

# 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

The majority of candidates had clearly prepared for this examination very well.

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**

The majority of candidates acquitted themselves very well in this section, most achieving full or nearly full marks in each exercise.

### **Exercise 1 Questions 1–5**

Many candidates achieved high marks in this exercise. **Questions 2** and **4** were answered correctly by most and **Question 3** seemed challenging to some candidates. Candidates need to be aware that they should choose just one answer in this exercise. They cannot be credited if they place a circle in more than one box, as it is not clear to the examiner which answer they are choosing.

### **Exercise 2 Questions 6–10**

The majority of candidates managed to match the sentences to the corresponding pictures successfully. A few candidates made a mistake in **Question 8** choosing answer **E** and in **Question 9** choosing answer **E**. Please remember each picture is only matched with one sentence and therefore the same picture cannot be used twice or more.

### Exercise 3 Questions 11–15

The majority of candidates showed they had understood the short text about going to a tennis match and answered the multiple choice questions 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 Questions 16– 20

In this exercise, candidates read a short text and then complete sentences using vocabulary provided on the question paper. This year the passage was about a nature class.

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. Candidates are only allowed to use one word for each answer, and the same word cannot be used twice. 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 vast majority of candidates had no problem choosing the correct answer (古い).

#### Question 17

Most candidates were able to identify おしえます as the correct answer. あげます was the most commonly given incorrect answer.

#### Question 18

The majority of candidates correctly gave 魚 as the answer. Candidates who did not gain any marks chose either くだもの or せつめい

#### Question 19

This question was the least well performed by candidates. Quite a lot of candidates found it difficult to identify せつめい as the correct answer. じゅぎょう was the most common mistake among candidates.

#### Question 20

Candidates found this question quite challenging. 新しい was the most common mistake among candidates, followed by either だめ or せつめい.

### Exercise 2 Questions 21–28

In **Exercise 2**, candidates read a longer text, which this year was about going on a ski trip. 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. Many candidates performed very well again this year.

#### Question 21

The majority of candidates answered this successfully. A few candidates made a careless mistake writing 5日から instead of 2月15日から, which was avoidable.

### Question 22

Many candidates managed to receive a full mark without any problem. However, a few candidates incorrectly used the present tense in their answer. Misspelling いっしょ was common.

### Question 23

Many candidates responded to this question successfully.

### Question 24

Most candidates answered this question correctly. Where incorrect answers were given, these included: 毎日れんしゅうしました / だいじょうぶだとおもいました / 先生はやさしくおしえました and so on. A small number of candidates misspelled やすかったです instead of こわかったです. Candidates should be reminded to take care in writing their answers and check their work to avoid this type of error..

### Question 25

This question produced a mixed response, with a variety of incorrect answers being given; these showed that the question had not been understood. Candidates needed to answer in the past tense, and not all candidates managed to do this.

### Question 26

Most candidates were able to accurately complete the answers to parts (i) and (ii) separately, and managed to receive two marks in this question. Some candidates did not manage to pick out the positive aspects of the hospital and gave answers such as びょういんはちいさかったです or いしゃはよかったです. Others just provided single words such as いしゃ, かんごふ which also did not explain what was good about the hospital.

### Question 27

Candidates seemed to find this question rather difficult to respond to accurately. Some candidates did not manage to construct their answer correctly such as ぼくはぜんぜんフランス語です or used the wrong subject ぼく / 私.

### Question 28

This question was handled well by most candidates.

### 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

It was noticeable this year that more candidates were writing justifications for every answer, which is not required. Candidates firstly need to carefully read the passage and questions and identify which statements are true and which are false. Once they have done this, they should write a justification for the 'False' statements only. Candidates cannot be credited with a justification if they have ticked 'True' for the statement, so there is no benefit in writing a justification for every response.

Candidates are reminded that their justifications must come from information given in the text. In some cases, candidates corrected the statement with information they had composed based on their knowledge of the subject.

