



Cambridge International AS Level

JAPANESE LANGUAGE

8281/02

Paper 2 Reading and Writing

October/November 2023

MARK SCHEME

Maximum Mark: 70

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **20** printed pages.

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Annotations

Annotation	Meaning
✓	Correct or credit for good content point
✗	Incorrect
^K	Detail / word omitted
BOD	Benefit of the Doubt is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.
NBOD	No Benefit of the Doubt is used to indicate material considered by the Examiner and judged to be more incorrect than correct: the benefit of the doubt is not given to the candidate and the mark is not awarded.
HA	Harmless addition

Annotation	Meaning
/	to show the end of a word count
highlight	
REP	Repetition
?	Meaning unclear
LM	Lifted material
IR	irrelevant

General Marking Principles

Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided on the following pages. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with the Principal Examiner if necessary, and award marks accordingly.

Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

No response and '0' marks

There is a NR (No Response) option in **RMA³**.

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

Detailed Mark Scheme**Section 1**

Question	Answer	Marks	Guidance
Question 1			accept ticks
1(a)	1	1	
1(b)	3	1	
1(c)	3	1	
1(d)	2	1	
1(e)	1	1	

Question	Answer	Marks	Guidance
Question 2 Sentences must be different from text and formation must be correct. Inaccuracies in 送り仮名 are tolerated.			
2(i)	e.g. ピアノを弾いている人	1	Rejectこと
2(ii)	e.g. ひくくしてあるつくえ	1	Strict on おくりがな for adjectives
2(iii)	e.g. 雨が降る時、雨の時、ひまなとき	1	Reject: そのとき etc. / Accept as long as meaning not v strange
2(iv)	e.g. テニスをするのが好きです； 教えたのが山田さんです。	1	
2(v)	e.g. しょうらい政治家になるだろう	1	

Question	Answer	Marks	Guidance
Question 3			
Lifting = a whole sentence taken from the text will usually invalidate an answer unless further original explanation is offered. The definition of a whole sentence is a complete unit of meaning which could be from a full stop to a semicolon or from a full stop to a full stop.			
It is not uncommon for candidates to 'lift' and then go on to rephrase acceptably, in which case indicate the lift using LM stamp but reward the rephrase.			
<i>In own words:</i> <i>Note: Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0</i>			
<i>Candidates who use their own words throughout should not be at a disadvantage compared with those who tend to lift answers from the passages. Examiners must be careful to reward for Content answers that are reasonably clear and capture the idea given in the mark scheme, even if not expressed with complete precision or in the words of the mark scheme.</i>			
3(a)	このツアーに参加した人は、どのようなニーズがある人ですか。文中から3つ書きなさい。	3	
	明るい光が苦手	1	Reject 明るい光が得意ではない
	大きな音を聞くと怖い・集中できなくなる	1	
	いつもと違う環境に入ると不安になる	1	

Question	Answer	Marks	Guidance
3(b)	会場になった部屋には、どのような工夫がありましたか。 文中から 4 つ書きなさい。	4	
	普通より暗くしてある	1	
	(さわって安心できる)おもちゃが用意されている	1	
	(音を通さない)ガラスの(大きな)まど	1	without まど OK; just まど also accept
	(おとががまんできなくなったときに使える)ヘッドホン	1	
3(c)	青木ひろし君にとって、この試合を見て、何がとくによかったですか。文中から 3 つ書きなさい。	3	
	チームが勝った (勝ってうれしかった)	1	Reject 地元の試合を見に行った
	小林選手のゴールが見られた	1	must include ゴール
	チームのマスコットと写真をとった	1	Accept also 泣きませんでした
3(d)	お母さんによると、試合中、ひろし君はどんな様子でしたか。文中から 2 つ書きなさい。	2	
	おちつけた (おちついで見た)	1	Also accept 泣きませんでした
	集中して (見ていた)	1	

Question	Answer	Marks	Guidance
3(e)	市役所の人の意見では、今後、どんな社会にしていきたいですか。文中から 3 つ書きなさい。	3	Reject みんなを公平にあつかう社会
	個人のニーズに合わせたサービス	1	
	人はそれぞれちがうことをしっかり考える	1	
	一人ひとりのちがいに合わせて選べる (世の中)	1	

Question 3: Quality of Language – Accuracy

[5]

5 Very good

Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).

