

# JAPANESE (FOREIGN LANGUAGE)

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Paper 0519/02  
Reading

## Key messages

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

- study the Minimum Core Vocabulary list carefully, and be familiar with the format and rubrics of the papers from previous years.
- 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

Candidates performed very well on this Reading paper, and seemed well-prepared for the paper, which changed format last year. Most candidates attempted all sections of the paper, and were able to show that they had understood the reading passages well.

Candidates should ensure that they are familiar with a range of question words to allow them to answer appropriately. Candidates should give answers which are brief, relevant and concise – 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, particularly in Sections 1 and 2. Answers written in any language other than Japanese are ignored and therefore it is important for candidates to use the target language in writing.

## Comments on specific questions

### **Section 1**

Most candidates performed very well in this section, achieving full or nearly full marks in each exercise. In this section, where multiple-choice questions are used, candidates should be reminded that they should only indicate one option as being correct. If they place a circle or tick against more than one option, they will not be credited.

### **Exercise 1 Questions 1–5**

The majority of candidates scored full marks in this exercise. A small number of candidates had difficulty with **Question 1**, which required them to know the word 新聞 (newspaper).

### **Exercise 2 Questions 6–10**

The majority of candidates received full marks in this matching exercise. In some cases candidates incorrectly chose D as the answer to **Question 7** and **Question 9**. Please remember each picture is only matched with one sentence and therefore the same picture cannot be used more than once.

### Exercise 3 Questions 11–15

Overall, the majority of candidates managed to show that they had understood the short text well. It is important for candidates to be familiar with Topic areas A, B and C in the Defined Content for this exercise. 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 Question 16–20

There was a range of performance in this exercise and most candidates answered three or four questions correctly. 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. They must fill in the gaps in the sentences using a word from the list provided on the question paper. Some candidates completed the sentences using their own words, or used their general knowledge to complete the sentences, rather than answering according to the reading passage. Such answers were not credited.

#### Question 16

The majority of candidates had no problem choosing the correct answer, アジア. Only a few candidates incorrectly chose 東.

#### Question 17

This question proved to be challenging for many candidates, and lots chose 多い or むかし rather than たくさん. The word ほとんど was sometimes provided, but could not be credited as it was not on the list given on the question paper.

#### Question 18

Most candidates had no problem choosing the correct answer for this question. The most commonly chosen incorrect answer was 夏. Candidates sometimes wrote あたたかい or 海がわの町 which were not amongst the choices on the question paper, so were not awarded a mark.

#### Question 19

Candidates coped with this question well. かんこう was sometimes written in the gap for this question, which was not one of the ten words candidates should choose from.

#### Question 20

This question was the least well answered by the candidates. Various incorrect answers were chosen by candidates, including 多い, たくさん, りょこう and むかし, りょうり. The other common incorrect answer was さいきん, which was not in the list provided on the question paper.

### Exercise 2 Questions 21–28

In **Exercise 2**, candidates have to read a longer text, which this year was about someone who cycled from Tokyo to Osaka. Candidates need to respond to questions to show they recognise simple attitudes and opinions in basic written Japanese. They can give brief answers in the target language and they are allowed to extract the answer from the reading passage.

The majority of candidates managed to locate the answers in the passage and responded to the questions successfully.

### Question 21

The majority of candidates answered this question successfully. However, a few candidates just mentioned 今年 rather than 春休み. A small number of candidates made a mistake in writing their answer and wrote 夏休み instead of 春休み, which was avoidable.

### Question 22

Many candidates answered this question correctly. Some candidates misunderstood the question word 何で (how) and confused it for 'why', which led them to answer 春休みだから or ふじ山をみるために or とおくないです, giving a reason. Candidates should be reminded to be careful when reading the questions, as a few candidates also wrote the answer 500kmぐらいあります wrongly.

### Question 23

A lot of candidates responded to this question successfully. Some candidates needed to read the question more carefully, as they gave the same answer here as to **Question 22** mentioning 500Kmぐらいかかりました。

### Question 24

Many candidates found the correct answer without any problems and managed to score 1 mark. A small number of candidates missed the key concept that it was mountainous, which made cycling harder.

### Question 25

Most candidates were able to accurately complete the answers and gained 2 marks. A few candidates gave answers which did not make sense, and therefore could not be credited.

