

# JAPANESE (FOREIGN LANGUAGE)

Paper 0519/02  
Reading and Directed Writing

## Key messages

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

- read all instructions, questions and texts very carefully;
- keep to the required length for writing tasks;
- 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

A good performance was seen this year, with all candidates completing all three sections of the paper. Candidates handled the writing task in **Section 2** particularly well this year.

A lot of candidates managed to use kanji correctly in their answers and wrote in their own words very well. Candidates should be aware that, especially in the earlier sections of the paper, in many cases mistakes can be avoided by using words provided in the reading passages as vocabulary support, or by carefully extracting their answers from the passages. It is not always necessary for candidates to formulate their answers in their own words at this level. Candidates should be reminded to read the questions carefully before they begin, and to check their answers thoroughly after they have finished this examination.

Once again, mistakes were seen in making the past form of い adjectives such as 小さいでした. Candidates also had difficulty in using appropriate particles; this is important as using the wrong particles can change the meaning of what they are trying to write.

## Comments on specific questions

### **Section 1**

The vast majority of candidates performed very well in this section, with many achieving full or nearly full marks in each exercise.

#### **Exercise 1 Questions 1 – 5**

Many candidates scored full marks in this exercise. **Question 1** seemed to be the most difficult and **Questions 2** and **5** were found to be the most straightforward among candidates. Candidates are reminded that they must indicate their intended response clearly. This is especially important if they have changed their mind about an answer. If more than one box has a circle in it, without one being clearly crossed out, no mark can be awarded.

#### **Exercise 2 Questions 6 - 10**

The majority of candidates gained full marks in this exercise. Where mistake were made, they tended to be in **Question 7** or **10**. Candidates are reminded to read the instructions and the questions carefully; some candidates entered numbers rather than letters into the boxes in this exercise.

### Exercise 3 Questions 11 - 15

Overall, candidates coped well with this short advertisement about a trip to view the cherry blossom. The majority responded to all of the questions well, with very few mistakes. A few candidates made mistakes in **Questions 11, 14 or 15** and almost every candidate succeeded in gaining a mark for **Question 13**. In **Question 11**, the most common mistake was missing out さくら／花見 and writing おおさかにしこうえんです。 In **Question 14**, a number of candidates could not spell なければなりません correctly, although this did not affect communication. In **Question 15**, there seemed to be more mistakes among candidates who tried to answer in their own words, such as 天気がわるくないとき行きません or てんきがわりうりといったほうがいいです。 Some candidates made a careless mistake in **Question 12** with the date such as 三月三日 or 三月三十一日, so it is important for them to check their answers to try and avoid this.

It is usually better to keep answers short in this section in order to maintain accuracy in responses.

### Exercise 4 Question 16

Most candidates were well prepared for this short writing exercise, with some showing fluent communication skills in the target language.

Many candidates succeeded in receiving full marks for both Communication and Appropriateness of Language.

Some candidates this year mixed up the polite form and the plain form, which is inappropriate in Japanese. Once again, a minority of candidates produced responses which were not related to the set task. Candidates must read the instructions carefully, as marks cannot be awarded for material that is clearly irrelevant to the task.

Some candidates did not manage to create grammatically correct past structures with i-adjectives or could not form the simple past tense accurately.

### Section 2

This part of the examination was handled well by the majority of candidates again this year. In **Exercise 1**, most candidates responded to the questions correctly, and as a result they gained very high marks on this short reading exercise. In **Exercise 2**, almost every candidate attempted to respond to the tasks and dealt with this exercise well.

### Exercise 1

#### Questions 17 - 23

The vast majority of candidates managed to locate the answer in the passage, and responded to the questions very well. Candidates should be aware that they are allowed to extract text from the passage and use it in their answers, which means that they do not have to write in their own words for this exercise.

#### Question 17

The vast majority of candidates could find the answer in the passage without any problem. However, a few candidates wrote the name of the dog, ミニ.

#### Question 18

The common mistake for candidates in this question was writing the dog's age, and name, as well as the colour. Despite this, most candidates managed to find the answer 白です.

#### Question 19

- (a) Almost all of candidates located the correct answer.
- (b) Most candidates found this quite straightforward.

#### Question 20

A number of candidates made a minor mistake in response to this question, such as 森にさんぽします or by missing a particle.

#### Question 21

The majority of candidates responded to this question very well. A few candidates did not manage to find the answer, instead writing, for instance あめがふるときさん ぼしません。 or

あめがふるときさんぽできません。 Some merely said that she did not want to go for a walk, without giving any reason why.

