

General Certificate of Education (International)  
Advanced Subsidiary Level

**Syllabus**

JAPANESE LANGUAGE 8281

For examination in November 2010

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**Japanese Language**  
**GCE Advanced Subsidiary Level**  
**Syllabus Code: 8281**

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# 1 INTRODUCTION

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**Note:** Centres and candidates should note that the use of dictionaries is not permitted in any assessment.

## 2 AIMS

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The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of following a course in a Language at Advanced Subsidiary Level.

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

## 3 ASSESSMENT OBJECTIVES

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The examination will assess candidates' linguistic competence and their knowledge of contemporary society by requiring them 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 to demonstrate a capacity to choose appropriate examples of lexis and structures;
- select information and present it in the target language, to organise arguments and ideas logically.

## 4 TOPIC AREAS

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All textual material used in the examination will be drawn from the topic areas below, with reference to the country/ies where the language is spoken. Further guidance on the Topic Areas is given in Section 7 of this syllabus.

- Human relationships
- Family
- Generation gap
- Young people
- Patterns of daily life
- Urban and rural life
- The media
- Food and drink
- Law and order
- Religion 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
- The developing world
- Scientific and medical advances
- Technological innovation
- Environment
- Conservation
- Pollution
- Contemporary aspects of the country/ies where the language is spoken

## 5 ASSESSMENT

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### AVAILABILITY OF COMPONENTS

	Component 1 Speaking	Component 2 Reading and Writing	Component 3 Essay
Japanese	November only	November only	November only

### RULES OF COMBINATION

Candidates for **Advanced Subsidiary Japanese Language** will take Components 1, 2 and 3.

### SCHEME OF ASSESSMENT SUMMARY

	Component 1		Component 2		Component 3	
	duration	weighting	duration	weighting	duration	weighting
<b>Advanced Subsidiary Language</b>	20 mins	30%	1h 45 mins	50%	1h 30 mins	20%

## 6 DESCRIPTION OF COMPONENTS

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### COMPONENT 1: Speaking (20 mins) (raw marks 100)

This component description should be read in conjunction with the Mark Scheme, to be found in Section 8 of this syllabus, and the Administrative Guidance on the Speaking Test, see Section 9. There is no question paper for the Speaking Test. The information and forms required for the conduct and assessment of the test are provided in this syllabus.

Centres must appoint a local Examiner to conduct the test. The name and qualifications of the Examiner are to be notified to CIE on form NOE (see Appendix C). This information is essential for the smooth running of the moderation process. Care must be taken to complete the additional Centre details for each nominated Examiner, and any subsequent changes are to be notified to the CIE Languages Group as a matter of urgency.

It is important that the timings listed for the individual parts of the test be adhered to, within the tolerances given.

#### Section 1: Presentation (no more than 3½ mins) (20 marks)

The candidate is expected to give a presentation of about 3 minutes on a specific topic.

The subject matter of the presentation should be drawn from one of the topic areas listed in Section 4 and **must** be treated in such a way as to reflect a knowledge of the contemporary society or cultural heritage of a country where the language is spoken. Candidates who make no reference to the contemporary society or cultural heritage of a country where the language is spoken will have their mark for content/presentation halved (see Mark Scheme). Centres wishing to seek advice on the acceptability of subject matter are welcome to contact the CIE Languages team.

The candidate will be expected to show evidence of the ability to present relevant facts, to express opinions and hypotheses and to put forward points for discussion.

The intention is that the candidate should have thoroughly prepared a topic in which they have a personal interest and that they give a lively and interesting presentation. Candidates may prepare a 'cue card' (about postcard size) in the 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, which may include maps, diagrams, statistics, pictures and short articles. A script of their presentation is not allowed.

