



**Cambridge Assessment  
International Education**

Syllabus

**Cambridge International AS Level  
Japanese Language 8281**

For examination in November 2020, 2021 and 2022.

日本語

### Changes to the syllabus for 2020, 2021 and 2022

The latest syllabus is version 1, published September 2017.

There are no significant changes which affect teaching.

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

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## Why choose Cambridge Assessment International Education?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

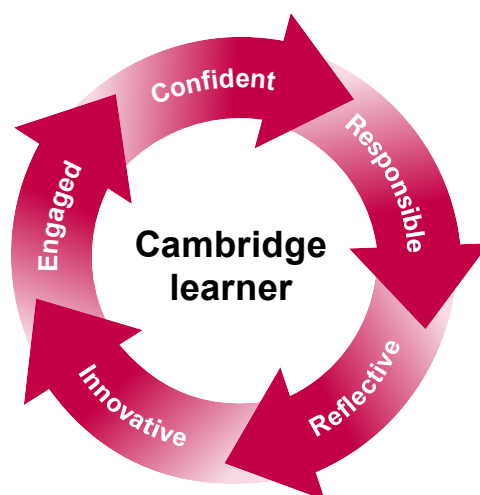
Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge.

### Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially ready to make a difference.



**Learn more** about the Cambridge learner attributes in Chapter 2 of our *Implementing the curriculum with Cambridge* guide at [www.cambridgeinternational.org/curriculumguide](http://www.cambridgeinternational.org/curriculumguide)

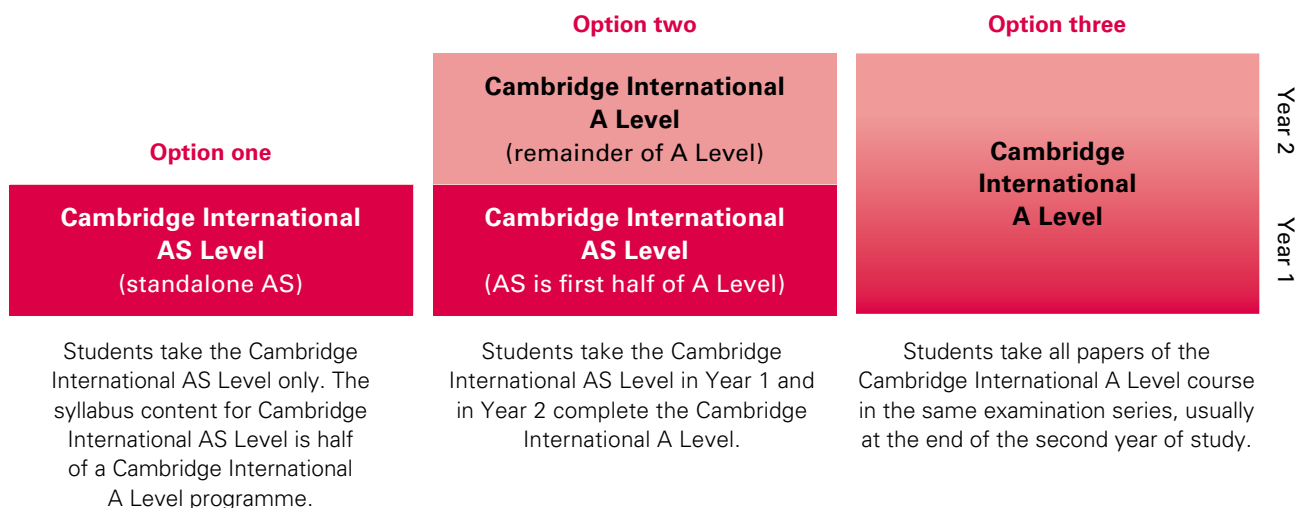
## Why Cambridge International AS & A Levels?

Cambridge International AS & A Levels are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS & A Levels give students building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Cambridge International AS & A Level curricula are flexible. It is possible to offer almost any combination from a wide range of subjects. Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. Some subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level.

There are three possible assessment approaches for Cambridge International AS & A Level:



Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. Cambridge International AS & A Levels are accepted across 195 countries. They are valued by top universities around the world including those in the UK, US (including Ivy League universities), European nations, Australia, Canada and New Zealand. Learners should check the university website for specific entry requirements before applying.

### Did you know?

In some countries universities accept Cambridge International AS Levels in their own right as qualifications counting towards entry to courses in the same or other related subjects. Many students who take Cambridge International AS Levels also choose to progress to Cambridge International A Level.

### Learn more

For more details go to [www.cambridgeinternational.org/recognition](https://www.cambridgeinternational.org/recognition)

## Why Cambridge International AS Level Japanese Language?

### About the syllabus

Cambridge International AS Levels in languages other than English are accepted by universities and employers as proof of linguistic ability and understanding. Successful language students gain lifelong skills, including:

- the ability to communicate confidently and clearly in the target language
- a sound understanding of the nature of language and language study, and of the skills and abilities required for further study, work and leisure
- insight into the culture and contemporary society of countries where the language is spoken
- better integration into communities where the language is spoken
- positive attitudes towards language learning, towards the speakers of other languages, and towards other cultures and societies
- skills which can be used in other areas of learning, such as analysis and memory skills.

The Cambridge International AS Level Japanese Language syllabus enables students to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, thereby also improving their communication skills. Students will learn how to improve their use of Japanese in a variety of situations, understanding how to read texts and other source materials, and how to extract information, initiate conversations and respond to questions both orally and in writing.

### Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level, and around 360 guided learning hours for Cambridge International A Level.

These figures are for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience of the subject.

### Prior learning

We recommend that candidates who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE assessment/course or equivalent in Japanese.

### Progression

A Cambridge International AS Level in a language provides a suitable foundation for the study of the language at A Level and thence for related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in languages or some other subjects. It is also suitable for candidates intending to pursue careers or further study in languages, or as part of a course of general education.

We recommend learners check the Cambridge recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.

### How can I find out more?

#### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)

#### If you are not yet a Cambridge school

Learn more about the benefits of becoming a Cambridge school from our website at [www.cambridgeinternational.org/startcambridge](http://www.cambridgeinternational.org/startcambridge)

Email us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) to find out how your organisation can register to become a Cambridge school.

## Cambridge AICE

Cambridge AICE Diploma is the group award of the Cambridge International AS & A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations from different curriculum groups.

### Learn more

For more details go to [www.cambridgeinternational.org/aice](http://www.cambridgeinternational.org/aice)

“ Our research has shown that students who came to the university with a Cambridge AICE background performed better than anyone else that came to the university. That really wasn't surprising considering the emphasis they have on critical research and analysis, and that's what we require at university. ”

John Barnhill, Assistant Vice President for Enrollment Management, Florida State University, USA

## Teacher support

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

The support package for our Cambridge International AS & A Levels gives teachers access to a worldwide teaching community enabling them to connect with other teachers, swap ideas and share best practice.

### Teaching and learning

- Support materials provide teachers with ideas and planning resources for their lessons.
- Endorsed textbooks, ebooks and digital resources are produced by leading publishers. We have quality checked these materials to make sure they provide a high level of support for teachers and learners.
- Resource lists to help support teaching, including textbooks and websites.

### Exam preparation

- Past question papers and mark schemes so teachers can give learners the opportunity to practise answering different questions.
- Example candidate responses help teachers understand exactly what examiners are looking for.
- Principal examiner reports describing learners' overall performance on each part of the papers. The reports give insight into common misconceptions shown by learners, which teachers can address in lessons.

Cambridge  
International  
AS & A Level  
support for  
teachers

### Professional development

#### Face-to-face training

We hold workshops around the world to support teachers in delivering Cambridge syllabuses and developing their skills.

#### Online training

We offer self-study and tutor-led online training courses via our virtual learning environment. A wide range of syllabus-specific courses and skills courses is available. We also offer training via video conference and webinars.

#### Qualifications

We offer a wide range of practice-based qualifications at Certificate and Diploma level, providing a framework for continuing professional development.

### Learn more

Find out more about support for this syllabus at [www.cambridgeinternational.org/alevel](http://www.cambridgeinternational.org/alevel)

Visit our online resource bank and discussion forum at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at [www.cambridgeinternational.org/social-media](http://www.cambridgeinternational.org/social-media)



# 1 Assessment at a glance

## Availability

This syllabus is examined in the November examination series.

This syllabus is available to private candidates.

Detailed timetables are available from [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

Centres in the UK that receive government funding are advised to consult the Cambridge International website [www.cambridgeinternational.org](http://www.cambridgeinternational.org) for the latest information before beginning to teach this syllabus.

## Scheme of assessment summary

	Component 1 Speaking Test		Component 2 Reading and Writing		Component 3 Essay	
	duration	weighting	duration	weighting	duration	weighting
<b>AS Language</b>	20 mins	29%	1 hour 45 mins	50%	1 hour 30 mins	21%

**Note:** The use of dictionaries is not permitted in any assessment.

For a description of components see section 4.

Appendix A gives details of the Kanji requirement at this level and guidance on grammar, structures and examination rubrics.

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- syllabuses with the same title at the same level.

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## 2 Syllabus aims and assessment objectives

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### 2.1 Syllabus aims

Cambridge International AS Level syllabuses in languages other than English aim to:

- develop the ability to understand a language from a variety of registers
- enable students to communicate confidently and clearly in the target language
- form a sound base of skills, language and attitudes required for further study, work and leisure
- develop insights into the culture and civilisation of the countries where the language is spoken
- encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations
- support intellectual and personal development by promoting learning and social skills.

### 2.2 Assessment objectives

The examinations are designed to assess candidates' linguistic competence and their knowledge of contemporary society. In the exams, candidates will be expected to:

- understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing
- manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures
- select information and present it in the target language
- organise arguments and ideas logically.

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## 3 Topic areas

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All textual material used in the examinations will be drawn from the topic areas below, with reference to the country or countries where the language is spoken. More guidance on the topic areas is given in section 5.

- Human relationships
- Family
- Generation gap
- Young people
- Patterns of daily life
- Urban and rural life
- The media
- Food and drink
- Law and order
- Philosophy and belief
- Health and fitness
- Work and leisure
- Equality of opportunity
- Employment and unemployment
- Sport
- Free time activities
- Travel and tourism
- Education
- Cultural life/heritage
- War and peace
- Social and economic development
- Scientific and medical advances
- Technological innovation
- Environment
- Conservation
- Pollution
- Contemporary aspects of the country or countries where the language is spoken

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## 4 Description of components

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### 4.1 Component 1: Speaking Test

**20 minutes, 100 marks**

There is no question paper for the Speaking Test.

This component description should be read in conjunction with section 6 (Mark Schemes), and section 7 (Administrative guidance on the Speaking Test). It is important that the timings listed for the individual parts of the test are adhered to, within the tolerances given.

