



UNIVERSITY *of* CAMBRIDGE
International Examinations

Cambridge
International
AS Level

SYLLABUS

**Cambridge International AS Level
Japanese Language**

8281

For examination in November 2014

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Contents

1. Introduction.....	2
1.1 Why choose Cambridge?	
1.2 Why choose Cambridge International AS and A Level?	
1.3 Why choose Cambridge International AS Level Japanese Language?	
1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma	
1.5 How can I find out more?	
2. Assessment at a glance.....	5
2.1 Availability	
2.2 Scheme of assessment summary	
2.3 Combining this with other syllabuses	
3. Syllabus aims and objectives	6
3.1 Aims	
3.2 Assessment objectives	
4. Topic areas.....	7
5. Description of components.....	8
5.1 Component 1: Speaking Test	
5.2 Component 2: Reading and Writing	
5.3 Component 3: Essay	
6. Topic areas: further guidance	13
7. Mark schemes	15
7.1 Component 1: Speaking Test	
7.2 Component 2: Reading and Writing	
7.3 Component 3: Essay	
8. Administrative guidance on the Speaking Test.....	21
8.1 Conducting the Speaking Test	
8.2 Administrative arrangements	
8.3 Completing the Working Mark Sheet	
8.4 Arrangements for external moderation	
9. Appendix A: Additional language-specific guidance.....	26
10. Appendix B: Working Mark Sheet.....	31
11. Appendix C: Form NOE (External)	32
12. Additional information	33
12.1 Guided learning hours	
12.2 Recommended prior learning	
12.3 Progression	
12.4 Component codes	
12.5 Grading and reporting	
12.6 Access	
12.7 Support and resources	

1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Recognition

A Cambridge International AS or A Level is recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects.

Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives students the freedom to select subjects that are right for them. Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. They are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International A/AS Levels in countries such as the USA and Canada.

Learn more at www.cie.org.uk/recognition

Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98 % of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

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

Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at www.cie.org.uk/teachers

Not-for-profit, part of the University of Cambridge

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

1.2 Why choose Cambridge International AS and A Level?

Cambridge International AS and A Levels have a proven reputation for preparing students well for university, employment and life. They help develop the in-depth subject knowledge and understanding which are so important to universities and employers.

You can offer almost any combination of 55 subjects. Students can specialise or study a range of subjects, ensuring breadth. Giving students the power to choose helps motivate them throughout their studies.

Cambridge International AS and A Level gives you building blocks to build an individualised curriculum that develops your learners' knowledge, understanding and skills in:

- in-depth subject content
- independent thinking
- applying knowledge and understanding to new as well as familiar situations
- handling and evaluating different types of information sources
- thinking logically and presenting ordered and coherent arguments
- making judgements, recommendations and decisions
- presenting reasoned explanations, understanding implications and communicating them clearly and logically
- working and communicating in English.

The syllabuses are international in outlook, but retain a local relevance. They have been created specifically for an international student body with content to suit a wide variety of schools and avoid cultural bias.

1.3 Why choose Cambridge International AS Level Japanese Language?

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.

1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE (Advanced International Certificate of Education) Diploma is the group award of Cambridge International AS and A Level.

Cambridge AICE Diploma involves the selection of subjects from three curriculum groups – Mathematics and Science; Languages; Arts and Humanities.

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level as a single-credit qualification within the Cambridge AICE Diploma award framework.

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum areas.

The AICE Diploma is comprised of examinations administered in May/June and October/November series each year.

Japanese Language (8281) falls into Group 2, Languages.

Learn more about the AICE Diploma at <http://www.cie.org.uk/qualifications/academic/uppersec/aice>

1.5 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 international@cie.org.uk

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cie.org.uk/startcambridge.
Email us at international@cie.org.uk to find out how your organisation can become a Cambridge school.

2. Assessment at a glance

2.1 Availability

This syllabus is examined in the October/November examination series.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the Cambridge website www.cie.org.uk for the latest information before beginning to teach this syllabus.