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

#### Section 2: Topic conversation (7-8 mins) (40 marks)

The presentation will lead into a conversation about the chosen topic. During the delivery of the presentation, Examiners are likely to 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, questions will be of the 'tell me more about...', 'why?', 'how?' variety, rather than closed questions which may be answered by 'yes/no'. When choosing a topic, candidates should be advised to consider in what ways a conversation about it might develop: if they cannot think of half a dozen questions they could be asked, it is unlikely to present a fruitful source of discussion. The Examiner's objective will be to encourage the candidate to contribute as much as possible to the conversation.

As part of this conversation section, the candidate will be required to seek information and the opinions of the Examiner and will be given every opportunity to do so.

**Section 3: General conversation (8-9 mins) (40 marks)**

This section will begin with fairly straightforward questions about the candidate's background and interests and will move 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: it would not be appropriate to continue talking about the environment/green issues when the candidate has already chosen to discuss ecology for the topic. Candidates should be able to discuss some matters of current interest though it is unreasonable to assume that all candidates will be closely informed on all matters of serious contemporary concern: if the candidate seems unresponsive, the Examiner will try a change of topic.

For example, Examiners might begin the General Conversation 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 'why...?', 'how...?', 'what do you think about...?' will give the candidate scope to expand his/her responses.

Each of the 'starter' questions mentioned above could, depending on the reactions 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.

To give a possible outline of the way the General Conversation section might develop:

- 'What do you do in your spare time?'

Answer: 'Sport'

Answer: 'Watch TV'

Supplementary questions – taking part?/ watching?/team/individual?

Supplementary questions – what sort of programmes/news?

→Why?

This might develop along the lines of whether the news is unbiased/censorship in general

This could develop along sport/health lines, necessity for sport in schools, success/failure of national teams

→Films? what makes a film successful, importance of stars and why; national or international film industries, subsidies for the Arts, etc.

→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.

Documentaries?→are they merely entertainment, or a genuine educational experience? are they sensationalised?→power of the media, etc.

Candidates are required to seek information and the opinions of the Examiner, and will be given every opportunity to do so.

The General Conversation section might only cover 2/3 topic areas, but might touch on 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.



Reference may be made to a candidate's reading but candidates will not be examined in detail on the content of any set books. Questions will act as stepping-stones to the discussion of wider issues.

**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 CIE's Moderators will have been 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 CIE's Malpractice procedures.

**COMPONENT 2: Reading and Writing (1 h 45 mins) (70 marks)**

Two passages in Japanese will be set which deal with related themes.

Candidates will be expected to answer specific and general comprehension questions; and to respond to a task requiring summary/comparison of issues raised in both passages. The foreign language will be used for all questions and answers.

Passages will be chosen which were written during the last twenty years, and will reflect the international scene:

- the two passages taken together will not exceed 1500 characters.
- on the first passage, the first exercise (5 marks) will be concerned with vocabulary recognition; the second exercise (5 marks) will test grammatical manipulation; there will then be a series of comprehension questions (15 marks for content; 5 for quality of language)
- on the second passage, there will be comprehension questions (15 marks for content; 5 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 items drawn from the texts; 5 for personal response to the material; 5 for quality of language).

**COMPONENT 3: Essay (1 h 30 mins) (40 marks)**

Five topics, selected from the topic headings listed in Section 4, will be published annually in the syllabus. In addition to each main topic heading, there will be an indication of two areas of study which the candidates should find it helpful to pursue in their preparation for the examination.

In the actual examination, one question will be set on each of the five topics from which the candidate will choose **one** and write an essay in Japanese of 600 - 800 characters. The candidate may discuss the exact title in whatever way s/he likes: no special credit will be given for the use of specific indications. Of the 40 marks available, 24 will be for the quality of the language and 16 for the content. Candidates must be careful to make their essays relevant to the title set and not to write the essay they had planned, whatever the title.