### Question 26

Candidates needed to write a sentence using できます for this question, and some candidates found this difficult to do successfully. A few candidates answered in the present tense and a few candidates missed the key element in their answers, such as じてんしゃのりょこうで会うことができました or たくさんのしんせつを見ました.

### Question 27

This was found to be a challenging question by some candidates. Some incorrect answers were given, such as これからもいやなことやたいへんなことがあると思いました. A few candidates misspelled words, for example いけいけん.

### Question 28

This question proved to be the most difficult in the exercise, and a few candidates did not manage to respond at all. The incorrect answers were various, and included がんばるつもりです and がんばりたいです, which were not full enough to gain the mark.

## 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 29–33

Candidates seemed more familiar with the format of the exercise this year, and performed better as a result.

In **Exercise 1**, candidates need to answer the true/false statements according to what they have read in the text. If the statement is false, they need to correct the statement in Japanese. This exercise was generally not well-answered. Candidates need to be aware that if they make a mistake when answering if the

statement is 正しい/まちがい and indicate that the statement is true, even if they go on to give a good justification of the false statement, they will not be awarded the justification mark. It is not necessary to write anything when the candidates choose a question as True.

### Question 29

A lot of candidates managed to respond correctly and make correct statements. However, a few candidates wrote 山田さんは毎日新しいかがくについてのニュースを読みます instead of しらべます.

### Question 30

The majority of candidates who chose 'False' could correct statement accurately. A few candidates did not manage to score as they changed the original meaning given in the text, such as クラブのせいとは大学の先生がおもしろいと思っています or せいとは先生のおもしろいものがおもしろいと思います and so on.

### Question 31

The majority of candidates responded correctly to this question.

### Question 32

The majority of candidates responded correctly to this question.

### Question 33

Many candidates managed to identify the statement as 'False' and wrote the correct justification.

### Exercise 2 Questions 34–40

The majority of candidates attempted this exercise and responded confidently to the questions. It is fine to lift their answers from the text as long as they do not extract unnecessarily long sentences. On the other hand, a very few candidates did not try to extract the information properly or did not attempt to respond at all.

### Question 34

The majority of candidates answered this question correctly.

### Question 35

The most common mistake made in answers to this question was 十年前まで毎日かいしゃに行ってふつうのせいかつをしていました.

### Question 36

This question was found to be the most difficult in this exercise. There were various answers incorrect answers given by candidates, for example, 楽しかったしごとをやめました or 毎日かいしゃに行ってふつうのせいかつをしていました or 毎日おくさんのせわをするのはむずかしいと思いました and so on. It is important to read the text thoroughly in order to respond to the question appropriately.

### Question 37

Although a lot of candidates could answer this question correctly, incorrect answers were varied, and included おくさん or おくさんと友だち or 中森さんと友だち or おくさんといっしょに考えました. There were also candidates who mentioned しゅみを持ったほうがいいです rather than writing about who suggested to Mr. Nakamori that he should start sports.

### Question 38

This was well-answered and most candidates were awarded the mark successfully. Those who did not score gave answers such as 足がいたくなってマラソンをやめなければなりませんでした or じてんしゃとマラソンです or 水泳をしました.

**Question 39**

This question produced mixed responses.

**Question 40** たくさんの国の人と友だちになることができました。

This question was well-answered by most candidates. The most common mistake was たくさんの国の人と友だちになります in the present tense, which could not be accepted as an answer to this question. There were grammatically wrong answers, for instance 国の人と友だちにできます or the answer did not contain a reason, such as アメリカに行ってよかったです. Candidates should be reminded to read the text and the question carefully to give themselves the best chance of scoring the mark.

# JAPANESE (FOREIGN LANGUAGE)

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Paper 0519/03  
Speaking

## Key messages

- Careful preparation by teacher/Examiners is essential.
- All Role Play 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 the different sections of the test.
- Failure to adhere closely to the set timings 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

Most Centres administered and carried out the tests very well. In order to give candidates the best possible chance, teacher/Examiners should ensure they have read the *Teachers' Notes* booklet carefully so that both the tests and the relevant administration are carried out correctly.

The majority of candidates performed very well in all parts of the Speaking Test this year.

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.

Teacher/Examiners should make sure that the transitions between the different parts of the test are clearly signalled, so that candidates are aware when the Topic Conversation has ended and the General Conversation is beginning.

