

FOREIGN LANGUAGE JAPANESE

Paper 0519/02

Reading & Directed Writing

General comments

This year again, a majority of candidates achieved a very high standard. They clearly showed that they understood what they were expected to do in each section, and they performed extremely well. A few candidates used a pencil to fill in their answers and the Centres need to make sure all the candidates use black or dark blue pen. Centres are reminded to check all the exam papers and the register attendance sheets are enclosed before it is despatched.

Comments on specific questions

SECTION 1 of the examination is based exclusively on the Defined Content Syllabus and most candidates appeared to be well prepared for this examination. A few candidates achieved full marks.

Exercise 1 Questions 1 – 5

Most candidates received full marks in this exercise. To gain marks in this exercise candidates need to match a word and a picture carefully. In **Question 3** a few candidates did not seem to know parts of the body.

Question 1	c
Question 2	a
Question 3	c
Question 4	b
Question 5	d

[Total 5]

Exercise 2 Questions 6 – 10

The majority of candidates gained full marks in this exercise. A small number of candidates made an error in **Question 8** or **9**.

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

[Total 5]

Exercise 3 Questions 11 – 15

The majority of candidates scored four to five marks. Candidates do not need to write numbers in kanji in these questions in order to write correct numbers, and some candidates lost marks writing the wrong numbers in Kanji. Quite few candidates made mistakes in the second question, for example answering 5 to 10 o'clock, which could have been avoided if they had read the question carefully.

Question 11	高校生と大学生です。
Question 12	午後(pm 可) 5時から10時までです。
Question 13	950円です。

Question 14 ばんごはんが安いです。or 一時かん950円もらいます。

Question 15 山田さんです。

[Total 5]

Exercise 4 Question 16

More candidates used postcard form (writing name さんへ, greetings, candidate's name より, etc.) this year, which is appropriate for this question. Although some candidates did not use postcard form, most candidates managed to complete all of the writing tasks, and candidates generally performed very well with a good range of vocabulary while utilising grammatical structures. Some candidates did not seem to know what えんそく means and also, some candidates wrote they went with their family. It was noticeable this year that a number of candidates mixed up the present and past form of い adjectives. Candidates should be encouraged to pay attention to whether the questions are in the present form or past form when they read the questions.

16 Refer to General Mark Scheme in the syllabus booklet.

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

SECTION 2 of the examination for reading a short text and writing a short letter was achieved by most candidates. In Exercise 1, an overall majority of candidates filled in the answers and gained very high marks on this short reading exercise. In Exercise 2, candidates managed to respond to all the points required on the question paper, though some candidates did not use letter form.

Exercise 1 Questions 17 – 24

Candidates performed excellently, and this was reflected in the fact that most candidates achieved full or almost full marks. Candidates are allowed to use plain form for their answers. However, slang or rough words are not appropriate for GCSE level.

In **Question 19**, quite a few candidates made mistakes with あげます or もらいます using the wrong subject, but the answer could have been short in order to avoid mistakes. In **Question 23**, candidates were expected to mention that わたし was surprised in order to score points not only for the book but also for the film, as they were the same.

Question 17

本を読むことです。／読書です。

Question 18

やきゅう／友達と木にのぼること／川でおよぐこと／くらくなるまでそとであそぶこと をしていました。

Question 19

お姉さん／高校生のお姉さんです。

Question 20

本のためのお金がありませんでしたから。／うちにあまりお金がありませんでしたから。

Question 21

とてもおもしろかったからです。

Question 22

海についての話です。

Question 23

本とえいがはおなじでしたから、おどろきました。

Question 24

5～6 さつです。

Exercise 2 Question 25

Most candidates managed to perform and respond to the tasks very well. The majority of candidates clearly demonstrated that they had been practising for this exercise, and therefore they achieved high marks. Some candidates did not use letter form or were writing a letter to their friends instead of to the School or teachers. Candidates need to mention what they were expected to write from the question, they cannot gain any marks no matter how much they write correctly if they do not answer the question. Candidates need to learn to use Genkoyoushi writing conventions and letter form. Whichever plain form or polite form candidates use, they should stick to one form consistently, and not mix both forms. Candidates were able to use their imagination freely in this exercise this year and the responses were very interesting to read.

For further pointers, please also refer to General Mark Scheme in the syllabus booklet.

SECTION 3 Most candidates managed to answer well in this section even though this section is a challenging part of the examination.

Exercise 1 Questions 26 – 33

A few candidates managed to achieve full marks and a lot of candidates reached a high standard for their comprehension in this exercise.