**Set Topics for 2010:**

- 1 Human Relationships**  
Family and young people  
New patterns of family relationships
- 2 Urban and Rural Life**  
Advantages and disadvantages of urban and rural life  
Housing

**3 Health and Fitness**

Healthy living  
Stress

**4 Equality of Opportunity**

Equality of opportunity for minority groups  
Women in society and the workforce

**5 Environment**

Climate change  
Modern living and the environment

Topics 1 to 5 will change every year.

## 7 FURTHER GUIDANCE ON THE USE OF THE TOPIC LIST

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Teachers are free to explore the topic areas **in any way they choose**. They may find the following examples (which are not prescriptive) 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; religion 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 place of religion in society; attitudes to religious belief; patterns of attendance; religious minorities*
- *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; the developing world**

- *conflicts in the world: ethnic, religious, ideological*
- *problems of developing countries; future 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*

## 8 MARK SCHEMES

### COMPONENT 1: Speaking

#### Section 1: Presentation

The presentation will be marked out of 20: Content/Presentation 10; Pronunciation/Intonation 5; Language 5.

Candidates who make no reference to the contemporary society or cultural heritage of a country where the language is spoken will have their mark for content/presentation halved.

<b>Content/Presentation</b> Knowledge of facts; ability to express opinions and raise issues for discussion.	<b>Pronunciation/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 and Section 3: General Conversation**

Examiners will mark out of 40 for each part: Comprehension and Responsiveness (10 marks), Accuracy (10 marks), Feel for the Language (10 marks), Range of Vocabulary and Structures (total out of 10, divided between Providing Information and Opinions and Seeking Information and Opinions – see below).

<b>Comprehension &amp; Responsiveness</b>	<b>Accuracy</b>	<b>Feel for the Language</b>
<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.	<b>9-10 Very good</b> Consistently accurate. Only occasional minor slips.	<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.
<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.	<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.	<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.
<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.	<b>5-6 Satisfactory</b> Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.	<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.
<b>3-4 Weak</b> Has general difficulty in understanding. Limited response to questions on the majority of topics raised.	<b>3-4 Weak</b> Generally inaccurate use of the language.	<b>3-4 Weak</b> Has scant feeling for the idiom. Generally translates literally from the mother tongue.
<b>0-2 Poor</b> Severe problems of comprehension. Very marked hesitation. Limited responsiveness.	<b>0-2 Poor</b> No grasp of grammatical accuracy. Errors constant and repeated.	<b>0-2 Poor</b> Has no feeling for the target language.

**Range of Vocabulary and Structures**

<b>Providing Information and Opinions</b>	<b>Seeking Information and Opinions*</b>
<b>5 Very good</b> Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.	<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.
<b>4 Good</b> Has sufficient range of vocabulary and structures to handle reasonably mature subjects.	<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.
<b>3 Satisfactory</b> Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.	<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.
<b>2 Weak</b> Severe limitations of vocabulary and structures restrict discussion to a very basic level.	<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.
<b>0-1 Poor</b> Very restricted vocabulary. Only simple sentences and no variety of structure.	<b>0-1 Poor</b> Questions attempted, but incomprehensible. (1) No questions, even when prompted. (0)

\* 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 in this way.

**COMPONENT 2: Reading and Writing**

**Quality of Language: Accuracy**

**On the Reading and Writing paper, where marks are allocated for quality of language (e.g. question 3) the mark scheme must be used.**

<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 accurately more complex structures.
<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.

Marks for the quality of language will be awarded globally for the whole performance on each set of answers. With regard to **length**, 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. An answer scoring 0 for content cannot score **any** language marks, and the total available on the whole set of answers will therefore be affected. The final total for language will be reduced on the following scale:

- Answer(s) worth 2 or 3 scoring 0: reduce final assessment by –1
- Answer(s) worth 4 or 5 scoring 0: reduce final assessment by –2
- Answer(s) worth 6 or 7 scoring 0: reduce final assessment by –3
- Answer(s) worth 8 or 9 scoring 0: reduce final assessment by –4

Note: A minimum of 1 mark for quality of language should be awarded if there are any content marks at all (i.e. 0 language marks only if 0 content marks).

