

FOREIGN LANGUAGE JAPANESE

Paper 0519/02

Reading and Directed Writing

General comments

The majority of candidates performed very well in this examination, with some candidates achieving full marks. A lot of candidates performed better in **Section 3** this year, whilst some candidates seemed to have difficulty with **Section 2** Exercise 2. Common mistakes were seen in candidates use of connective adjectives and spelling, with はたし often appearing instead of わたし. However, most candidates demonstrated a high level of competence in the target language.

Centres are reminded to ensure that each candidate is informed of their candidate number, and to check that all exam papers and the attendance register 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

A few candidates received full marks in this exercise. The majority of candidates answered **Question 4** correctly, whilst many candidates had difficulty with **Question 2**.

- 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 7**.

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

[Total 5]

Exercise 3 Questions 11 - 15

The majority of candidates scored full marks. There is no requirement for candidates to write in full sentences here, and in many cases writing the correct word is enough. **Question 11** proved to be the most problematic question, but many mistakes here could have been avoided by more careful reading of the question, which indicated that a number was required in the response.

- Question 11** 4つ (です)。
Question 12 すう学とえいごコース (です)。
Question 13 月よう日と水よう日 (です)。
Question 14 9975円 (です)。
Question 15 はじめてのじゅぎょうはお金がかかりません。／クラスが小さいですからよくべんきょうできます。

[Total 5]

Exercise 4 Question 16

Most candidates found the topic of this writing task very accessible and scores for communication were generally high. It was clear that most candidates had been well trained to tackle all aspects of the question and they did not leave anything out. However, a few candidates did not attempt this task at all. A number of candidates used the past tense. Centres should remind candidates of the need to read the whole question very carefully in order to respond to the demands of the tasks and avoid losing marks through simple errors. Some candidates mixed the polite form and the plain form – it should be noted that the plain form is not appropriate for writing a postcard. Some candidates mixed わたし and ぼく. Candidates are expected to write their answers to this exercise in the target language, and should not use any English words.

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, reading a short text and writing a short letter, was answered well by candidates. In Exercise 1, most candidates filled in the answers and gained very high marks on this short reading exercise. In Exercise 2, a lot of candidates did not manage to respond to all the points required on the question paper.

Exercise 1 Questions 17 - 24

The vast majority of candidates scored more than 5 marks. In **Question 17**, many candidates wrote the type of sports Eri does instead of saying what she uses for her favourite sports. A lot of candidates' answers were not full enough for **Question 22**, as they needed to mention that she wanted to play tennis with her elder brother in order to be awarded both marks. Also, in **Question 24**, candidates needed to mention that Eri wanted to be no.1 in a game, not just be no.1.

- Question 17** ボールです。
Question 18 週まつ／土よう日と日よう日です。
Question 19 ちかくのこうえんです。
Question 20 お兄さんです。
Question 21 7さいのときです。
Question 22 テニスはおもしろくてたのしそうでしたから。／お兄さんといっしょにテニスがしたくなりました。
Question 23 高校生のテニスのしあいに出ます。
Question 24 しあいで1ばんになりたいですから。／しあいにかちたいですから。／しあいにかって、1ばんになりたいですから。

Exercise 2 Question 25

This exercise seemed to cause candidates the most difficulty, and a few candidates did not attempt to write anything at all. However, some candidates created a beautiful and constructive piece of writing. A lot of them did not manage to write about what the *special meal(s)* were. Quite a few candidates just wrote about ordinary food or meals, and so were not able to gain high scores as they did not meet the requirements of the question. A few candidates even produced pieces on unrelated topics such as the weather, travel or school life. Many candidates seemed not to understand the vocabulary とくべつな, and therefore they were not able to cope with this task.

One mark is awarded here for each item of relevant information communicated, and the candidates do not mention these, they do not receive any marks. Candidates are allowed to write horizontally or vertically and should be taught that they need to start writing from the right when they decide to write vertically.

Refer to General Mark Scheme in the syllabus booklet.

Section 3 Most candidates managed to answer well in this section and some candidates achieved full marks.

Exercise 1 Questions 26 - 34

Most candidates coped very well with this exercise, which involves comprehension questions on a text relating to a survey of school candidates. To do well in this section, candidates need to use question words and grammar structures properly.

Half the candidates answered with just 前に in **Question 26** which is not enough. Some candidates wrote Masao's comment in **Question 27**. In **Question 30**, a lot of candidates wrote that Hiromi is a good candidate, but the answer needs more detail from the text.

Question 26 新学年になる前です。

Question 27 たのしみです

Question 28 クラスの先生や友だちが新しくなりますから。

Question 29 (i) だれと同じクラスになるからです。

(ii) チャレンジ週かんで、いろいろなスポーツやべんきょうができますから。

Question 30 べんきょうが好きです。

Question 31 たくさんの生とがいろいろな中学校から来ますから。

Question 32 友だちとちがうクラスに入るかもしれないことです。

Question 33 楽しかった中学校生かつがおわるからです。

Question 34 べんきょうとクラブかつどうをもっとがんばることです。

Exercise 2 Questions 35 - 41

This exercise produced a big contrast in the answers given by candidates, with some doing extremely well and others not answering at all. Most candidates scored in **Questions 35** and **40**. A few candidates somehow wrote the answers the wrong way around in **Question 36**. In **Question 37**, any answers from the text explaining about the environment for animals in the zoo gained marks. On the other hand, answers just saying 'it is popular' in **Question 39** were not sufficient. In **Question 41**, candidates needed to mention that there are some animals which might disappear in the future.