Some candidates took the wrong meaning of 何人, which means "What nationality". Instead, they seemed to think it was "how many people" in **Question 26**. In **Question 28**, some candidates separated 小学校, 中学校, 高校, 大学 to answer (i) and (ii), but this is not acceptable. It is not a correct answer if candidates wrote 小学生 for **Question 30**, it has to be 小学生 or 子ども who want to understand, know and speak.

Question 26 カナダ人です。

Question 27 えいごを教えています。／えいごの先生です。

Question 28 (i) 学校(小学校、中学校、高校、大学)でおしえました。

(ii) えいごのきょうか書をつくりました。

Question 29 子どもたちのえいごのなにかたを見たからです。
カナダの子どもとちがうことです。

Question 30 わかりたい／しりたい／話したい とおもうことです。

Question 31 聞くことと話すことです。

Question 32 ゲームであそびながら、えいごをつかうことです。

Question 33 本を読むことです。／子どもにたくさん話すことです。

Exercise 2 Questions 34 – 40

This exercise was clearly one that candidates found most difficult. However, a few candidates achieved full marks and moreover, a lot of candidates managed to respond to the questions satisfactorily. Despite this, a few candidates seemed to find this exercise hard and only managed to answer some questions.

Candidates need to mention what kind of place しれところ is, not where it is in **Question 34**.

- Question 34** (しぜんの中にあって) ひろくてきれいです。
- Question 35** たくさんの人に、まりもセンターをやってほしいからです。
- Question 36** (しれとこのしぜんの中で、) いろいろ見たり、聞いたり、じ分で何かしてみるこ
- Question 37** まりもセンター／しれとこをりょ行する人のためです。
- Question 38** しれとこやしぜんをよくしている大学の先生やしれとこにながくすんでいる人たちがつめいします。／しぜんときせつがテーマです。／せつめいをする人たちといっしょにまりもセンターをあるきながらせつめいを聞きます。
- Question 39** レクチャールームである30分のみじかいプログラムです。／しぜんやきれいなところについてスライドを見せながらするプログラムです。
- Question 40** しれとこのしぜんについてならうことができるからです。

FOREIGN LANGUAGE JAPANESE

Paper 0519/03

Speaking

General comments

Generally, the candidates displayed a pleasing level of communication skills and the standard heard was very high again this year. Most Examiners had prepared the Role plays well and some of them succeeded in making the atmosphere very relaxing, and this clearly allowed the candidates to manage to respond and be able to show as much as possible of their abilities in communicating in Japanese. Although it is understandable that they might be interested in listening to the candidates, the Examiners should not exceed the time limit. Before the cassette is despatched, spot checks must be made to ensure that every candidate is clearly audible. Please could examiners remember to state the beginning and the ending of the test(s).

Once the speaking examinations have been done, the Centres are reminded to send both a copy of the Working Mark Sheet and the Moderator's copy of the MS1 and the cassette(s) to CIE. Please keep to the deadlines in order to be moderated on time.

Examiners are reminded to indicate clearly the different stages of the test as this will help the candidates to understand what they are expected to respond and they will achieve better.

Role Play (General)

The majority of candidates managed to communicate in spoken Japanese very well in both Role Play A and B. However, the Examiners should not offer vocabulary items or options, unless these appear in the Teachers' Notes - please let the candidates work for their tasks. 3 marks can be awarded for a one word or brief answer where that is correct and appropriate to the task - the candidates are not required to use full sentences. What is more, it may be better for some candidates not to respond in long sentences to avoid mixing tenses.

It is important to give the candidates some time to respond, but the Examiner needs to be sure to cover both Role plays in 5 minutes in total.

Overall, the Examiners encouraged the candidates to give their best - this led the candidates to perform this task very well.

Role Play A (School)

1. The majority of candidates responded accurately.
2. This task was done extremely well by most candidates.
3. Most candidates responded with confidence in this task.
4. A few candidates mentioned one thing from the pictures even though the candidates were expected to mention two things.
5. A lot of candidates were able to say music and Japanese.

Role Play A (Airport)

1. It is still difficult to say the date for some candidates.
2. Most candidates managed to mention either parents or mother and father. However, a few candidates said *friends*.

3. A lot of candidates managed to describe these pictures.
4. There was no problem for the majority of candidates to respond in this task.
5. A majority of candidates managed with big numbers except for a very few candidates who had difficulty.