**Response to the Text (for final question)**

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.

<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.

**COMPONENT 3: Essay**

<b>Language</b> (out of 24)	<b>Content</b> (out of 16)
<p><b>21-24 Very good</b> Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.</p>	<p><b>14-16 Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.</p>
<p><b>16-20 Good</b> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.</p>	<p><b>11-13 Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.</p>
<p><b>10-15 Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.</p>	<p><b>7-10 Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.</p>
<p><b>5-9 Poor</b> Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.</p>	<p><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.</p>
<p><b>1-4 Very poor</b> Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.</p>	<p><b>1-2 Very poor</b> Vague and general, ideas presented at random.</p>

## 9 ADMINISTRATIVE GUIDANCE ON THE SPEAKING TEST

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This guidance should be read in conjunction with the Component description, to be found in Section 6 of this syllabus and the mark scheme to be found in Section 8. There is no question paper for the Speaking Test. The information and forms required for the conduct and assessment of the test are provided in this syllabus.

### GENERAL INSTRUCTIONS

#### Absentees

Candidates who do not attend for examinations must be shown on the mark sheet as 'absent'. If the Examiner knows that they have withdrawn from the examination he/she should indicate this on the mark sheet. If a candidate is absent because of illness and the Examiner makes arrangements to test him/her later at another Centre, this should be noted. Care must be taken to ensure that the marks for any candidate who is transferred and examined at a Centre other than his/her own are entered on one of the blank sheets provided, the candidate's full name and candidate number and the name of the school being quoted.

#### Additional Candidates

If any candidate is presented for examination whose name is not on the entry form, he/she should be examined in the normal way and a separate mark sheet should be made out, bearing name, candidate number and marks.

### CONDUCT OF THE SPEAKING TEST

Candidates must be examined singly. Only one Examiner is permitted to conduct the test. No other person should normally be present during the examination. 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 the performance has been.

There should be no smoking in the examination room. Other recommendations: do not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers, etc); always appear interested, even in mundane matters; never show undue surprise, impatience or mockery; never correct a candidate.

### ADMINISTRATIVE ARRANGEMENTS

- 1 The speaking tests take place before the main examination period, i.e. between 15 October and 15 November for the November examination. Dates for speaking tests are arranged locally.

Dates are given for the completion of the speaking tests and for the receipt of mark sheets and recordings at CIE (see paragraph 5). It is important that these dates are adhered to in order to allow sufficient time for moderation.

- 2 **Appointment of Examiners**

- (a) In the interests of standardisation there will be only one Examiner per Centre. Each Centre selects its own Examiner. This is normally a teacher from within the Languages Department, but could be a suitably-qualified person from outside the Centre. A group of neighbouring Centres might also choose the same Examiner. CIE is not responsible for any fees agreed. Where a Centre wishes to use additional Examiners because it has a large number of candidates, permission to do so must be sought from the CIE Languages Team before the start of each oral examination period.



- (b) **All Centres** must notify CIE of the name and qualifications of their chosen Examiner on Form NOE (External). A copy of Form NOE is included in the syllabus (Appendix C) and should be photocopied by Centres, as required – one form is required for each Examiner. This information is essential for the smooth running of the moderation process. Care must be taken to complete the additional Centre details for each nominated Examiner, and any subsequent changes are to be notified to CIE as a matter of urgency.

### 3 Size of sample

Each Examiner will be required to record a sample of candidates from each Centre at which he or she examines. The Examiner is asked to select and record six candidates, covering as wide a range of ability as possible. The candidates selected should be spread as evenly as possible across the range of marks (2 good, 2 middling, 2 weak). This will enable CIE to check accurately the standard of assessment. The recording should be carried out in accordance with the instructions headed 'Recording of Candidates' (see paragraph 7).