2.2 Scheme of assessment summary

	Component 1 Speaking Test		Component 2 Reading and Writing		Component 3 Essay	
	duration	weighting	duration	weighting	duration	weighting
AS Language	20 mins	30%	1 hour 45 mins	50%	1 hour 30 mins	20%

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

For a description of components see Section 5.

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

2.3 Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except syllabuses with the same title at the same level.

3. Syllabus aims and objectives

3.1 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.

3.2 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.

4. Topic areas

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 6.

- 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 or countries where the language is spoken

5. Description of components

5.1 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 7 (Mark Schemes), and Section 8 (Administrative guidance on the Speaking Test). The form required for the assessment of the test is provided at Appendix B.

Centres must appoint a local examiner to conduct the Speaking Test, and must notify Cambridge of the examiner's name and qualifications using form NOE (see Appendix C). Cambridge must be notified of any subsequent changes to this information as soon as possible.

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

Section 1: Presentation

No more than 3½ minutes, 20 marks

The candidate gives a presentation, lasting about three minutes, on a specific topic taken from one of the topic areas listed in Section 4.

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 7, 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 7 – 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? → 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 7 – 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.

5.2 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).

5.3 Component 3: Essay

1 hour 30 minutes, 40 marks

A list of five topics, selected from the topic areas in Section 4, is published annually in the syllabus, and 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.

In the examination, one question will be set on each of the five topics; 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 7, Mark Schemes).

Set topics for 2014:

1 Human relationships

New patterns of family relationships
The importance of marriage

2 Urban and rural life

Depopulation in rural areas
Advantages and disadvantages of urban and rural life

3 Free time activities

Value of leisure
Balance between leisure and work

4 War and peace

Conflicts of the world: ethnic
The role of peace agencies

5 Pollution

Global warming
Noise pollution

6. Topic areas: further guidance

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 – 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

7. Mark schemes

7.1 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.

Content and Presentation <i>Knowledge of facts; ability to express opinions and raise issues for discussion.</i>		Pronunciation and Intonation		Language	
9/10	Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; examiner's interest sustained.	5	Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.	5	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.
7/8	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.	4	Good pronunciation, makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	4	Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
5/6	Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	3	A fair degree of accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.	3	May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
3/4	Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the examiner's interest.	2	Intelligible but shows marked influence of mother tongue and very many errors of pronunciation.	2	Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
0/1/2	Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation.	0/1	Very poor; many gross errors; frequently incomprehensible.	0/1	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>9–10 Very good 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>9–10 Very good Consistently accurate. Only occasional minor slips.</p>	<p>9–10 Very good 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>7–8 Good Few problems of comprehension. Responds thoughtfully, and copes fairly well with unexpected questions. Reasonably forthcoming but tends to follow Examiner’s lead.</p>	<p>7–8 Good Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.</p>	<p>7–8 Good Has a very good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue.</p>
<p>5–6 Satisfactory Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. OR Relies heavily on prepared responses.</p>	<p>5–6 Satisfactory Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.</p>	<p>5–6 Satisfactory Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.</p>
<p>3–4 Weak Has general difficulty in understanding. Limited response to questions on the majority of topics raised.</p>	<p>3–4 Weak Generally inaccurate use of the language.</p>	<p>3–4 Weak Has scant feeling for the idiom. Generally translates literally from the mother tongue.</p>
<p>0–2 Poor Severe problems of comprehension. Very marked hesitation. Limited responsiveness.</p>	<p>0–2 Poor No grasp of grammatical accuracy. Errors constant and repeated.</p>	<p>0–2 Poor Has no feeling for the foreign target language.</p>

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

7.2 Component 2: Reading and Writing

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

5 **Very good**

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

4 **Good**

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

3 **Sound**

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

2 **Below average**

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

0–1 **Poor**

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

Additional marking guidance for 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.