Centres must appoint a local examiner to conduct the Speaking Test.

#### Section 1: Presentation

**No more than 3½ minutes, 20 marks**

The candidate gives a presentation, which they will have prepared in advance, lasting about three minutes, on a specific topic taken from one of the topic areas listed in section 3.

The presentation **must** demonstrate the candidate's knowledge of the contemporary society or cultural heritage of a country where the target language is spoken. Candidates who do not do this will have their mark for Content/Presentation halved (see section 6, Mark Schemes). Centres wanting further advice on acceptable subject matter should contact the Cambridge Languages Group.

The candidate should be able to present relevant facts, express opinions and hypotheses, and put forward points for discussion.

Ideally, the candidate should prepare a topic in which they have a personal interest, aiming to give a lively and interesting presentation. Candidates may prepare a 'cue card' (such as a postcard) in the target language to remind them of the main points they wish to make, to bring into the examination room. Candidates may also bring in a limited quantity of illustrative material, such as maps, diagrams, statistics, pictures or short articles.

**A script of the presentation is not allowed.**

Examiners will only interrupt candidates to ask questions if the presentation shows no sign of finishing after 3½ minutes, or to prompt a candidate having obvious difficulty in continuing with their presentation.

## Section 2: Topic conversation

### 7–8 minutes, 40 marks

The presentation will lead into a conversation about the chosen topic. During the presentation, the examiner can make notes in order to help them ask appropriate questions. Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity to do this, examiners will use open-ended questions (such as ‘tell me more about...’, ‘why...?’, ‘how...?’), rather than closed questions which may be answered by ‘yes/no’. When choosing a topic, candidates should consider how the subsequent conversation might develop: if they cannot think of six or more possible questions that the examiner could ask, the topic is unlikely to be a fruitful source of discussion.

The examiner will encourage the candidate to contribute as much as possible to the conversation. As part of this, the candidate is required to seek information and the opinions of the examiner, and must be given every opportunity to do so (see section 6, Mark Schemes).

## Section 3: General conversation

### 8–9 minutes, 40 marks

At the end of the Topic conversation the examiner will announce the transition to the General conversation.

This section begins with fairly straightforward questions about the candidate’s background and interests, and moves quickly on to a more mature conversation discussing more abstract and/or current issues within the general topic areas.

The subjects covered in this section will depend on the candidate’s interests and the subject of the presentation: for example, it would not be appropriate to continue talking about the environment if the candidate has already chosen to discuss ecology for the topic.

Candidates should be able to discuss some matters of current interest, though examiners should not expect candidates to be well informed on all matters of serious contemporary concern. If the candidate seems unresponsive, the examiner will try a change of topic.

For example, the examiner might begin this section with questions such as ‘How do you spend your spare time?’, leading rapidly to matters of contemporary interest/current affairs. The type of question is important: closed questions may, of course, be used to gain some information on the candidate’s interests, but open-ended questions beginning with ‘why...?’, ‘how...?’, or ‘what do you think about...?’ will give the candidate more scope in their responses.

Each ‘starter’ question could, depending on the reaction of the candidate, lead away from factual matters towards more abstract areas, for example:

- ‘How long have you lived here?’ could lead on to ‘What do you think of the area?’ → ‘What would attract people to the area/make them leave it?’ → ‘What would be your ideal place to live and why?’
- ‘What subjects are you studying?’ → ‘What do you think of the way you’ve been taught?’ → ‘How could it be improved?’ → discussion of school/education system, comparison with other countries.

The General Conversation section might develop as follows:

• 'What do you do in your spare time?'	
<p>Answer: 'Sport'</p> <p>Supplementary questions – taking part?/ watching?/team/individual?</p> <p>→ Why?</p> <p>This could develop along sport/health lines, necessity for sport in schools, success/failure of national teams.</p> <p>→ Feelings of nationalism/nationality; drugs in sport etc, all according to the responses of the candidate. Any of these areas of discussion could lead to violence in sport → society, the need for government intervention/control → politics etc.</p>	<p>Answer: 'Watch TV'</p> <p>Supplementary questions – what sort of programmes/news?</p> <p>This might develop along the lines of whether the news is unbiased/censorship in general.</p> <p>→ Films? what makes a film successful, importance of stars and why; national or international film industries, subsidies for the Arts, etc.</p> <p>Documentaries? → are they merely entertainment, or a genuine educational experience? are they sensationalised? → power of the media, etc.</p>

**Candidates must seek information and opinions from the examiner, and should be given every opportunity to do so (see section 6, Mark Schemes).**

The General conversation section might only cover two or three topic areas, possibly more if the examiner has difficulty finding something the candidate is interested in, or can talk about. Candidates who cannot sustain the conversation at a level appropriate to a 17/18+ examination (when given every opportunity to do so) cannot expect a high mark.

**Important note:**

It is intended that both conversation elements will be lively and spontaneous. Teachers should warn their candidates not to produce chunks of pre-learned material since Cambridge's moderators are advised to penalise candidates who do so. Equally, teachers who may also be conducting the final examination should guard against over-rehearsing the tests in advance. Any suspicion of collusion in the conduct of Speaking Tests (e.g. pre-prepared questions, candidates or teachers using pre-determined scripts) will be dealt with in accordance with Cambridge's Malpractice procedures.

## 4.2 Component 2: Reading and Writing

**1 hour 45 minutes, 70 marks**

There are two passages in Japanese which deal with related themes.