## Comments on specific sections

### **Role Plays**

Most candidates were familiar with the format of Role Play section and were able to cope with the situations outlined on the cards.

It is good practice for the teacher/Examiner to read the Japanese introduction to the Role Play aloud, to set the scene, and to indicate the roles of the candidate and the teacher/Examiner.

Candidates should be given the opportunity to attempt all the required tasks and therefore each situation must be carried out in full. Centres are reminded that the teacher/Examiner must not create extra tasks, nor must s/he omit tasks. If the stipulated tasks are changed or omitted and/or extra tasks are added this will confuse candidates and it changes the nature of the examination. Marks can only be awarded for completing the tasks as presented on the Role Play Cards. Centres are reminded that on some tasks a short response may be sufficient to attract a mark of three.

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

Examiners should hand out the Role Play Cards at random and should not use the same card for all candidates.

### **A Role Plays**

#### *Eating at a restaurant*

Most candidates handled this role play successfully.

#### *Borrowing books at a library*

This Role Play was completed well by the majority of candidates. Some candidates found the second teacher/Examiner prompt a little challenging, but most were able to complete the task successfully and ask a question about the library.

#### *Travelling to Hokkaido*

Candidates coped well with this Role Play and were able to communicate the necessary information needed to make a booking with a travel agent. Almost all candidates produced a future time expression when saying where they wanted to travel to and most managed to ask a simple question about Hokkaido.

### **B Role Plays**

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

#### *Speaking to a bank clerk about a lost bank card*

Most candidates were able to explain that they had lost their bank card, but some found it hard to say when this had happened, and not many could extend this response to mention two details. In the last prompt candidates were asked to give a reaction or to say how they felt about the new card taking a week to arrive. Many candidates were able to express an emotion here, but those who tried to give a negative reaction often found it difficult to respond appropriately.

#### *Wanting to work at a department store*

Most candidates managed to complete the Role Play successfully, but a few candidates did not seem to understand the term アルバイト. Many candidates were able to respond using the past tense and candidates used a variety of adjectives when describing themselves. In the final prompt, several candidates gave a positive response, when they should have responded that they could not work late that day.

#### *Talking about studying in Japan*

Most candidates coped well with this more informal conversation about studying in Japan.

### **Topic Presentation and Conversation**

Most candidates were well-prepared for their presentations and had chosen appropriate topics from the syllabus such as hobbies, travel and my school. Centres should advise candidates that they should not choose 'Myself' or 'My life' as the subject of their presentation, as this is likely to overlap with the General Conversation, and will therefore disadvantage them.

In the Topic Conversation, 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. The teacher/Examiner should ask questions that draw and expand on the material presented by the candidate. Too many closed questions which only require a yes/no answer should be avoided as this causes the conversation to stall. Candidates must be encouraged to develop and extend their responses to show their competence in spoken Japanese.

Teacher/Examiners must remember the requirement for candidates to demonstrate that they can use past and future time-frames accurately in each conversation (both topic and general). They should ask appropriate questions in order to give candidates every opportunity to fulfil this requirement. Teacher/Examiners should be prepared to ask several questions that require candidates to use past and future time-frames. If a candidate does not show that he/she can use past and future time-frames accurately, he/she cannot be awarded a mark above 6 for Language (table C).

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.

This section was generally conducted well and teacher/Examiners seemed aware of the need to cover two or three topics from the Defined Content. Teacher/ Examiners should ask a series of linked questions on each topic area in order to explore the topics in greater depth and to give candidates the opportunity to provide opinions, ideas and explanations using a variety of time-frames. 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.
- Handwriting must be clearly legible

## General comments

The majority of candidates performed very well, and were able to show their knowledge of grammar and vocabulary in Japanese. Candidates seemed well-prepared for the format of the examination and the majority of candidates followed the instructions correctly, answering just one question from the choice of three in **Question 3**.

Candidates should be reminded to read the questions carefully before writing their responses, ensuring that they understand the requirements of each question and addressing each bullet point in order to be awarded marks for communication.

It was noticeable that there were frequent mistakes in the use of particles this year, which impeded communication at times. Candidates should also try to present work which is neat, as examiners cannot award marks if writing is illegible.