#### Question 22

In this question, two points are required, and so two separate answer lines are provided. Most candidates managed to write answers using both lines, but some wrote both answers on one line, and then wrote something irrelevant on the other answer line.

#### Question 23

- (a) Most candidates did not have any problem in getting the right answer (はじめて海に行きました。). However, a few candidates said the dog was scared of the sea. Others made mistakes with the tense, although still got the correct meaning across.
- (b) The majority of candidates responded very well to this question. Candidates need to be careful with how much they write when answering, as some answers were very long.

#### Exercise 2 Question 24

All candidates attempted this exercise which required them to write a letter to a friend about a trip, including details such as where they wanted to travel to, when and for how long. An improvement in performance on this exercise was noted this year, with the majority of candidates receiving more than 3 marks for Accuracy. Many candidates responded very well in tasks (b) and (d). Most candidates referred to a summer or winter holiday task (b), while others gave a more precise date, and the vast majority of candidates actually included more than two things they wanted to do on holiday using various grammatical forms. For task (c), many candidates managed to talk about the duration of time. Most mistakes were seen in task (e), with a few unclear, such as お父さんやお母さんをあんしんさせるためにりょうします or

りょうしんがくるからあんしんします or りょうしんがあんしんするためにフランスに行きます and so on.

10 marks are available for Communication and candidates must cover the tasks to get the 10 communication marks. Some candidates produced beautiful sentences covering all of the tasks.

There are up to 5 marks for Accuracy. It is important to write about 200 characters to complete this question. Many candidates manipulated different verb forms and included a variety of correctly written adjectives and tenses. However, it was noticeable that more candidates mixed up the polite and informal forms in their writing this year, which should not be used together in their writing at any time.

For the mark scheme, please refer to the 0519 Japanese syllabus booklet.

#### Section 3

In these comprehension exercises, candidates need to demonstrate their understanding of the two reading passages. They therefore need to read the passages and the questions carefully. Many candidates showed a high level of comprehension, particularly in **Exercise 1**, and showed their ability in the target language very well.

**Exercise 1 Questions 25 – 31**

Overall, the vast majority of candidates performed very well in this exercise about the experience of someone studying in Japan.

### Question 25

Candidates responded very well to this question. Some candidates did not give a full enough answer, responding by saying either the length of time spent in Japan or just that Sam went to Japan. Such answers were not credit worthy.

### Question 26

The majority of candidates found this question accessible, and candidates' most common mistake was to say that Sam studied History.

### Question 27

Wrong answers given here included saying that '*you have to take your shoes off*' or '*there are differences between the USA and Japan*', and so on. However, many candidates managed to respond correctly.

### Question 28

- (a) There were several candidates who wrote about the toilet here, perhaps indicating they were not familiar with the words for bath / bathroom.
- (b) There were some candidates who wrote about taking a shower, and also said that Sam did not want to have a bath at night. However, a lot of candidates were able to find the correct answer  
よるお風呂に入ります.

### Question 29

Almost every candidate answered this question correctly.

### Question 30

A few candidates did not manage to gain a mark here, as they had not noticed that the passage described what the host father *didn't* do, rather than what he *did* do.

### Question 31

Most candidates managed to answer this question well. Where candidates failed to gain a mark, this was sometimes because they had tried to write very complicated sentences, which rendered their answer in comprehensible.

### Exercise 2 Questions 32 – 41

Many candidates attempted this exercise and managed extremely well. Some candidates managed to write answers in their own words. In contrast, a few candidates did not or could not attempt the last few questions.

### Question 32

Most candidates answered this question well, except for a few candidates who answered incorrectly, saying  
かんきょうもんだいの一つ or 日本.

### Question 33

This question was found to be the most accessible to candidate in this exercise. Candidates need to refer to the answer given the passage, rather than attempting to answer from their own knowledge.

### Question 34

A few candidates struggled to answer to the question and did not attempt it. However, many candidates could respond correctly.

**Question 35**

This question was answered well, although candidates needed to write only one of the possible answers.

**Question 36**

Some candidates did not manage to answer this question fully, as it was not enough to just say '*recycling is good*'.

**Question 37**

In this question, the majority of candidates did not seem to have understood the question fully, as they answered by saying '*people buy things they need at free markets*', which had not been asked. Candidates need to read the question in order to respond accurately.