Question 35 生きているいろいろなどうぶつをたくさん見ることができます。

Question 36 むかし：どうぶつを見ているだけでした。

今：どうぶつの生かつやどんなことをするのか見せて、どうぶつのことをおしえます。

Question 37 どうぶつがすみやすいかんきょうをつくることです。

Question 38 大きくてあたたかいへやをつくって、中を川や森にして、いろいろなどうぶつがいっしょにすんでいますから、一年中いつでもそのどうぶつを見ることができます。

高い木の上にすむどうぶつのために、高い木やタワーをつくって、そのどうぶつのうごきを見ることができます。

Question 39 ペンギンがふとりません。

おきゃくさんがすぐそばでペンギンを見ることができます。

Question 40 バスや車にのって、大きいどうぶつをすぐちかくで見ることができます。

Question 41 しょう来いなくなるどうぶつがいるからです。

FOREIGN LANGUAGE JAPANESE

Paper 0519/03

Speaking

General comments

In most Centres, the Speaking Test was conducted extremely well, with the Examiner using skilful and sensitive questioning techniques to allow the candidates to show their ability. Most candidates demonstrated a high standard of spoken Japanese. Both candidates and their teachers are to be congratulated on the standards achieved.

Most Centres succeeded in producing a clear and audible recording, although Centres should be reminded of the importance of checking the sound levels before recording starts. Examiners should be careful not to give too many cues and should not correct candidates' mistakes in the middle of the conversation.

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

Centres are reminded that they should check additions carefully in order to avoid arithmetical errors, which should be checked before final submission. Centres should also remember to send both a copy of the Working Mark Sheet and the Moderator's copy of the MS1 and the cassette(s) to CIE.

Test 1

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 be reminded of the need to read the syllabus carefully and make sure they are familiar with their part in the Role Plays to ensure that the tests run smoothly and efficiently.

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

Role Play A (Telephoning)

1. The majority of candidates responded accurately.
2. Some candidates seemed to find the picture confusing.
3. Most candidates coped well. However, some candidates were not able to recognise the kanji.
4. Most candidates managed to mention two things about the pictures.
5. The majority of candidates did very well.

Role Play A (Talking to a friend)

1. A lot of candidates managed to make an invitation.
2. Candidates seemed to know the counter for floors.
3. A lot of candidates managed to mention two things in the pictures.
4. Candidates were able to explain the pictures.
5. The majority of candidates did very well.

Role Play A (Holidays)

1. This seemed quite easy for the candidates to describe.
2. A lot of candidates were able to respond correctly.
3. A lot of candidates found it easy to respond.
4. Some candidates did not manage to mention the dates or the duration of time.
5. Most candidates coped well.

Role Play B (Part time job)

1. A lot of candidates did not mention the distance between the company and the house.
2. A lot of candidates managed to mention the jobs.
3. A lot of candidates were able to do this task.
4. Some candidates did not understand what the pictures were.
5. Most candidates were able to describe the pictures.

Role Play B (Lost property)

1. A lot of candidates were able to manage the situation.
2. Some candidates made mistakes trying to say the price.
3. Some candidates did not manage to say all three things in the pictures.
4. Most candidates coped very well with this task.
5. Some candidates failed to describe this picture.

Role Play B (At school)

1. Many candidates did not mention "Pleased to meet you" at the end.
2. Very few candidates thought the numbers in the pictures represented height.
3. The majority of candidates managed to describe the picture well.
4. Some candidates found it difficult to describe the people in the picture.
5. Many candidates did not describe both pictures.

Test 2

Topic Conversation

As in 2009, a wide variety of topics were chosen by the candidates. The follow up questions by the Examiners made use of a good range of vocabulary. However, in some Centres, the questions were not very challenging and did not stretch the candidates at all. The Examiners need to allow the candidates to speak for about a minute on their chosen topic before asking questions - this is very important as candidates should be given full opportunity to show their ability.

Test 3

General Conversation

In the majority of Centres, the Examiners encouraged candidates to give of their best, by doing advance preparation and planning a range of interesting topics for candidates to talk about. Again, the best performances featured a variety of tenses and a range of structures. Most Examiners managed to time the conversation well.

FOREIGN LANGUAGE JAPANESE

Paper 0519/04
Continuous Writing

General comments

This year, some candidates achieved an extremely high standard in their compositions, structuring their sentences using a wide range of vocabulary and grammar and also using a number of kanji. However, more minor mistakes were evident this year, particularly with particles and grammar structures with verb forms and endings. Some candidates also mixed up the usage of 'い' and 'な' adjectives. Whilst the majority of candidates managed to produce a response for both sections, a few candidates did not attempt to write anything. Candidates should be reminded that they should avoid using spoken Japanese in writing.

Centres should ensure that candidates are taught how to write vertically and horizontally on genkoyoshi.

Comments on specific questions

Exercise 1

Most candidates managed to write about all the elements of this task. However, some candidates did not seem to know what 'せいふく' means and therefore they wrote about school or their friends or transport. Candidates were expected to describe what they wear to school in detail, not just saying that there is no uniform at their school.

There is no requirement for candidates to write in letter form here, and this highlights where candidates have not fully understood the question.

Exercise 2

The majority of candidates coped well with this task and showed their knowledge of vocabulary, grammar and tenses. Many candidates also managed to express their opinions more coherently in this exercise than in Exercise 1. However, this exercise exposed a big gap between able candidates and weak candidates. A few candidates used the past tense instead of the future tense. Candidates at this level should be able to write their own name, school and country in katakana properly.