

FOREIGN LANGUAGE JAPANESE

<p>Paper 0519/02 Reading and Directed Writing</p>

General comments

The majority of candidates performed very well in this examination; many of them attempted all three sections of the paper, giving them access to all available marks. Candidates seemed to have a good grasp of the Defined Content vocabulary and there was evidence that some had also learnt additional vocabulary not listed in the syllabus.

Comments on specific questions

Section 1

The assessment tasks in this part of the examination are based on the Defined Vocabulary List in the syllabus. Candidates may expect to encounter unfamiliar vocabulary but only items in the list are tested. Most candidates appeared well prepared for this section.

Exercise 1

The majority of candidates achieved full marks in this exercise. In **Question 2**, some candidates clearly did not know the counter for books or magazines, and thus failed to score. In **Question 5**, some candidates seemed to confuse えんびつ, まん年ひつ, and ペンケース.

Question 1 D

Question 2 D

Question 3 A

Question 4 B

Question 5 C

[Total: 5]

Exercise 2

Most candidates answered these true/false questions well. A few candidates ticked the correct response instead of using a circle. Candidates are reminded to read the rubrics carefully before starting each exercise.

Question 6 ○

Question 7 ×

Question 8 ○

Question 9 ○

Question 10 ×

[Total: 5]

Exercise 3

Candidates answered these questions well. However, some candidates lost marks because they used incorrect kanji or they gave the wrong numeric multiple. Some candidates gave more information than was necessary in their answers.

Question 11 2007年7月20日です。

Question 12 1,050円です。

Question 13 なつやすみだけです。／なつやすみです。

Question 14 ご前7時30分／半からです。

Question 15 木曜日です。

[Total: 5]

Exercise 4

In this exercise candidates were required to write a postcard to their teacher about the lake they went to last week. Most candidates completed the task well although many did not use the correct postcard form.

Refer to the Mark Scheme in the syllabus booklet.

[Total: 5]

Section 2

Exercise 1

Candidates were required to read a short text and answer the comprehension questions which followed. Overall the questions were answered very well and many candidates scored full marks.

Question 16 かつこよくてとてもおかしいからです。[2]

Question 17 たいいく、しゃかい、れきしがすきです。[3]

Question 18 小学校から、れきしまんがをよんでいますから。[1]

Question 19 ゆっくり、やさしいレッスンです。[2]

Question 20 大木先生といっしょにべんきょうしたり、あそんだりしたいです。[2]

[Total: 10]

Exercise 2

Candidates were required to write a short letter to a host family in Japan. In order to score maximum marks for communication, candidates are required to write about all the points listed in the rubric. Most candidates managed this and produced some interesting letters.

Refer to the Mark Scheme in the syllabus booklet.

Section 3

Most candidates gave good answers and are to be commended as this is the most demanding part of the question paper.

Exercise 1

Many candidates gave incorrect answers for **Question 22**. Candidates needed to read the text carefully in order to answer the question.

Question 21 ちかくの大学です。[1]

Question 22 (i) サッカーがじょうずになりたかったからです。[1]
(ii) いいグラウンドでれんしゅうしたかったからです。[1]
(iii) サッカーのすきな子たちとともにだちになりたかったからです。[1]

Question 23 (i) 2キロはしります。[1]
(ii) シュートやドリブルをれんしゅうします。
しあいでわるかったところをなおします。[1]

Question 24 (i) しあいのビデオをみます。[1]
(ii) みんなではなします。[1]

Question 25 (i) 大人になってワールドカップに出たいです。[1]
(ii) いろいろなくにへ行って、そのくにの子どもにサッカーをおしえたいです。[1]

[Total: 10]

Exercise 2

In general most candidates answered all the questions very well. However, in **Question 27**, quite a few candidates wrote about where the swimming used to take place prior to the 1942 Olympics but failed to mention what the difference was in 1942. **Question 31** was correctly answered by a large number of candidates.

Question 26 (i) 十四／14のくにからです。[1]
(ii) 二四一／241人きました。[1]

Question 27 50メートルのプールをつかいました。
1942年までうみでおよいでいました。[1]

Question 28 水えいの200メートルで一ばんになったからです。[1]

Question 29 (i) たくさんのくにで、たくさんの人がテレビでオリンピックをみました。[1]
(ii) 日本はたくさんメダルをとりました。[1]

Question 30 (a) (i) (ii) よるおそくまで、テレビをみたりラジオをきいたりしました。[2]
(b) つかれました。[1]

Question 31 2008年のオリンピックをりっぱにしたいです。[1]

[Total: 10]

FOREIGN LANGUAGE JAPANESE

Paper 0519/03

Speaking

General comments

Candidates generally did well and a few achieved very high marks. Most candidates had clearly prepared well for the examination and this was evident in their performance on both the role play and the conversation parts of the test.

Comments on specific questions

Role Play A

Some candidates appeared not to be aware that this was a conversation between a taxi driver and the candidate themselves. Some candidates used incorrect tenses but despite this generally did well.

- 1 Most candidates responded well, but a lot of candidates did not say お願いします。 .
- 2 There were quite a few candidates who had difficulty with dates. There was no-one who said 2 週間.
- 3 The majority of candidates answered this section well.
- 4 A few candidates used まがってください。 However, a lot of them knew ひだり。
- 5 Not many candidates actually mentioned ありがとうございます。 Most of them managed to ask how much it was.

Role Play B

Overall, candidates who were given Role Play B handled it very well. There were some candidates who did not appear to be speaking to someone working at a post office.

- 1 Candidates gave a variety of answers and all handled this question very well.
- 2 Most candidates coped well in this question using the words they knew.
- 3 The majority of candidates answered this question well.
- 4 Some candidates answered with an actual price.
- 5 A few candidates struggled to answer with the counter, but the majority of candidates answered well.

Topic Conversation

Candidates' chosen topics were generally interesting and well presented. The teacher/examiners asked appropriate questions most of the time. This enabled the candidates to feel at ease and to use their own words to answer the questions.

General Conversation

Most conversations were well conducted by the teacher/examiners. It is helpful for both the candidate and the Moderator if there is a clear distinction between the Topic and General Conversations. Teacher/examiners tended to use a mixture of closed and open questions but not always in equal measure for each candidate. Generally, teacher/examiners should be encouraged to ask more open-ended questions to enable candidates to show what they know and can say.

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Paper 0519/04
Continuous Writing

General comments

The majority of candidates succeeded in writing very good essays in both **Section 1** and **Section 2** using a variety of grammatical structures.

It is advisable to teach candidates how to use the squared paper to write an essay although where candidates were not clear about how to do this, it did not have any great effect on their marks.

Comments on specific questions

Section 1

The majority of candidates wrote a very good essay with a wide range of vocabulary and grammar, and as a result their communication skills were of a high standard.

In order to score maximum marks for Relevant Communication, candidates must write about all the points given in the rubric. Quite a few candidates failed to mention the clothes they wore at the party and therefore lost one communication mark. This might have been caused by candidates confusing the difference between *だれが* and *何を with きましたか*.

Section 2

Many candidates made a good attempt at explaining why they like or dislike their country and the length of the essays was within the stipulated character length.

However, some candidates did not seem to know what *くこ* was, and therefore they lost communication marks, even though they wrote a good essay.