**Question 38**

This question was found to be quite challenging. Candidates needed to mention what is made from which material in order to gain one mark. Nearly half of candidates did not complete this task.

**Question 39**

A few candidates guessed the answer and wrote their own ideas, rather than what was written in the passage. However, many candidates answered well.

**Question 40**

Some candidates found it difficult to respond to this question and wrote '*it is important to throw away rubbish separately*' which was not enough to answer the question.

**Question 41**

A number of candidates did not manage to get this question correct. The most common mistake was saying '*if people separate rubbish, it is easy to recycle and good for the environment*'. There were various answers as well, such as '*it is good to use 5R*' or '*it is important to protect the earth*', and so on. However, there was evidence that candidates tried very hard to find the correct answer in their responses,

# JAPANESE (FOREIGN LANGUAGE)

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**Paper 0519/03**

**Speaking**

## **Key messages**

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

Again this year, there was clear evidence that the majority of candidates were well prepared for this assessment and were therefore able to showcase their ability in the target language very well. Familiarity with the format of the test is very important for both candidates and Examiners.

All Examiners were very calm and sympathetic, which helped put candidates at ease and enabled them to perform well, with some having a fluent conversation or discussion with their Examiner. It is very important that Examiners keep their own speaking to a minimum in order to give candidates the opportunity to show their maximum ability.

In many Centres this year, marking of Test 1 (role-play) was quite severe. Please remember that the suggested responses given in the Teachers' Notes booklet are just examples, and candidates should be awarded marks as long as their responses are appropriate in the context of the conversation.

Examiners must indicate to the candidate the point of transition from one exercise to another, and make a smooth move into the next exercise for the candidate.

Centres are reminded of the importance of the clerical work; the Speaking Examination Working Mark Sheet, the Assessment Mark Sheet (MS1) and the Attendance Register must be sent to Cambridge, the addition and transfer of marks must be checked and CDs must be checked to ensure they are audible before despatch.

## ***Test 1***

### **Role Play (General)**

The vast majority of candidates had clearly practised for this exercise, and as a result they managed to show their communication skills well in each Role-play scenario. It should be remembered that whilst it is preferable for candidates' answers to relate to the pictures provided in the Role-play booklets, alternative answers can be given if they are appropriate in the context.

Examiners are reminded that each Role-play must be carried out in full. Both A and B Role-plays should be done together, so that Role-Play Card A should be completed and then Role-Play Card B should be carried out.

It would be helpful if Examiners could read out the instructions at the beginning so that candidates are clear of their role, rather than starting the Role-plays as soon as the recording begins.

### Role Play A (Visiting a friend)

1. The majority of candidates responded accurately, only a few of had difficulty and just gave greetings.
2. Candidates managed to ask for either *tea* or *coffee* without any problems.
3. Most candidates managed to successfully suggest watching either *DVD* or *TV*.
4. Many candidates managed to give a comparison.
5. Most candidates managed well, but a few of them asked the present time.

### Role Play A (Talking about future plan)

1. The majority of candidates coped very well with this task.
2. A few candidates did not know how to say *Geography*.
3. A lot of candidates could say "*I want to be a teacher.*" A few of them tried to describe what is happening in the picture.
4. Many candidates managed to say '*at primary School*'. A few of them said either '*kindergarten*' or '*School*'.
5. A lot of candidates found it difficult to know what to ask, although most managed say something.

### Role Play A (Getting ready for School)

1. Most candidates managed to say *Tuesday* without problem.
2. Most candidates managed to say the answer. A few candidates used an English word to respond, which could not be credited.
3. Some candidates said '*there are shoes*' instead of '*there are **no** shoes*'.
4. A few candidates asked the present time and also asked what time the lunch is.
5. Most candidates found this exercise easy, and received full marks. A few of them had difficulty and said '*a hamburger*'.

### Role Play B (Talking about a School trip)

1. The majority of candidates managed to respond very well. Some candidates did not mention the day of the week. All Examiners who used this card were flexible and gave their candidates fair marks.
2. A number of candidates answered well.
3. There were a lot of different responses from candidates and most of them managed very well.
4. For the second picture, a variety of answers were given, for example '*drinking juice*' or '*resting under the tree*', etc.
5. Many candidates managed to successfully say something about this picture. A few of them even gave the reason why they went to bed early. Past tense was expected.