Candidates answer specific and general comprehension questions on the two passages, and respond to a task requiring a summary or comparison of issues raised. The target language will be used for all questions and answers.

The passages will have been written during the last twenty years, and will reflect the international scene. In addition:

- the two passages, taken together, will not exceed 1500 characters.
- on the first passage, two tests (5 marks each) will cover vocabulary recognition and grammatical manipulation. These will be followed by a series of comprehension questions (15 marks for Content and 5 marks for Quality of Language)
- on the second passage, there will be a series of comprehension questions (15 marks for Content and 5 marks for Quality of Language)
- the last question will require candidates to write about 280 characters, drawing information from both passages and adding their own opinions, (10 marks for information drawn from the passages, 5 marks for personal response to the material, and 5 marks for Quality of Language).

## 4.3 Component 3: Essay

**1 hour 30 minutes, 40 marks**

A list of five topics, selected from the topic areas in section 5, is published below for each year of examination. The list changes every year. In addition to each main topic heading, there will be an indication of two areas of study which candidates should find it helpful to focus on in their preparation for the examination.

A question will be set on each of the five topics corresponding to the year of examination; candidates choose **one** question and write an essay in Japanese of 600–800 characters. Of the 40 marks available, 24 are for the quality of the language and 16 for the content (see section 6, Mark Schemes).

### Component 3: Essay

Set topics for examination in 2020:	Set topics for examination in 2021:	Set topics for examination in 2022:
<p><b>1 Generation gap</b> Attitudes of young people to the family environment Attitudes to popular culture and traditional culture</p> <p><b>2 Health and fitness</b> Links between physical exercise and health Health care provision</p> <p><b>3 Education</b> Education systems and types of school School to work preparation</p> <p><b>4 Technological innovation</b> Modern communications systems Advances in robotics and the potential impact on individuals and society</p> <p><b>5 Conservation</b> Local, national or global initiatives Saving endangered species</p>	<p><b>1 Patterns of daily life</b> Daily routine The individual's way of life</p> <p><b>2 Food and drink</b> Advantages and disadvantages of convenience foods and fast food restaurants National traditions of eating and drinking</p> <p><b>3 Employment and unemployment</b> Causes and consequences of unemployment Immigrant workers</p> <p><b>4 Social and economic development</b> Attitudes to wealth and poverty Recent and predicted trends</p> <p><b>5 Environment</b> Alternative energy sources Tourism and the environment</p>	<p><b>1 Young people</b> Importance of friends Young people and political engagement</p> <p><b>2 The media</b> Communication technology Role and influences of new media</p> <p><b>3 Equality of opportunity</b> Social mobility Women in society</p> <p><b>4 Free time activities</b> Aspects of cultural life, e.g. film, theatre, the arts as part of leisure time Value of leisure</p> <p><b>5 Scientific and medical advances</b> Impact on health care Advances in the treatment of disease</p>



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## 5 Topic areas: further guidance

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Teachers can explore the topic areas **in any way they choose**. The following examples (which are not prescriptive) are a useful guide to planning courses. All these suggestions, and other themes chosen by the teacher from within the topic areas, should be studied with reference to countries/communities where the language is spoken.

### **Human relationships – family – generation gap – young people**

- family activities; new patterns of family relationships; the status of the elderly and responsibility for their care
- generation gap; conflicts in the family circle; young people and the older generation; attitudes of young people to the family environment
- young people; young people and their peer group; young people as a target group for advertisers and politicians

### **Patterns of daily life – urban and rural life – the media – food and drink – law and order – philosophy and belief – health and fitness**

- daily routine; school; the individual's way of life; living conditions
- advantages and disadvantages of urban and rural life; transport and communications; shopping; housing
- the role and influence of the media; the power of advertising
- healthy eating; fast-food; national traditions of eating and drinking
- violence and crime; drug-related crime; the role of the police; law-enforcement
- the role of philosophy and belief in a local, national and an international context; attitudes towards different beliefs and philosophical issues; philosophical and religious practices/groups; values and morality
- healthy living; exercise; dieting; drugs; health care provision; stress; AIDS

### **Work and leisure – equality of opportunity – employment and unemployment – sport – free time activities – travel and tourism – education – cultural life/heritage**

- women in society and in the workforce; equality of opportunity for minority groups
- preparation for work and job opportunities; career plans; qualifications and job routines; plight of the unemployed, areas of high unemployment; demise of traditional industries; possible solutions, immigrant workers
- individual and team sports; amateur and professional sport
- value of leisure; balance between leisure and work; planning leisure time
- tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel
- education systems and types of school; patterns of curriculum; relationship between education and training; further and higher education provision; examinations
- the world of the arts; significant figures and trends in the arts; the place of culture and the arts in the life of the nation

### **War and peace – social and economic development**

- conflicts in the world: ethnic, religious, ideological
- positive and negative aspects of social and economic development; recent and predicted trends

**Medical advances – scientific and technological innovation**

- advances in the treatment of disease; ethical issues of medical and other technologies
- cloning; genetic modifications; modern communications systems

**Environment – pollution – conservation**

- the individual in his/her surroundings; effect of environment on individuals; protest action to protect one's locality; ways of contributing to environmental awareness
- global warming; acid rain; air pollution; water pollution; noise pollution; destruction of rain forests; damage to animal world; solutions and cost implications
- saving endangered species and landscapes

**Contemporary aspects of the country/ies where the language is spoken**

- e.g. political, regional, social issues

## 6 Mark Schemes

### 6.1 Component 1: Speaking Test

#### Section 1: Presentation (20 marks)

- Content and Presentation – 10 marks
- Pronunciation and Intonation – 5 marks
- Language – 5 marks

Candidates who make no specific reference to the contemporary society or cultural heritage of a country where the language is spoken will have their mark for Content and Presentation halved.