An individual answer scoring 0 for content cannot contribute to the overall Quality of Language mark. This means that the total mark out of 5 available on the whole set of answers is reduced on the following scale:

Answer(s) worth a total of 2 or 3 scoring 0: reduce final assessment by 1

Answer(s) worth a total of 4 or 5 scoring 0: reduce final assessment by 2

Answer(s) worth a total of 6 or 7 scoring 0: reduce final assessment by 3

Answer(s) worth a total of 8 or 9 scoring 0: reduce final assessment by 4

Note: A minimum of one 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 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.

<p>5 Very good</p> <p>Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>
<p>4 Good</p> <p>Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p>
<p>3 Sound</p> <p>A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p>
<p>2 Below average</p> <p>Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p>
<p>0–1 Poor</p> <p>Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>

7.3 Component 3: Essay

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

8. Administrative guidance on the Speaking Test

This guidance should be read in conjunction with the Component 1 description (Section 5) and the Mark Schemes (Section 7). There is no question paper for Component 1, the Speaking Test. Information on how to conduct and assess the Speaking Test, and the forms required for assessment, are all provided in this syllabus.

8.1 Conducting the Speaking Test

Candidates must be examined singly. Only one examiner may 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 their performance.

Other recommendations 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.

8.2 Administrative arrangements

8.2.1 Timing

The speaking tests take place before the main examination period as follows:

- between 15 October and 15 November for the November examination.

Dates for speaking tests are arranged locally.

Refer to section 8.2.7 for information regarding the return of mark sheets and the recorded sample of candidates.

8.2.2 Appointment of examiners

- (a)** 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 is not responsible for any fees agreed. If a Centre wishes to use more than one examiner, because it has a large number of candidates, it must gain the permission of the Cambridge Languages Group before the start of each examination period.
- (b) All Centres** must notify Cambridge of the name and qualifications of their chosen examiner using Form NOE (External). A copy of Form NOE is included at Appendix C and should be photocopied as required – one form is required for each examiner. Forms must reach the Cambridge Languages Group by **1 October** for the November examination. They should **not** be sent with the materials for moderation. Care must be taken to complete the Additional Centre details for each nominated examiner, and Cambridge should be notified of any subsequent changes to this information as soon as possible.

8.2.3 Size of sample

Each examiner must record a sample of **six** candidates from each Centre at which they examine. Candidates should represent the range of expected marks (two good candidates, two middling and two weak). If possible, the recordings of the strongest and the weakest candidates should be included, and the other recordings spaced at equal intervals in between. This spread enables Cambridge to check accurately the standard of assessment. The recording should be carried out according to the instructions in section 8.2.9.

8.2.4 Mark Sheets

Two types of mark sheet are provided:

- (a) The **Working Mark Sheet** is a working document on which marks should be entered in accordance with the Mark Schemes (Section 7) during the conduct of the test. All additions must be checked carefully. A copy of the *Working Mark Sheet* is included at Appendix B and should be photocopied as required.
- (b) The total marks recorded on the *Working Mark Sheet(s)* must be transferred to the computer-printed Internal Assessment Mark Sheet(s) (**MS1**) provided by Cambridge (or to computer for Centres submitting marks electronically). All transcriptions must be checked carefully.

8.2.5 Absentee candidates

- (a) If any candidate is absent at the time set aside by the Centre for the Speaking Tests, a request for Special Consideration should be made to allow the candidate to be examined at another time within the specified Speaking Test period

Arrangements made for any such 'absentee' candidates must not delay the despatch of the sample and mark sheets for moderation for those candidates who have already taken the Speaking Test at the Centre. However, where an 'absentee' candidate will be taking the Speaking Test at a later date, the Centre must indicate this on the *Working Mark Sheet*. In addition, the candidate must not be marked Absent on the *MS1* Mark Sheet/electronic marks file, but must be left blank.