Role Play A (Telephoning)

1. Most candidates answered properly.
2. A lot of candidates were able to respond correctly.
3. Most candidates used the word for watching a film and shopping.
4. The majority of candidates had no problem responding in this task.
5. Most candidates coped adequately with this task.

Role Play B (Talking to a friend)

1. Some candidates struggled with this task. Names of siblings and counters for people seemed difficult.
2. Most candidates managed well in this section using the words they knew.
3. Most candidates were able to do this task.
4. A few candidates had difficulty with young brothers, but they still managed to answer this task.
5. A majority of candidates were able to respond to this task extremely well.

Role Play B (After School)

1. Some candidates did not mention "not going back home", but the majority of candidates were able to say "going to a library".
2. The majority of candidates were able to compare "a few" and "a lot" appropriately.
3. This task was approached well by candidates. Weaker candidates managed well.
4. A majority of candidates responded very well in this task.
5. It seemed that most candidates found it easy to respond to this question.

Role Play B (Shopping for a present)

1. This task was done very well by the candidates.
2. Some candidates' responses were perfectly natural in Japanese.
3. A majority of candidates were able to explain well using appropriate adjectives.
4. A few candidates made mistakes with the counter for shirts.
5. In this task, various responses could be expected by the candidates and most candidates performed well.

Topic Conversation

As in 2008, an interesting range of topics was heard. The Examiners followed the questions about the topics smoothly after their presentations. In order to extend the candidates as far as possible, the Examiners should probe, explore, and ask for explanations, expansions and descriptions. Please remember that candidates are expected to prepare and present a topic, rather than their Examiner just asking them questions about it, and please allow the candidates to speak for about a minute on their chosen topic before asking questions.

A lot of Examiners succeeded in making the candidates feel at ease and this gave the candidates confidence and they were able to show their abilities in spoken Japanese. Examiners are reminded they should not correct the candidates. Marking was consistent and accurate in most of the Centres.

General Conversation

It was pleasing to hear the candidates talking for the full 4 minutes that should be accorded to this section on at least two or three topics. There were some pleasing, natural conversations at all levels of the candidates' ability. The candidates were generally well prepared for the general conversation, but the Centres are reminded not to exceed 5 minutes in this part of the test - 5 minutes is adequate to assess a candidate's strengths.

Please remember, the candidates should not all be asked the same series of questions. The Examiners need to give the candidates plenty of chances to use different tenses and to talk on a wide variety of subjects in the General Conversation sections.

Marking was generally consistent and fair, and in all but a few Centres no, or only minor, adjustments were necessary.

FOREIGN LANGUAGE JAPANESE

Paper 0519/04
Continuous Writing

General comments

There was clear evidence that candidates had prepared very well to produce a high standard of essays for this exam. Many candidates performed particularly well in their use of grammar and vocabulary. However, there were some sentences which mixed up the present and past tense. This year a number of candidates managed to use kanji much more than last year, though there were still some candidates who did not use kanji as much as they were expected to. It is a great pity if candidates produce essays without kanji even though they are able to produce such outstanding essays, and this affected their marks for impression.

Some candidates constantly used よ and ね at the end of sentences, and this is not appropriate for essays. Candidates are also reminded to write neatly in each square box.

Centres need to ensure that all candidates use black or blue pens, and not pencils. Centres need to make sure that all the candidates fill in the Centre number, the candidate's number and their names. Centres should also check that all the exam papers and the attendance register form are in the envelope before it is sent.

Candidates are expected to write between 350 to 400 words in both essays – a few candidates did not manage the minimum number of words this year.

Comments on specific questions

Exercise 1

Most candidates were able to cover all the questions, but a few candidates did not seem to know what けんこう means, though they managed to write about food and also sports relating to health. Some candidates struggled to write about 何に きを つけていますか。 .

A number of candidates produced an essay with a good range of vocabulary written in Kanji and a variety of grammar for IGCSE.

Exercise 2

Most candidates seemed to be confident with this topic and therefore they succeeded in writing an essay with a wide range of vocabulary and showing their knowledge of grammar. Some candidates also showed their impressive knowledge of Japanese places and culture. A few candidates were using present tense and past tenses throughout the essay, from beginning to end, which is bit confusing for the reader. Some candidates mentioned that they studied Japanese in Japan and not before they went to Japan for the question 日本ごを べんきょうしていて よかったと おもいましたか. It was noticeable this year that the spelling of いっしょ was often written いっしょう.

Overall, all the candidates coped with this exercise very well.