<b>Content and Presentation</b> <i>Knowledge of facts; ability to express opinions and raise issues for discussion.</i>		<b>Pronunciation and Intonation</b>		<b>Language</b>	
<b>9/10</b>	Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; examiner's interest sustained.	<b>5</b>	Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.	<b>5</b>	Has a very good feeling for the language; speaks fluently and accurately; shows good use of relevant idiom and uses a wide range of structures and vocabulary.
<b>7/8</b>	Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation somewhat stilted though keeps examiner's interest.	<b>4</b>	Good pronunciation, makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	<b>4</b>	Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
<b>5/6</b>	Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	<b>3</b>	A fair degree of accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.	<b>3</b>	May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
<b>3/4</b>	Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the examiner's interest.	<b>2</b>	Intelligible but shows marked influence of mother tongue and very many errors of pronunciation.	<b>2</b>	Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
<b>0/1/2</b>	Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation.	<b>0/1</b>	Very poor; many gross errors; frequently incomprehensible.	<b>0/1</b>	Very marked hesitation; severe limitations of structures and vocabulary; thought processes basically influenced by mother tongue.

## Section 2: Topic Conversation (40 marks) and Section 3: General Conversation (40 marks)

- Comprehension and Responsiveness – 10 marks
- Accuracy – 10 marks
- Feel for the Language – 10 marks
- Range of vocabulary and structures
- Providing Information and Opinions – 5 marks
- Seeking Information and Opinions – 5 marks

Comprehension and Responsiveness	Accuracy	Feel for the Language
<p><b>9–10 Very good</b> No problems of comprehension. Responses are natural and spontaneous even to unexpected questions. Able to present and defend a point of view in discussion.</p>	<p><b>9–10 Very good</b> Consistently accurate. Only occasional minor slips.</p>	<p><b>9–10 Very good</b> Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.</p>
<p><b>7–8 Good</b> Few problems of comprehension. Responds thoughtfully, and copes fairly well with unexpected questions. Reasonably forthcoming but tends to follow Examiner’s lead.</p>	<p><b>7–8 Good</b> Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.</p>	<p><b>7–8 Good</b> Has a very good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue.</p>
<p><b>5–6 Satisfactory</b> Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. <b>OR</b> Relies heavily on prepared responses.</p>	<p><b>5–6 Satisfactory</b> Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.</p>	<p><b>5–6 Satisfactory</b> Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.</p>
<p><b>3–4 Weak</b> Has general difficulty in understanding. Limited response to questions on the majority of topics raised.</p>	<p><b>3–4 Weak</b> Generally inaccurate use of the language.</p>	<p><b>3–4 Weak</b> Has scant feeling for the idiom. Generally translates literally from the mother tongue.</p>
<p><b>0–2 Poor</b> Severe problems of comprehension. Very marked hesitation. Limited responsiveness.</p>	<p><b>0–2 Poor</b> No grasp of grammatical accuracy. Errors constant and repeated.</p>	<p><b>0–2 Poor</b> Has no feeling for the foreign target language.</p>

Range of vocabulary and structures	
Providing Information and Opinions	Seeking Information and Opinions*
<p><b>5 Very good</b> Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.</p>	<p><b>5 Very good</b> More than one question asked with confidence. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. High level of accuracy, using a range of question forms.</p>
<p><b>4 Good</b> Has sufficient range of vocabulary and structures to handle reasonably mature subjects.</p>	<p><b>4 Good</b> Asks more than one question confidently. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Questions largely accurate, but forms may be limited.</p>
<p><b>3 Satisfactory</b> Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.</p>	<p><b>3 Satisfactory</b> Capable of asking a minimum of one question. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Has difficulty in formulating questions, but questions comprehensible.</p>
<p><b>2 Weak</b> Severe limitations of vocabulary and structures restrict discussion to a very basic level.</p>	<p><b>2 Weak</b> Severe limitations in asking questions – possibly one question only. Question(s) will probably not arise naturally or be relevant to the topic under discussion. Question(s) difficult to understand.</p>
<p><b>0–1 Poor</b> Very restricted vocabulary. Only simple sentences and no variety of structure.</p>	<p><b>0–1 Poor</b> Questions attempted, but incomprehensible. (1) No questions, even when prompted. (0)</p>

\* In the case of candidates who do not ask any questions by the end of the Topic conversation, Examiners must prompt by asking *Do you have any questions to ask of me?* in the appropriate language. The same prompt should be used at the end of the General conversation. Candidates will not be penalised for being prompted.

## 6.2 Component 2: Reading and Writing

### Quality of Language – Accuracy (Questions 3, 4 and 5)

<b>5 Very good</b>
Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
<b>4 Good</b>
Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use more complex structures accurately.
<b>3 Sound</b>
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.
<b>2 Below average</b>
Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0–1 Poor</b>
Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

#### Additional marking guidance for Quality of Language – Questions 3 and 4

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).

## Response to the passage (Question 5)

This should be marked as a mini-essay according to the variety and interest of the opinions and views expressed, the candidate's response to the original text stimulus, and their ability to express a personal point of view. Additional guidance on marking specific questions will be given to examiners.