### 4 Two types of mark sheet are provided:

- (a) One mark sheet (the **Working Mark Sheet**) is intended as a working document, on which the marks should be completed at the time of the conduct of the test, as specified in the Marking Instructions. Be very careful to check all additions. A copy of the Working Mark Sheet is included in this syllabus and should be photocopied by Teacher/Examiners for use in the examination, as required.
- (b) The total marks should then be transferred accurately from the Working Mark Sheet(s) to the **Internal Assessment Mark Sheet (MS1)**.

### 5 Despatch and return of mark sheets and recorded sample

Mark sheets and recordings are to be returned to CIE once all the speaking tests have been completed. The deadline for receipt by CIE of these items is 22 November for the November examination. Do not wait until the end of the assessment period before despatching them.

- (i) The Board copy of the completed Internal Assessment Mark Sheet (MS1) must be returned to CIE in the separate envelope provided.
- (ii) The Moderator copy of the completed Internal Assessment Mark Sheet(s) (MS1), a copy of the completed Working Mark Sheet(s) and the recorded sample must be sent to reach CIE no later than 22 November for the November examination.

Copies of both types of mark sheet are to be retained by the Examiner/Centre in case of postal losses or delays.

### 6 Arrangements for the examination

Examination conditions must prevail in the area where the examination takes place. Adequate supervision should be provided to ensure that candidates leaving the interview room do not communicate with those waiting to enter.

### 7 Recording of candidates

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

Care should be taken to ensure the good quality of recordings. The cassette recorder to be used should be tested before the actual test. It is essential that new unrecorded cassettes are used. Where possible it is advisable to use a cassette recorder with 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. With a softly-spoken candidate the microphone should be placed nearer to the candidate

before the start of the test. Adjustments to the volume control during an examination should normally be avoided.

Recording should be done as unobtrusively as possible and candidates should not be made to feel that they are being singled out in anyway. It should be emphasised that the recording is being carried out to check the Examiner not the candidate.

The recording should begin at the start of side 1 and care should be taken to avoid long gaps and extraneous noise. Both sides of each cassette should be used before beginning a new cassette. It is helpful if, at the end of examining on each side of a cassette, the Teacher/Examiner states 'No further recordings on this side'. If C90 cassettes are used it should be possible to fit two speaking tests on each side of the cassette.

The Examiner should introduce each cassette with the following information: Centre Number, Centre Name, Examination Number, Examination Name, Name of Examiner, Date, e.g.

'WY 312  
International School  
8281  
AS level Japanese  
Mr R Peters  
October 17 2010'

Each candidate should be introduced as follows:

'Candidate Number e.g. 047  
Candidate Name e.g. Jane Williams'

At the end of the sample, please state 'End of sample'.

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

The contents of each cassette should be clearly labelled.

Before the cassette is despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes should then be rewound to the start of side 1. If by accident it is discovered that a candidate has not been recorded, there is no requirement to redo the test. In such a case, however, a letter must be sent to CIE detailing the problems, a copy of which should be included with the tape.

### COMPLETING THE WORKING MARK SHEET

Appendix B contains the Working Mark Sheet for the Speaking Test in Advanced and Advanced Subsidiary Level Languages (other than English). Teacher/Examiners should copy this for use in the examination, as required. The form should be completed in ink. The following instructions should be read in conjunction with the Mark Scheme for Component 1 and the Administrative Guidance on the Speaking Test also contained in this syllabus.

- 1 Complete the information at the head of the form.
- 2 List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet (MS1) at a later stage (i.e. in candidate index number order, where this is known).
- 3 Enter the marks for the Presentation, Topic Conversation and General Conversation in the appropriate columns.
- 4 Add the marks to give a total out of 100. Enter this figure in the 'Total' column.
- 5 Check all additions.