### Question 29

Most candidates managed to respond correctly and make a correct statement. However, a few candidates wrote 西川さんのしごとはいすやテーブルをつくることです or 古いいすや テーブルをきれいにうることで す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 なおうことです.

### Question 30

Many candidates identified that the statement was correct.

### Question 31

Many candidates who chose False could justify the correct statements and therefore they received 2 marks. On the other hand, a few candidates did not manage to score as they were not able to extract the correct meaning from the text, giving answers such as おきやくさんの話をよく聞 きます or 毎日つかうからとても 気をつけます and so on.

### Question 32

This question produced a range of responses. Whilst many candidates produced a correct sentence and gained full marks, some candidates did not manage to produce a complete sentence as in おきやくさんの話を聞きます and others made a mistake with word order and as a result the meaning was changed, for example なおしかたをきめてからおきやくさんに聞きます.

### Question 33

Several candidates thought the statement was False, when it was in fact True. They went on to write what they thought was the correct answer, when no justification was needed.

### 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

This question was performed very well among the candidates.

### Question 35

Many candidates managed to answer correctly. It was evident that some candidates made up or guessed the answer; answers must come from the text to be credited.

### Question 36

The majority of candidates could find the correct answer for this question and most of the answers said that Kazuya's grandfather became lonely.

### Question 37

The vast majority of candidates were able to answer this question. Only a straightforward answer was required, i.e. that Pepe is a robot. Some candidates tried to give more detailed answers describing what Pepe could do, but forgot to include the fact that he is a robot, so could not be credited with the mark.

### Question 38

Most candidates answered this question well. Some candidates needed to include more detail to be awarded the mark.

**Question 39**

Most candidates managed to respond to this question correctly. Some candidates even managed to answer in their own words accordingly.

**Question 40**

This question was performed well by the candidates. Some candidates needed to explain why it was good to buy a robot for Kazuya's grandfather in detail. There were many good answers, paraphrased by the candidates in their own words which were successful. This showed that the candidates have prepared for this exercise.

# 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 questions

### **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**

#### *Talking about Lunch*

This Role Play was completed well by the majority of candidates. Some candidates interpreted the prompt about eating outside at lunchtime, to be 'eating out' (i.e. in a restaurant) when the intended meaning was eating 'outside of the building' in the playground / school grounds / park etc. Those candidates who had prepared vocabulary for eating in a restaurant for the first task found it difficult to answer the second and third questions which asked whether they were having a packed lunch or sandwiches, who made their lunch etc. Candidates should use the preparation time to read through all prompts to be aware how the conversation develops.

#### *Ordering a birthday cake at a cake shop*

This Role Play was completed well by the majority of candidates. In prompt 5, some candidates requested something from the shop assistant, but they should have asked a question about the cake to get a mark.

#### *Buying a T shirt at a department store*

Most candidates handled this Role Play successfully.

### **B Role Plays**

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

#### *Talking about a trip to Japan*

Most candidates coped well with this more informal conversation about trip to Japan, but some found it hard to describe the differences between Japanese houses and UK houses, and not many could extend this response to mention two details. Many candidates were able to respond using the past tense and some candidates used a variety of adjectives when describing why they wanted to go to Japan.

In the last task, a few candidates struggled to ask a question about a trip to Japan to the Teacher/examiner.

#### *Speaking to a member of staff at a bus company about a lost bag*

Most candidates were able to explain that they had left their bag on a bus, but some found it hard to say why the bag was important to them. In the 4<sup>th</sup> prompt, candidates were asked to give a reaction when they heard that the bag was there. Many candidates found it difficult to express an emotion here.

#### *Booking a sports camp at a travel agency*

Most candidates managed to complete the Role Play successfully, but a few candidates struggled to ask a question about the alternative camping plan. In the 4<sup>th</sup> prompt, candidates were asked to express their feelings about the fact that the intended sports camp was fully booked. Several candidates were not able to express that it was disappointing.

