

# JAPANESE

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Paper 8281/01  
Speaking

## General comments

Candidates performed very well and the chosen topics were wide ranging and generally very interesting to listen to. The teacher/examiners gave candidates plenty of opportunities to talk on a variety of subjects.

Centres are reminded that candidates' presentations should last for around 3 minutes on a specific topic. With 7-8 minutes for the Topic conversation and 8-9 minutes for the General conversation, the total examination time should be a minimum of 18 minutes per candidate.

## Comments on specific questions

### **Section 1**

#### **Presentation**

A wide range of topics was chosen by the candidates this year. The majority of the candidates gave lively and interesting presentations. However, it is important to remember that candidates are not permitted to take a script of their presentation into the examination.

### **Section 2**

#### **Topic conversation**

Most candidates were able to follow up their presentations with some appropriate conversation on their chosen topic.

### **Section 3**

#### **General conversation**

Candidates were encouraged to have natural, interesting conversations by the teacher/examiners. Most of the candidates spontaneously asked questions in this section. A wide range of questions (including closed and open-ended questions) was asked by the teacher/examiners and this enabled the candidates to perform to the best of their abilities.

It is helpful for both the Moderator and the candidates if there is a clear distinction between the Topic conversation and the General conversation sections for example if the teacher/examiner says, "Now we will move on to General Conversation." Please also remember that the General conversation should cover different topic areas to that chosen by the candidate for their Presentation and Topic conversation.

# JAPANESE

Paper 8281/02  
Reading and Writing

## General comments

Many candidates performed very well in most parts of the paper. The majority of candidates' use of Kanji was exceedingly good and this gave a very good impression. However, a number of candidates performed less well in **Question 5**.

## Comments on specific questions

### *Passage One*

#### Question 1

The majority of candidates got full marks. A few candidates made mistakes in either **(d)** or **(e)**.

- (a) 2
- (b) 1
- (c) 2
- (d) 1
- (e) 2

[Total: 5]

#### Question 2

Many candidates produced very good and imaginative sentences. Some candidates used *わたし* as the subject for **(ii)**. In this exercise, candidates are recommended to produce short, simple sentences.

#### Question 3

Most candidates answered this exercise well. In **(d)** some candidates did not seem to understand the meaning of the question with the word *かわりましたか*.

- (a) 自然がとても好きだから。[1]
- (b) 中学3年のときお金をためて買った。[2]
- (c) どんどころへ行っても足を守ってくれるから。  
自分でお金をためて買ったから。[2]
- (d) 計画表を作って、何回も話したから。[2]
- (e) 昔の人がしたような旅行。[1]
- (f) 森が広すぎてわからなくなったから。  
南アメリカで道に迷ったから。  
森が続いていて、暗くて東や西がわからなくなったから。

食べ物がなくなっても、一週間歩いたから。  
森の中が急に寒くなった。[3]

- (g) お金のためではなく、食べ物を買うために木を切っている。  
料理をするために木を切っている。  
子どもを暖かくするために木を切っている。  
自然を守ることは難しい。[2]
- (h) 旅行の前は危ないと反対した。  
今は、石川さんの旅行の話を楽しみにしている。  
石川さんを信じている。[2]

[Content: 15; Language: 5]

[Total: 20]

### Passage Two

#### Question 4

Most candidates attempted all questions. There were some errors in tense usage. In **(a)(ii)** a few candidates gave アメリカ/ニューヨーク as their answer for this question. In **(b)** some candidates used the wrong function word 15 才だけ. In **(c)** ニューヨークへ行くため. is the wrong answer.

- (a) (i) ダンサー/踊ること [1]  
(ii) 外国のショー/海外のショー [1]
- (b) (i) 若すぎるから。[1]  
(ii) 女の子一人で危ないから。[1]  
(iii) 言葉が全然違うから。[1]
- (c) 有名なダンスの専門学校に入るため。[1]
- (d) (i) 勉強がきびしかった。[1]  
(ii) ダンスのレッスンをきびしかった。[1]
- (e) アメリカへ行くことを反対していたから。  
心配しないでほしかったから。  
日本へ帰りたくなかったから。[2]
- (f) 一人で住んで、よく考える時間があった。  
日本にいたら会うことができなかつた人たちに会うことができた。  
英語が上手になった。[2]
- (g) 言葉、顔、年、習慣が違う人と友達になることができた。[1]
- (h) とても勇気がある。  
チャレンジが好きの人。  
強い人。  
よくがんばる人。  
自信がある人。[2]

[Content: 15; Language: 5]

[Total: 20]

**Question 5**

Many candidates did not write about what both Ishikawa and Kobayashi learnt or thought when they went abroad and tended to focus on their personalities and what they did. Some candidates, however, seem to understand the text well from Ishikawa and Kobayashi's points of view. In **Question (b)**, a few candidates wrote about what they wanted to *do* rather than what they wanted to *learn* when they went abroad. A few candidates only wrote a response to either **(a)** or **(b)** instead of answering both parts of the question.

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.

# JAPANESE

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**Paper 8281/03**

**Essay**

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## General comments

The majority of candidates chose Topic 4: Urban and rural life. Topics 2 and 6 were also chosen by a number of candidates and a few chose Topics 1 and 5. No candidates opted for Topic 3.

Candidates' abilities in kanji were excellent this year and their use of vocabulary was wide ranging which meant that most were able to express their opinions well. A lot of candidates used adverbs very effectively. Some candidates, however, struggled to present clear and coherent arguments although their vocabulary, grammar and structures were generally very good.

The most common errors involved the use of particles. Some katakana spellings were inaccurate, though candidates did not lose marks for minor spelling mistakes. Candidates should not use spoken language like *ね* or *よ* at the end of sentences.

A few candidates wrote over 800 characters and should be reminded that the stipulated essay length is between 600 and 800 characters.

Candidates had clearly prepared for this examination and are to be congratulated for their hard work.