### Role Play B (Talking about a summer holiday)

1. A few candidates made a mistake with *10<sup>th</sup>*, but a lot of them responded well.
2. There were a lot of different answers in this exercise, and most of them were correctly explained.
3. The majority of candidates answered very well. A few of them said '*train*' or '*underground*'.
4. A lot of candidates managed to respond in one sentence using the *te*-form.
5. This was found to be quite difficult, but many candidates managed to produce a correct sentence.

### Role Play B (Talking about a film)

1. The majority of candidates could say that the film was good.
2. The majority of candidates managed to say that the boy was good at football, but there were not many who could describe the boy.
3. A lot of candidates used the simple past or even the present tense here.
4. There were a variety of descriptions about the film such as *こわい*, *ホラー*, *おばけ* and most responded very well.
5. Many candidates attempted this task and managed very well. Improvements could have been made by using some connecting words.



## **Test 2**

### **Presentation & Topic Conversation**

It was clear that candidates had prepared well for their presentations, with many candidates presenting very interesting topics. There was a good variety of topics this year and most candidates chose a topic appropriate to their level of Japanese, which enabled them to present it confidently. Some candidates chose more challenging topics, such as *The Environment* or *Customs in Japan*, which were very interesting to listen to. Centres are reminded to encourage candidates to include their own opinions and ideas in the presentation, as this will enable the Examiner to develop an interesting conversation that stretches the candidate.

Examiners are reminded to follow up the presentation with specific questions on the topics chosen by candidates, and to ask candidates to provide opinions and justifications and to use a variety of tenses in order to extend the candidates as far as possible. There should be a clear transition between the Role Play, the Topic Conversation and the General Conversation, and this should be conducted in Japanese to avoid confusing the candidate.

## **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.

Examiners are reminded of the importance of asking questions that will enable the strongest candidates to perform well, while also preparing some that will encourage weaker candidates to speak. Questions in the General Conversation must not cover the same material as the Topic Conversation and at least two or three of the Defined Content Topics should be covered in this section.

Overall, Examiners generally succeeded in creating a relaxed atmosphere for candidates which helped to put them at their ease and perform to the best of their abilities.

# JAPANESE (FOREIGN LANGUAGE)

Paper 0519/04  
Continuous 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

The majority of candidates were well-prepared for this examination and performed extremely well. Most candidates managed to write the required numbers of characters, and responded to the questions, covering all of the communication points. Candidates used a wide range of appropriate vocabulary for this level, including nouns, both い and な adjectives and verbs. Some candidates were able to write fluently with minimal error.

This year, there were more candidates who attempted to use kanji, particularly in response to **Question 1**. Mistakes were seen again this year in the use of particles, particularly with place に/で and time expressions に/で.

Greater familiarity with genkoyoushi, and the conventions for paragraphs and spaces would be beneficial to candidates. Candidates must be careful when they write small つ、や、ゆ、よ. Candidates should also use either the polite form or the plain form throughout each question, and not a mixture of both,

There were a number of mistakes with the usage of こと and もの this year. Improvements could also be made when using adjectives, particularly connectives with -adjectives and some な adjectives such as きれいな, 有名な.

## Comments on specific questions

### **Exercise 1**

This question asked candidates to write about their country. The majority of candidates were able to do this successfully, with most candidates responding to all the stimulus points using a wide range of vocabulary, and some kanji. Writing about food proved popular, and some interesting descriptions were given of traditional dishes. It was evident that candidates are still not confident in writing katakana correctly, and mistakes were seen even when writing the names of their own countries. Sport was widely covered under the umbrella of 'what your country is famous for.' Most candidates managed to give a couple of reasons to convince the reader that their country should be visited.

### **Exercise 2**

There was a range of performance seen in response to this exercise, which asked candidates to write about what they would do if they had access to a time machine. Some candidates used their imagination freely and managed to organise their ideas to create a story in the target language using appropriate vocabulary and advanced grammatical structures. Others produced pieces written in the present tense, which may indicate that they had misunderstood the question. Those who did not prepare well beforehand tended to repeat the

same or similar words and idioms; candidates need to be aware of the importance of planning when writing a story.

The majority of candidates wrote about going back in time; some wanted to talk to their younger selves, to give advice to avoid repeating mistakes. Some candidates found it difficult to express and develop their ideas fully. A lot of candidates chose a particular year they wanted to go to. A few candidates used English words in katakana inappropriately, such as フューチャー、パスト、ヒストリー.

Improvements could be made by attempting to use more kanji from the syllabus in compositions.