**ARRANGEMENTS FOR EXTERNAL MODERATION**

- 6** Centres will receive a computer-printed mark sheet (MS1) showing the names and index numbers for each candidate. Transfer the total mark for each candidate from the Oral Examination Summary Mark Sheet (overleaf) to the computer-printed mark sheet (MS1). The marks should be entered in pencil following the instructions on the back of the MS1. Care must be taken to ensure that the marks entered are identical to those on the Working Mark Sheet(s).
- 7** The top copy of the computer-printed mark sheet (MS1) must be despatched in the envelope provided to arrive at CIE as soon as possible but no later than 22 November for the November examination.
- 8** All candidates' work must be recorded as specified in the Administrative Guidance on the Speaking Test (see above) and the recordings sent with a copy of the Working Mark Sheet and the moderator copy of the computer-printed mark sheet (MS1) to reach CIE by 22 November for the November examination.

## **APPENDIX A: ADDITIONAL LANGUAGE-SPECIFIC GUIDANCE**

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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 300 Kanji for AS Level (including 100 Kanji for IGCSE)

## IGCSE Kanji (assumed knowledge at AS Level)

一	二	三	四	五	六	七	八	九	十	百	千	万	円	今
月	火	水	木	金	土	日	時	分	年	半	週	毎	本	人
男	女	子	学	校	先	生	何	名	出	入	食	読	聞	見
書	来	帰	休	好	会	話	行	飲	買	春	夏	秋	冬	海
山	川	森	国	上	中	下	前	後	右	左	町	村	青	赤
白	黒	新	高	早	安	古	大	小	足	手	目	口	犬	魚
晴	雨	父	母	兄	姉	妹	弟	車	友					

## AS Level Kanji

壳	思	言	作	勉	強	教	切	知	住	交	通	走	答	泊
步	信	待	使	止	持	乘	洗	立	発	勝	負	始	終	着
開	閉	飛	感	育	取	遊	変	起	寝	登	泳	習	動	働
運	考	広	近	遠	楽	長	多	少	明	正	若	暑	寒	静
速	便	利	忙	曜	朝	昼	夕	午	回	夜	間	昔	次	晚
田	家	店	外	京	天	部	屋	駅	園	局	湖	内	館	庭
空	気	地	雪	風	花	電	雲	光	林	鳥	牛	東	西	南
北	方	私	員	親	族	様	者	達	客	船	道	所	市	場
寺	州	都	県	港	肉	米	茶	野	菜	酒	耳	頭	事	物
文	番	色	字	体	紙	品	音	銀	語	才	台	式	声	点
心	図	旅	鉄	数	神	々	自	英	公	化	同	社	仕	全
和	元	活	説	不	両	以	的	性	記	然	有	映	画	漢
号	写	真	病	院	転	代	料	洋	科	工	由	歴	史	最
世	界	用	理	活										

# GRAMMAR AND STRUCTURES

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

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

## 1 PLAIN FORMS

## SAMPLE SENTENCES

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

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
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
(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 Structures using the present positive plain (dictionary) form

～の／～こと	to ~ / ~ing	およぐの／ことはたのしい。
～ことができる	ability (potential)	日本語を話すことができる。
～ことにする	decide to (do)	パーティに行かないことにする。
～ことになる	It is arranged/decided	
	that	先生に会うことになっている。
(いる) あいだ	while	本を読んでいるあいだ、、、

**C 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しましょう。
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**D 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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**E Structures using the present negative plain form**

～ないで	without doing	ごはんを食べないで寝た。
------	---------------	--------------

**F 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。

**G Potential form**

～られる	can (do)	漢字が書ける。 さしみが食べられる。
------	----------	-----------------------

**H 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。

**I 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。
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**J Structures using こと**

～こと	to~ / ~ing	本を読むことはたのしい。
～ことができる	ability (potential)	日本語を読むことができる。
～ことがある	sometimes	日本語を話すことがある。
～ことに する	making a decision	日本へ行くことにした。
～ことに なる	expressing obligation	仕事をするようになった。

**K 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。

**L 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。  
 ～そうだ                      It looks (as if) / It seems                      雨がふりそうだ。

