it is essential for candidates to address the bullet points rather than writing whatever they can think of. They also need to keep within the prescribed word limit and it would help if candidates planned their essays before they start writing. Candidates are encouraged to use the kanji listed in the syllabus as well as a good range of the grammar in order to show their knowledge of the target language. Some candidates mixed the polite and plain forms in their writing and this is not appropriate in Japanese. A large number of katakana were written incorrectly this year, and to improve candidates should revise key vocabulary and their spellings.

Comments on specific questions

Section 1

Question 1

This is a new test for candidates from this year. Candidates are required to list 8 items in Japanese and are awarded 1 mark for each correct item up to a maximum of 5. The pictures on the question paper are for guidance only and candidates can include other items in their list if they wish to.

The vast majority of candidates performed very well. There were some problems with spelling such as カメラ or じでんしゃ or かはん, and some non-Japanese kanji such as 財富 or 衣物. Some items were not accepted as they did not make sense even though they were correctly written, for example, みずうみ or およぎ. On the other hand, a few candidates demonstrated a wide range of vocabulary such as むしよけスプレー.

Question 2

In this question, candidates are required to write in Japanese about the bullet points on the question paper. Up to 10 marks are awarded for Communication and up to 5 marks for Language.

A very few candidates did not seem to understand the meaning of 音楽 and consequently wrote about something not related to the bullet points which affected the marks which could be awarded.

- (a) Many candidates could say which music they liked using good language such as クラシック or ポップス or アニメ音楽 or ピアノ音楽. There were problems with spelling in some responses.
- (b) Many candidates successfully gave the reason why they like this music.
- (c) Many candidates used a variety of structures successfully when writing about this bullet point. Some candidates did not mention either where or when they listen to music.
- (d) Most candidates wrote that they wanted to listen to Japanese music because it helps their Japanese study. Some candidates said that they had already listened before. Some responses did not make sense, for example, 日本はせまいですから.

Section 2

Question 3

Candidates are required to answer one question from a choice of three and it is important for candidates to read each question carefully before choosing the one they would like to answer. When responding to their chosen question candidates should ensure that they address all the bullet points in order to access the full range of marks for Communication.

There are up to 5 marks available for Communication, 5 marks for Accuracy of Characters, 10 marks for Accuracy of Grammar and Structures and 5 marks for Impression. Candidates should ensure that they are able to use the past tense where it is required and have good knowledge of the kanji provided in the syllabus. Some candidates seemed unsure of how to use genkōyōshi and to improve they should practise writing their answers on this type of paper in advance of the examination.

- (a) This question was the most popular and many candidates responded well to the bullet points. Some candidates wrote a lot of unnecessary and irrelevant information which affected the marks which could be awarded. Candidates should read the question carefully and respond only to the bullet points provided.
- (b) This was the second most popular question. Most candidates wrote very good compositions using a wide variety of grammar to express themselves. However, a few candidates did not mention any details about what they had for lunch saying instead きのう昼ごはんをたべました or ちゅうか料理や日本料理がありました which was not detailed enough.
- (c) This question was the least popular. Candidates who chose this question tried very hard to create an interesting story and some of them produced wonderful compositions with different forms of verbs and connecting adjectives and very good use of grammar including accurate use of particles.