<b>5 Very good</b>
Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
<b>4 Good</b>
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.
<b>3 Sound</b>
A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
<b>2 Below average</b>
Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
<b>0–1 Poor</b>
Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.

## 6.3 Component 3: Essay

Language (24 marks)	Content (16 marks)
<b>21–24 Very good</b> Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	<b>14–16 Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.
<b>16–20 Good</b> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.	<b>11–13 Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
<b>10–15 Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	<b>7–10 Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.
<b>5–9 Poor</b> Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.	<b>3–6 Poor</b> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
<b>0–4 Very poor</b> Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	<b>0–2 Very poor</b> Vague and general, ideas presented at random.

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## 7 Administrative guidance on the Speaking Test

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This guidance should be read in conjunction with the Component 1 description (section 4) and the Mark Schemes (section 6). There is no question paper for Component 1, the Speaking Test. Information on how to conduct and assess the Speaking Test, and the website links to the forms required for assessment, are provided in this syllabus.

### 7.1 Conducting the Speaking Test

Candidates must be examined singly and face-to-face. Only one examiner may conduct the test. No other person should normally be present during the examination. Examination conditions must prevail in the area where the examination takes place. Supervision should be provided to ensure candidates leaving the interview room do not communicate with those waiting to enter.

In order to put candidates at their ease when they enter the room, the examiner should smile and indicate where the candidate should sit. A good examiner will usually send a candidate out of the interview smiling, no matter how good or bad their performance.

Other instructions for examiners:

- no smoking in the examination room
- do not walk about or distract the candidate in any way, for example by doodling or fiddling with papers
- always appear interested, even in mundane matters
- never show undue surprise, impatience or mockery
- never correct a candidate.

### 7.2 Administrative arrangements

#### 7.2.1 Timing

Speaking Tests take place in the period before the main examination series as notified on the timetable. Each centre decides on a convenient period within these dates to conduct the Speaking Tests.

#### 7.2.2 Appointment of examiners

To maintain a consistent standard only one examiner per centre is recommended. Each centre selects its own examiner. This is normally a teacher from within the centre's Languages Department, but could be a suitably qualified person from outside the centre. A group of centres can choose the same examiner. Cambridge International is not responsible for any fees agreed.

#### 7.2.3 The *Working Mark Sheet*

Each candidate's test should be marked according to the Mark Scheme provided in section 6. Candidates must be marked as they are being examined and not afterwards from a recording.

All candidates' marks must be recorded on the *Working Mark Sheet*. The *Working Mark Sheet*, and the instructions for completing it, may be downloaded from [www.cambridgeinternational.org/samples](https://www.cambridgeinternational.org/samples). The database will ask for the syllabus code (e.g. 8281) and your centre number, after which it will take you to the correct form. Follow the instructions when completing the form.



## 7.2.4 Selecting a sample to send to Cambridge International

Centres must record the Speaking Test for **all** candidates. Centres will then select the sample to send to Cambridge International for external moderation according to the instructions provided at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). Examiners who examine at more than one centre should provide a separate sample for each centre.

Only the recordings chosen as part of the sample for external moderation must be sent to Cambridge International. A copy of the sample submitted to Cambridge International as well as all other recordings must be retained at the centre until the result enquiry period has elapsed as they may be requested by Cambridge International at a later stage.

See also section 7.3, 'Arrangements for external moderation'.

## 7.2.5 Recording of candidates

Centres should ensure, well in advance of the test, that a suitably quiet room is available and that the recording equipment is in good order. Rooms which are too close to a playground, recreation room or noisy classroom should be avoided; unnecessary background noise must be excluded.

Speaking Tests must be recorded at normal speed onto standard format CDs. Mini CDs must not be used. Each candidate's file must be saved individually and saved as .mp3 so that it can be accessed for the purposes of moderation. **The centre is responsible for supplying blank CDs in order to record the Speaking Tests of all its candidates.**

All recording equipment, including CDs, must be of as high a standard as possible and care should be taken to ensure that recording quality is good. The recording equipment must be tested in advance, and new, unrecorded CDs used. The recording level should be tested before the start of the tests. Where possible, the recording equipment should have external microphones so that separate microphones can be used for the candidate and the examiner. If only one microphone is being used, it should be placed facing the candidate. If the candidate is softly-spoken, the microphone should be placed nearer to the candidate before the start of the test.

Each candidate should be introduced by their candidate number and their name.

For example:

*'Candidate number 047, Candidate name Jane Williams'*

Recording should be done as unobtrusively as possible and it should be emphasised that the recording is to check the examiner not the candidate.

Examiners should take care to avoid long gaps and extraneous noise on the recordings.

**Once a test has begun, the recording should run without interruption. On no account should the examiner stop and re-start the recording during a test.**

Centres must spot-check recordings at the end of each half day session of examining.

## 7.2.6 Presentation of the sample for external moderation

The examiner should introduce each CD with the following information:

- Centre Number
- Centre Name
- Syllabus Number
- Syllabus Name
- Name of examiner
- Date

At the end of the sample, the examiner should say: 'End of sample'.

The contents of each CD sent to Cambridge International for external moderation should be clearly labelled.

If a centre discovers that a candidate, whose recording should be sent as part of the moderation sample, has not been recorded or is inaudible, an email must be sent immediately to Cambridge International.