Where arrangements are made to examine an 'absentee' candidate at a later date, the Speaking Test is to be recorded on a separate cassette/CD, in addition to the specified sample. As soon as the rescheduled test has taken place, the cassette/CD and a copy of the *Working Mark Sheet* submitted with the original sample, but to which the mark for the previously absent candidate has now been added, must be despatched to Special Considerations, University of Cambridge International Examinations, 1 Hills Road, Cambridge, CB1 2EU, United Kingdom. The total mark for the Speaking Test must be submitted to Cambridge on a Supplementary Internal Mark Sheet.

- (b) The examiner must indicate as absent ('A') on both the *Working Mark Sheet* and *MS1* electronic marks file any candidate who is entered for the speaking component in a syllabus but fails to take the Speaking Test. If the examiner knows that the candidate has withdrawn from the examination, this should be indicated on the mark sheets.

8.2.6 Additional candidates

If a candidate presented for examination is not listed on the entry form, they should be examined in the normal way and a separate mark sheet made out, bearing their name, candidate number and marks.

8.2.7 Despatch and return of mark sheets and recorded sample

Mark sheets and recordings must be returned to Cambridge once all the speaking tests have been completed. Cambridge must receive these items by:

- 22 November for the November examination.

Examiners should not wait until the end of the assessment period before despatching these items.

- (i) The Cambridge copy of the completed Internal Assessment Mark Sheet(s) (*MS1*) must be returned to Cambridge in the envelope provided.
- (ii) The Moderator copy of the *MS1* Mark Sheet, a copy of the completed *Working Mark Sheet(s)*, and the recorded sample must be sent together in one envelope to reach Cambridge by the date given above. It is important to keep to this date to allow sufficient time for moderation. If marks have been submitted to Cambridge electronically, a signed print-out of the marks file must be submitted in place of the Moderator copy of the *MS1*.

Copies of both types of mark sheets should be kept by the Centre in case of postal loss or delay.

8.2.8 Arrangements for 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.

8.2.9 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.

Moderation samples must be recorded at normal speed onto either a C90 audiocassette or a standard format CD. Mini cassettes/mini CDs must not be used. **The Centre is responsible for supplying cassettes/CDs for the recording of its moderation sample: these will not be supplied by Cambridge.** All recording equipment, including cassettes/CDs, must be of as high a standard as possible to ensure that moderation samples are clearly audible. Where Centres make use of digital recording software, each candidate's file must be saved individually and saved as .mp3 so that it can be accessed for the purposes of moderation.

Care should be taken to ensure that recording quality is good. The recording equipment must be tested in advance, and new, unrecorded cassettes/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.

Recording should be done as unobtrusively as possible and candidates chosen for recording should not be made to feel singled out in any way. 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. Centres using cassettes should begin the recording at the start of side 1. Both sides of each cassette should be used before beginning a new cassette. It is helpful, at the end of each side of a cassette, if the 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/CD with the following information:

- Centre Number
- Centre Name
- Syllabus Number i.e. 8281
- Syllabus Name i.e. Cambridge International AS Level Japanese Language
- Name of examiner
- Date

For example:

'WY 312; International School; 8281; Cambridge International AS Level Japanese Language; Mr R Peters; October 17th 2014'

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

For example:

'Candidate number 047, Candidate name Jane Williams'

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

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.

The contents of each cassette/CD should be clearly labelled.

Centres must spot-check recordings at the end of each half day session of examining. Cassettes should be rewound to the start of side 1.

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.

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

8.3 Completing the Working Mark Sheet

Appendix B contains the *Working Mark Sheet* for the Speaking Test. Examiners should copy this form as required. The form should be completed in ink. The following instructions should be read in conjunction with the Mark Scheme for Component 1 (Section 7).

- 1 Complete the information at the head of the form.
- 2 List candidates in an order which will be easy to transfer to the computer-printed Internal Assessment Mark Sheet (*MS1*)/to computer at a later stage (i.e. in candidate number order).
- 3 In accordance with the Mark Scheme for Component 1 (Section 7), enter marks for 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.