4 Good

Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.

3 Sound

Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.

2 Below average

Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.

0–1 Poor

Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

Question 3: Additional marking guidance for Quality of Language

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

PUBLISHED**Section 2**

Question	Answer	Marks	Not Allowed Responses
Question 4			
Mark as Question 3			
4(a)	「アイヌ感謝祭」から、どんなけっかがありましたか。文中から 3 つ書きなさい。	3	
	アイヌ民族の文化を大切にする	1	Reject 歌や踊りがある／伝統的な食べ物がある
	多くの人がアイヌ文化について知ることができる	1	
	同じアイヌ民族の人と(東京で)交流することができた	1	
4(b)	アイヌ民族の人は、以前、どんないやなことがありますましたか。文中から 2 つ書きなさい。	2	
	独自の文化を禁止されてきた	1	
	(学校などで)差別された	1	
4(c)	中川さんが小さかったころ、アイヌ民族であることがくるしかったのは、中川さんのどんな行動から分かりますか。。文中から 2 つ書きなさい。	2	
	かくす (のが普通だった)	1	
	わすれたい (と思った) 、忘れようとした	1	

Question	Answer	Marks	Not Allowed Responses
4(d)	アイヌ民族のグループはどんな活動をしていますか。文中から 3 つ書きなさい。	3	
	アイヌの歴史について学ぶ	1	must be clear whose 歴史
	(自分たちのけんりのために声をあげる)政治的活動	1	must include 政治的
	アイヌ語の勉強	1	not 学校で
4(e)	マオリ民族は、どんなけんりを持っていますか。文中から 3 つ書きなさい。	3	must be clearly about マオリ語
	マオリ語は(英語とならんで)公用語	1	
	マオリ語だけで教育をうけられる公立高校もある	1	
	マオリ語で放送するテレビ局もある	1	
4(f)	中川さんがラジオでほうそうしている目的は何ですか。文中から 2 つ書きなさい。	2	
	アイヌ語話者の数をふやす	1	
	民族文化がなくならないようにする、文化をまもる	1	文化のため Must include 守る、絶やさない、なくさない

Question 4: Quality of Language – Accuracy

[5]

5 Very good

Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).

4 Good

Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.

3 Sound

Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.

2 Below average

Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.

0–1 Poor

Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

Question 4: Additional marking guidance for Quality of Language

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

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2–3	1
4–5	2
6–7	3
8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

Question	Answer	Marks	Guidance
Question 5			
Length of 5(a) + 5(b) (Summary and Personal Response)			
Writing within the character limit is part of the task. Insert the vertical wavy line after the 300th character to show the end of the response to be marked. No marks will be awarded for anything the candidate writes beyond the upper character limit.			
Content marks – Summary			
10 points are required, but more than 10 are given below to outline possible points candidates could be expected to make. Each point scores one mark, with a maximum of 10 to be awarded for content.			
Please note that the points below are possible answers and are in note form, but that candidates are required to present their summary in continuous prose.			
The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):			

Question	Answer	Marks	Guidance
5(a)	<p>みんなが住みやすい社会をつくるために、どんなことがありますか。</p> <p>Text 1</p> <ul style="list-style-type: none"> 会場の設備を整える（特別な部屋やまどなど） おもちゃやヘッドホンなどの用具を用意する 特別なイベントを手配する 人が落ち着ける環境を作る 個人のニーズに合わせたサービスを提供する 一人ひとりが違うことを考える 一人ひとりの違いに合わせて選べる社会を作る <p>Text 2</p> <ul style="list-style-type: none"> イベントを組織する 知識を広める 交流の場をつくる 差別的な法律を変える 公用語の選択 民族語を使った教育 マスコミでの報道 	10	Must mention from Passage 1 and 2 not the candidates own idea or opinions

Question	Answer	Marks	Guidance
Question 5: Content marks – Response to the Text			
5(b)	<p>Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners.</p> <p>来月近くの公園でバザーを開きます。だれもが来られるように、どんな工夫をしますか。</p> <p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> <p>4 Good Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p> <p>3 Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p> <p>2 Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p> <p>0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>	5	

Question 5: Quality of Language – Accuracy

[5]

5 Very good

Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).

4 Good

Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.

3 Sound

Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.

2 Below average

Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.

0–1 Poor

Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.