The email must include:

- the breakdown of the marks of the candidates who have been recorded (as required on the *Working Mark Sheet*), as well as the candidate whose recording is unsatisfactory
- detailed notes describing the unrecorded candidate's performance, mentioning specific features which led to the award of particular marks, made as soon as possible after discovery of the problem
- comparisons for each section of the test with other candidates included in the sample.

Cambridge International will then advise on the appropriate course of action. In some cases, it will be necessary to redo the test.

## 7.3 Arrangements for external moderation

External moderation of internal assessment is carried out by Cambridge International.

- Centres must submit the internally assessed **total marks** of **all** candidates to Cambridge International.
- Centres must also submit the internally assessed **Speaking tests** of a **sample** of candidates to Cambridge International. Go to [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for details of which candidates are to be included in the sample.

The deadlines and methods for submitting internally assessed marks and work are in the *Cambridge Administrative Guide*, available on our website.

Centres must send the following to Cambridge International in the envelope provided:

- a copy of the completed *Working Mark Sheet(s)* listing the marks for **all** candidates
- a signed printout of the candidates' total marks as submitted to Cambridge International
- the recorded sample of candidates according to the instructions at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)
- If there are two or more examiners: the details of the internal moderation procedures implemented by the centre.

Do not wait until the end of the Speaking Test period before despatching these items.

Copies of the recordings and the *Working Mark Sheet(s)* should be kept by the centre in case of postal loss or delay.

## 8 Appendix A: Additional language-specific guidance

The following pages provide details of the Kanji requirement at this level and give guidance on grammar and structures and examination rubrics.

### Kanji requirement

Candidates are expected to know 350 Kanji for Cambridge International AS Level (including 150 Kanji for Cambridge IGCSE)

#### Cambridge IGCSE Kanji (assumed knowledge at Cambridge International AS Level)

一 二 三 四 五 六 七 八 九 十 百 千 万 円 才 今 月 火 水 木  
金 土 日 曜 時 分 半 間 午 週 年 毎 朝 昼 晚 夜 男 女 子 人  
学 校 先 生 本 英 語 何 名 食 飲 読 書 聞 見 買 売 行 来 帰  
入 出 会 休 話 使 作 泳 住 知 思 言 好 青 赤 白 黒 新 古 高  
安 大 小 多 少 近 遠 早 楽 長 強 春 夏 秋 冬 海 山 川 花 森  
道 駅 国 上 中 下 前 後 右 左 外 町 所 州 京 東 西 南 北 目  
口 手 足 犬 魚 晴 雨 雪 風 天 気 私 父 母 兄 姉 妹 弟 家 族  
友 音 電 車 映 画 銀 元 勉 有

#### Cambridge International AS Level Kanji

暗 悪 以 医 意 育 員 院 運 雲 園 屋 化 科 回 界 絵 開 活 寒  
閑 感 漢 館 季 記 起 期 客 急 牛 去 教 工 空 業 局 君 計 係  
軽 決 県 験 湖 公 広 光 交 考 降 港 合 号 菜 細 最 止 史 仕  
市 始 紙 試 式 品 自 次 字 耳 寺 事 室 社 写 者 借 若 取 首  
酒 授 習 終 重 暑 正 性 集 勝 場 色 心 神 真 寝 親 短 持 定  
乘 信 函 数 世 声 静 石 昔 切 説 節 洗 船 線 選 全 然 組 走  
速 続 卒 体 貸 待 代 台 達 暖 地 遅 茶 着 鳥 通 庭 的 鉄 店  
点 転 田 都 徒 登 度 答 島 頭 同 動 働 内 肉 泊 発 飯 番 悲  
飛 病 便 不 負 部 物 文 閉 変 歩 方 忙 米 味 明 無 野 油 夕  
由 遊 優 予 用 洋 様 利 理 立 流 旅 両 料 林 冷 歴 練 和 々

## Grammar and structures

Knowledge of all grammar and structures required for Cambridge IGCSE is assumed.

N = Noun, A = い Adjective, NA = な Adjective, V = Verb

### 1 Plain forms

#### A The Copula – Plain Forms (used also with な adjective)

		Sample sentences
present positive	だ	これは本だ。
present negative	ではない	これは本ではない。
	or じゃない	これは本じゃない。
past positive	だった	きのうは雨だった。
past negative	ではなかった	雨ではなかった。
	or じゃなかった	雨じゃなかった。
(expressing doubt or possibility)	だろう	あしたは寒いだろう。

#### B All Verb Plain Forms

present positive	～る	食べる
present negative	～ない	食べない
past positive	～た	食べた
past negative	～なかった	食べなかった

#### C い Adjectives Plain Forms

present positive	～い	大きい
present negative	～くない	大きくない
past positive	～かった	大きかった
past negative	～くなかった	大きくなかった

### 2 Verbs

#### A Structures using any appropriate plain form

noun modification	relative clause	きのう買った本 しゅくだいをしない学生
はずだ	expressing expectation	この本はおもしろいはずだ。

#### B Conditional

(plain past form of copula / verb / い adjective / な adjective)

～たら	if / when / after	仕事が終わったら帰っていいです。 寒かったらコートを着てください。 ひまだったら会いませんか。 はれだったらテニスを楽しみましょう。
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#### C Structures using the past positive plain form

～たらいい	asking for advice / making a suggestion / expressing a wish	おまわりさんに聞いたらいいですよ。 電話をしたらどうですか。 しけんはかんたんだったらいいですね。
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#### D Structures using the present negative plain form