8.4 Arrangements for external moderation

- 1 Centres will receive a computer-printed Internal Assessment Mark Sheet (*MS1*) showing the names and candidate numbers for each candidate. Transfer the total mark for each candidate from the *Working Mark Sheet* (Appendix B) to the *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)*.
- 2 Send the top copy of *MS1* to Cambridge, using the envelope provided; it should arrive at Cambridge as soon as possible, and no later than 22 November for the November examination.
- 3 As an alternative to using the *MS1* mark sheet, Centres may submit Speaking Test marks electronically. Details of how to submit marks electronically are provided in the *Cambridge Administrative Guide*.
- 4 A sample of the candidates' work must be recorded, as specified in Section 8.2.9, and the recordings sent with a copy of the *Working Mark Sheet* and the moderator copy of the *MS1*/signed printout of the electronic marks file to reach Cambridge by 22 November for the November examination.

9. 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 300 Kanji for Cambridge International AS Level (including 100 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	今
月	火	水	木	金	土	日	時	分	年	半	週	毎	本	人
男	女	子	学	校	先	生	語	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	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					

Cambridge International AS Level Kanji

売	思	言	作	勉	強	教	切	知	住	交	通	走	答	泊
歩	信	待	使	止	持	乗	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	急	短	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	員	港	肉	米	茶	野	菜	酒	耳	頭
事	物	文	番	色	字	体	紙	品	音	銀	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										

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

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	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しましょう。

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。

D Structures using the present negative plain form

～ないで without doing ごはンを食べないで寝た。

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。
------	---------	---------	----------------------------

8 Structures giving additional information

～し、～し	..., and (what's more)	かつこいいし、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	しけんはとでもむずかしいんだ。
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。
--------------	-----------	------------

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	月曜日までに出示してください。
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 () のことばと同じいみのものをA～Dから えらんで、□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。テキストの文とぜんぶ、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。

下の二つのてんについて、げんこうよう紙に、日本語で280字ぐらいで書きなさい。

Writing

つぎ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。

11. Appendix C: Form NOE (External)

This form must reach The Languages Group, CIE, 1 Hills Road, Cambridge, CB1 2EU by 1 October for the November examination.

CAMBRIDGE INTERNATIONAL AS LEVEL NOMINATION OF SPEAKING TEST EXAMINER IN JAPANESE LANGUAGE

Centre Number							
Centre Name							
Language	JAPANESE			Level of Examination	AS Level		
Syllabus Number	8	2	8	1	Date	November 2014	

(Separate forms should be used for each Examiner.)

NAME OF EXAMINER		
OCCUPATION		
QUALIFICATIONS		
NAMES/CENTRE NUMBERS OF ANY ADDITIONAL 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 _____



UNIVERSITY of CAMBRIDGE
International Examinations

12. Additional information

12.1 Guided learning hours

Cambridge International AS Level syllabuses are designed on the assumption that candidates have about 180 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, these figures are for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

12.2 Recommended 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.

12.3 Progression

A Cambridge International AS Level in a language provides a suitable foundation for the study of the language at Cambridge International 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.

12.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

12.5 Grading and reporting

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e indicating the standard achieved, Grade a being the highest and Grade e the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at Cambridge International AS Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

For languages other than English, Cambridge will also report separate speaking endorsement grades (Distinction, Merit and Pass) for candidates who satisfy the conditions stated in the syllabus.

The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
 - ... the minimum mark necessary for a Grade a obtains a percentage uniform mark of 80%.
 - ... the minimum mark necessary for a Grade b obtains a percentage uniform mark of 70%.
 - ... the minimum mark necessary for a Grade c obtains a percentage uniform mark of 60%.
 - ... the minimum mark necessary for a Grade d obtains a percentage uniform mark of 50%.
 - ... the minimum mark necessary for a Grade e obtains a percentage uniform mark of 40%.
 - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade c and the minimum for a Grade d (and whose grade is therefore d) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

12.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

12.7 Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/alevel**. Click the Subjects tab and choose your subject.

Additional syllabus-specific support is available from our secure Teacher Support website **<http://teachers.cie.org.uk>** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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