## Comments on specific questions

### **Section 1**

#### **Question 1**

Candidates are required to list 8 items in Japanese and are awarded 1 mark for each correct item up to a maximum of 5. It should be noted that the pictures on the paper are there to act as a prompt for candidates and to help give ideas to candidates who may be struggling to think of enough vocabulary items on the given topic. There is no requirement for them to write answers relating to the pictures, although many candidates adopted this approach. The most important thing is for candidates to write words correctly in the target language, and candidates are therefore advised to choose words which they are confident they know how to write accurately. Candidates do not need to write their answers in a sentence in this question.

The majority of candidates received full marks in this opening exercise. Those who did not manage to score full marks usually needed to write more accurately or to spell items correctly in order to convey the intended meaning. The main area where improvements could be made is in the spelling of katakana words and in the use of the small つ, や, ゆ, よ. Candidates also need to remember that their answers should respond to the question asked, which this year required them to name objects they might have in their bedroom. Answers like あし or 目 could therefore not be credited. Some candidates showed their wide range of vocabulary, giving answers such as ふでばこ or ごみばこ.

#### **Question 2**

In this question, candidates are required to write a response in Japanese which addresses the prompts given in the bulleted list. There are 10 marks available for Communication and 5 marks for Language, and therefore candidates need to give up to 10 pieces of information in their response to score the highest marks. They should therefore be encouraged to give as many details as they can and extend their responses to the questions where possible. In many cases, candidates produced very good written Japanese, creating some imaginative and interesting pieces. Weaker responses often showed that candidates had not read the instructions carefully enough, rather than having insufficient Japanese to answer the questions. Practise is

still needed in the use of particles, as instances such as 「スポーツが行きます。」 were seen this year. Most candidates were aware of the need to write between 100 and 150 characters.

- (a) Many candidates could say what they do at the weekend using ～ています or ～たり～たりします or ～に行きます. This question asked about a regular activity or something that candidates *often* do at the weekend. In some cases, candidates wrote about what they did last weekend or used a past tense saying 「日本に行きました。」.
- (b) A lot of candidates succeeded in saying who they spend time with at the weekend. The majority of them said 友だち, although 母/家族 were also frequent answers. いっしょ was often spelled incorrectly.
- (c) Most candidates managed to mention where they do weekend activities, for example, 公園 or 友だちの家 or レストラン, and some of them mentioned the name of a specific place. Some candidates even talked about Saturday and Sunday separately and as result, they could show that they know lots of different places in Japanese.
- (d) Many candidates could write what they want to do next weekend, although there were a few candidates who did not attempt this question. Some candidates were able to show their knowledge of grammar very well using から and connecting two sentences together or by using the tai-form correctly. Some candidates used ので or なぜなら accurately, which is quite advanced grammar for this level. Adjectives were also widely used by a good number of candidates.

## Section 2

### Question 3

In this question, candidates are required to answer one question from a choice of three. Therefore it is very important for candidates to read through the prompts for each question carefully and choose the question that they think they can answer most successfully. 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. It is advisable for candidate to spend a short amount of time planning their response before they start writing on genkōyōshi.

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 exercise was the most popular, which asked candidates to write about having a part-time job. The performance was generally very good, and many candidates showed that they could write accurate Japanese. The majority of candidates responded to bullet points 1 and 2 very well. A few candidates made a mistake when writing negative sentences, for instance したいではありません in the third prompt and some candidates made basic errors such as writing こんにちは instead of こんにちは.
- (b) This question was the least popular among candidates. However, candidates who tackled this question produced very good writing in the target language using a variety of adjectives. Many of them managed to give detailed responses to the first prompt, which asked them to describe their dance club. The second prompt was less well-answered. A few candidates confused the verbs 見ます and 見せます. A lot of candidates were able to give interesting responses about what they want to do with dance in the future.
- (c) This was the second most popular question and many candidates used their imagination to successfully create an interesting story. Candidates need to be careful that they address each bullet point in the question. In some cases, candidates spent a lot of time describing the new student in their school and did not include anything about the strange thing that happened, which made their stories feel incomplete. It was evident that a small number of candidates were not familiar with the word おかしい and confused it with おかし. This resulted in some stories taking a very different direction. Overall, a lot of candidates succeeded in using present and past sentences correctly and showed that they could write clear and coherent Japanese.