**M Structures expressing giving and receiving**

あげる / (やる)              give                      友達にペンをあげる。  
 くれる                      give / receive              先生はわたしにノートをくれた。  
 もらう                      receive                      サンタクロースからプレゼントをもらった。  
 ～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                      けっしてあぶくない。



**7 Structures expressing similarity or appearance**

Stem	そうだ	It looks like...	おいしそうだ。 大へんそうだ。
Noun	のよう (に)	like...	スーパーマンのようだ。 日本人のように話す。 チーズのような食べ物だ。

**8 Structures giving additional information**

～し、～し ～について ～んだ／～のだ だけでなく、... も	..., and (what's more) concerning adding an explanation not only...but also	かっこいいし、あたまがいいし、いいですね。 日本について話す。 しけんはとともむずかしいんだ。 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。  
病気のとて、うちにいます。

**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。
とか	for the purpose of used to join phrases which are a sample list	しゅう学旅行で行った。
など	and so on...	料理の番ぐみとか、、、
のに	even though / despite / although	なしやみかんなどを食べる。
までに	by / no later than	テストなのに勉強していない。
も	as many as	月曜日までに出してください。
...も...も + positive	not even (+ negative)	三十人も来た。
+ negative	both...and	一ども行ってない。
	neither...nor	日本語もかんこく語もわかります。
		火曜日も水曜日もひまではありません。

## EXAMINATION RUBRICS

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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\_\_\_\_\_のことばと同じいみのものを、A～Dから えらんで、□の中に ○を  
入れなさい。

下のひょうげんをつかって、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、下のしつものに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。自分のことばで書いてください。

テキストを読んで、下の文の中で、テキストのないようとあう文には○を、あわない文には×を  
( )に入れなさい。

下の二つのてんについて、げんこうよう紙に、日本語で150字以下で書いてくださ  
い。

### Writing

つぎのトピックから一つえらんで、600字～800字で日本語の作文を書きなさい。

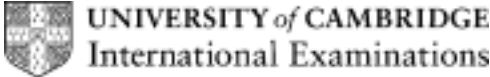
# Appendix B

**JAPANESE (8281/1)**  
**WORKING MARK SHEET**  
**GCE AS LEVEL**

	November	2	0	1	
Centre Number					Centre Name
Language	JAPANESE			AS LEVEL	Syllabus Number
					8 2 8 1

Candidate Number	Candidate Name <small>Names should be listed in the same order as they will be written on the entry forms for the written papers. First Name, Initial, Surname</small>	<b>For the use of the Oral Examiner</b>												TOTAL (Max 100)
		A			B				C					
		Presentation (Max 20)			Topic Conversation (Max 40)				General Conversation (Max 40)					

Name of Examiner	Signature	Date							
------------------	-----------	------	--	--	--	--	--	--	--



This form must reach the Languages Team, CIE, Syndicate Buildings, Cambridge, by 1 October for the November examination.

**GENERAL CERTIFICATE OF EDUCATION  
AS LEVEL  
NOMINATION OF ORAL EXAMINER IN JAPANESE LANGUAGE**

Centre Number							
Centre Name							
Language	JAPANESE			Level of Examination		AS Level	
Syllabus Number	8	2	8	1	Date	November 2010	

*(Separate forms should be used for each Examiner.)*

NAME OF EXAMINER		
OCCUPATION		
QUALIFICATIONS		
NAMES/CENTRE NUMBERS OF OTHER CENTRES AT WHICH S/HE WILL EXAMINE AND NUMBERS OF CANDIDATES	Centre Name(s)/Number(s)	No. of Candidates

**Statement to be signed by the person who has made the nomination shown above.**

*I certify that to the best of my knowledge the person I have nominated on this form is well qualified to undertake the work. The nominee has agreed to undertake the work.*

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_

OFFICIAL POSITION \_\_\_\_\_