### **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 vast majority of candidates were well-prepared for this examination and understood the requirements regarding question optionality. Many candidates performed very well, showing their knowledge of Japanese grammar and vocabulary. Some candidates showed they were able to write freely and naturally in Japanese.

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.

Candidates should try to present work which is neat, as examiners cannot award marks if writing is illegible. Candidates should also be familiar with how to write in genkoyoushi, as several candidates were not aware that they should write one character per box.

## 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. Many candidates were able to show that they had a wide range of vocabulary for places in a town. Candidates must be careful to only write words associated with the topic given in the question. 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 are not required to write kanji, but if they do so, it must be a Japanese kanji and not a Chinese character. Candidates do not need to write their answers in a sentence in this question.

Many candidates managed to score over 3 marks this year. The candidates who did not manage to score full marks often misspelled words, such as どうぶつかん or えがかん. Candidates needed to take particular care when writing words using the small つ, や, ゆ, よ, or with long sounds to avoid spelling errors such as としよ  
うかん or こえん. Katakana words also caused difficulties, in examples such as デパトール, スパー, ブール or  
トイレ.

## 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.

This year candidates were asked to write about their favourite books or manga, with most choosing to write about manga. Most candidates were aware of the need to write between 100 and 150 characters.

It was noticeable that there were some male candidates who used both 私 and ぼく and this caused confusion in understand their writing.

- Many candidates could say what kind of books or manga they like and most of them successfully wrote the title in Japanese. Candidates wrote either the title of their favourite books, the genre or author. The most common mistake was 読みこと. A few candidates said that they do not like reading and why that is.
- This task was frequently omitted by candidates. Candidates should be encouraged to check they have addressed each bullet point in the question before moving on to give themselves the best opportunity of scoring highly. Candidates who did answer this point succeeded in saying when they read using a variety of good grammar, using ~前に / ~とき and so on.
- Most candidates managed to mention why they like the book or manga. Some candidates performed extremely well using advanced grammar including relative clauses or connected adjectives and nouns.
- Many candidates could write what they want to read next and why, connecting these tasks together very well; using から connecting two sentences together or tai-form correctly. Some candidates used ので or なぜなら accurately, which is advanced grammar for IGCSE. Adjectives also were used widely 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 about going to a festival was the most popular among candidates and most candidates responded very well. The majority of candidates succeeded in mentioning which festival they went to, and many talked about Japanese festivals using 夏まつり or 秋まつり showing knowledge of particular festivals in Japan. Candidates also responded by saying who they went to the festival with, and explained why they went to the festival using a variety of adjectives and verbs with complex grammar. When candidates talked about the most enjoyable matter, some of them used incorrect verbs such as ゲームをあそびます. The last task was found to be the most challenging and not all candidates completed it successfully. Some either omitted the task completely, or used a past tense, which did not make sense in the context.

Some candidates did not seem familiar with the term 'matsuri' but still chose to write on the topic. It is advisable for candidates to read all the questions and choose something they are comfortable writing about; they should not just choose the first question.

- (b) This question about mobile phones was the least answered in this section. Candidates who tackled this question produced very good writing and showed their knowledge of a wide range of vocabulary and grammar using comparatives, superlatives or relative clauses. It is admirable to use ambitious language, but candidates must also be careful to use structures accurately, as mistakes such as けいたい電話をあたことがあって or 買った後で or よくないだと思います and so on were observed. Most candidates responded to each task correctly and as a result they achieved high marks for Communication. Some candidates digressed from the topic, and wrote about gadgets other than mobile phones, which were not relevant to the question. It is very important to respond to each task appropriately in order to gain as many marks as possible.
- (c) This was the second most popular exercise in which candidates were asked to write a story about what happened when they found a bag of money. Many candidates managed to write an imaginative story, which was interesting to read. Some candidates needed to be careful when using time expressions and tenses as sometimes these did not match, as in 来週デパートへ行きました. Others needed to remember to use past tense where it was needed. Many candidates scored very well for Communication as they managed to respond to each task. A few candidates used English words such as 'association' or 'idea', which should be avoided in this Japanese examination.