～ないで without doing ごはんを食べないで寝た。

#### E Structures using the ～て form

～て ある has been (done) 飲み物が買ってある。  
～て いる あいだ while りょうりをしているあいだ...  
～て みる trying to do something てんぷらを食べてみる。  
～て おく do (in advance) ホテルをよやくしておく。  
～て しまう completion of an action ケーキを食べてしまう。  
～て いく／くる direction of action / changing situation  
本を持ってくる。

#### F Potential form

～られる can (do) 漢字が書ける。  
さしみが食べられる。

#### G Passive form

～られる directly affected by someone's action  
先生にほめられた。  
indirectly affected by someone's action  
テストの答えを見られた。

#### H Causative form

～ (さ) せる make someone (do something)  
弟に部屋をかたづけさせる。  
赤ちゃんにミルクを飲ませる。

#### I Nominalising verbs using の

plain verb + の + particle (は、が、を) たばこをすうのはよくないです。  
学校へ行かないのはどうしてですか。  
音楽を聞くのが好きです。  
日本へ帰ったのを知っています。

#### J Structures using the verb

～たがる expressing desire / feeling (third person)  
子どもはジュースを飲みたがっている。

## K Structures expressing giving and receiving

～てあげる／～てやる	do a favour	わたしは妹にアイスクリームを買ってあげた。
～てくれる	someone does something for me	母はわたしにごはんを作ってくれる。
～てもらう	receive someone's action	わたしは父にくつを買ってもらった。
～てほしい	desire for someone's action	先生に本を読んでほしい。

## 3 Structures reporting hearsay, questions etc.

～か (きく)	indirect question	いつ来るか聞く。
かどうか (きく)	indirect question	あの映画を見たかどうか聞く。
～によると	according to	天気よほうによると、あしたは雨だ。

## 4 Structures using interrogations + particle

Question word + か	どこかに行きましょう。
Question word + も + positive verb	いつも勉強する。
Question word + も + negative verb	何もわからない。

## 5 Structures expressing comparisons

ほど+ negative	comparative	バスは電車ほど便利ではない。
と おなじ (ぐらい) だ	(about) the same	それとこれは同じねだんだ。
と ちがう	different from	日本とイギリスはちがう。

## 6 Structures expressing limitation

しか. . . ない	only	ひらがなしか書けない。
めったに. . . ない	hardly ever / rarely	めったにテレビを見ない。
けっして. . . ない	never	けっしてあぶなくない。

## 7 Structures expressing similarity or appearance

Noun のよう (に)	like...	日本人のように話す。 チーズのような食べ物だ。
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## 8 Structures giving additional information

～し、～し	..., and (what's more)	かっこいいし、あたまがいいし、いいですね。
～について	concerning	日本について話す。
～んだ／～のだ	adding an explanation	しけんはとてもむずかしいんだ。
だけでなく、. . . も	not only...but also	日本語だけでなく英語も話す。

## 9 Expressing a changing situation

もう+ negative	no longer	もう勉強したくない。
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## 10 Expressing a continuing state or action

まだ+ affirmative	still	まだ中学生です。
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### 11 Structures expressing “when” (plain verb / い adjective / な adjective / noun)

電車に乗るとき、きっぷを買います。  
いそがしいとき、友達に会いません。  
ひまなとき、友達に電話します。  
病気のとき、うちにいます。

### 12 Conjunctions and particles

けれども	though	すしを食べたけれどもおいしくない。
しか	only (+ negative)	日曜日にしかひまがない。
ずつ	each	一まいずつ取ってください。
～ても	no matter how	雨がふっても行く。
で	within	十分で行ける。
	for the purpose of	しゅう学旅行で行った。
とか	used to join phrases which are a sample list	料理の番ぐみとか、、、
など	and so on...	なしやみかんなどを食べる。
のに	even though / despite / although	テストなのに勉強していない。
までに	by / no later than	月曜日までに出してください。
も	as many as	三十人も来た。
	not even (+ negative)	一ども行っていない。
...も...も + positive	both...and	日本語もかんこく語もわかります。
+ negative	neither...nor	火曜日も水曜日もひまではありません。

## Examination rubrics

The following list is not exhaustive or prescriptive. It serves, in conjunction with previous examination papers, to illustrate the instructions and settings likely to be encountered in the examination rubrics. Individual items which will be specific to particular examinations are not included in these lists, which are intended to be generic in nature.

The list provides a collection of items likely to be specific to each component.

### Reading

テキストの中の ( ) のことばと同じ意味のものをA～Dから選んで、□の中に○を入れなさい。

( ) のことばはどういう意味ですか。最も近いと思うものに○をつけなさい。

文中の ( ) のひょうげんを使って、文を作りなさい。テキストと同じ文を書いてはいけません。

テキストを読んで、下のしつもん日本語で答えなさい。テキストの文と全部同じ文で答えてはいけません。自分の文で書いてください。

下の二つの点について、げんこう用紙に、日本語で280字ぐらいで書きなさい。

### Writing

次のトピックから一つえらんで、600字～800字の文を日本語で書きなさい。



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## 9 Other information

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### Equality and inclusion

We have taken great care in the preparation of this syllabus and related assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook*, which can be downloaded from the website [www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

### Language

This syllabus is available in English only and the associated assessment materials are available in Japanese.

### Grading and reporting

Cambridge International A Level results are shown by one of the grades A\*, A, B, C, D or E, indicating the standard achieved, A\* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

## Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

**Zhai Xiaoning**, Deputy Principal, The High School Affiliated to Renmin University of China

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