



# Cambridge International AS Level

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**JAPANESE LANGUAGE**

**8281/02**

Paper 2 Reading and Writing

**October/November 2020**

**MARK SCHEME**

Maximum Mark: 70

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**Published**

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

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

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

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **18** printed pages.

**PUBLISHED****Generic Marking Principles**

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

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

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

**GENERIC MARKING PRINCIPLE 2:**

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

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

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

**GENERIC MARKING PRINCIPLE 4:**

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

**GENERIC MARKING PRINCIPLE 5:**

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

**GENERIC MARKING PRINCIPLE 6:**

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

**2 General Marking Principles**

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

**2.2 Crossing out:**

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

**2.3** Annotation used in marking:

- (a) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.  
(b) NBOD = No Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more incorrect than correct: the benefit of the doubt is **not** given to the candidate and the mark is **not** awarded.  
(c) caret = to indicate where something which is key to the response is missing.

**2.4** No response and '0' marks

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

Award NR (No Response):

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

Award 0:

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

## Detailed Mark Scheme

Question	Answer	Marks	Guidance
<b>Section 1</b>			
<b>Question 1</b>			
1(a)	3	1	
1(b)	3	1	
1(c)	1	1	
1(d)	2	1	
1(e)	1	1	

Question	Answer	Marks	Guidance
<b>Question 2</b> The sentence given must not be lifted from the reading passage.			
2(i)	e.g. あの映画を見たどうか聞く。	1	立つかどうか
2(ii)	e.g. 漢字が書ける。	1	動ける It must be potential.
2(iii)	e.g. 電車に乗るとききっぷを買う。	1	Does not have to be verb form Accept 時に 思ったとき
2(iv)	e.g. ごはんを食べないで寝た。	1	ないでください not acceptable 感じないで
2(v)	e.g. 本を持ってくる。	1	て form must be correct 開発してきました

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Question	Answer	Marks	Guidance
<p><b>Question 3</b></p> <p>Lifting = a whole sentence taken from the text will usually invalidate an answer unless further original explanation is offered.</p> <p>If (<u>and only if</u>) all the words in the reject column appear in the answer unchanged, reject as a 'lift'. Annotate this using the LM stamp (<b>Lifted Material</b>).</p> <p>It is not uncommon for candidates to 'lift' and then go on to rephrase acceptably, in which case indicate the lift using LM stamp but reward the rephrase.</p>			
3(a)	このロボットは、どのように人が歩くのを助けますか。	<b>2</b>	
	脳からの信号を読み取る	1	Do not accept 歩きやすくなる / 歩くのをてっだう
	自動的に動き出す	1	

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
3(b)	ロボットを使って歩くと、どんないい点がありますか。	<b>2</b>	Do not accept 疲れ as in (d)
	いつもよりスムーズに歩ける	1	
	自立感／安心感がある	1	Accept 自立感・安心感 separately
	お年寄りにいい	1	
3(c)	ロボットの問題点は何ですか。	<b>3</b>	
	重い	1	
	身につけるのは難しい	1	Accept 'fastening to leg, etc.'
	安いものではない	1	
3(d)	川本さんはロボットを使って、どんなことができましたか。	<b>2</b>	
	疲れを感じないで歩けた	1	
	同じ動作をくりかえすことができた	1	Accept 'helps walking/can keep walking', etc.

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Question	Answer	Marks	Guidance
3(e)	ロボットを売るまでに、山海教授はどんなことをしましたか。	<b>4</b>	
	ロボットの研究	1	大学の授業の数を減らす <b>accept</b>
	ロボットの開発	1	未来の世界についての本を読んだ <b>Do not accept</b>
	ロボットの商品化	1	
	会社を立ち上げた	1	
	20年以上かけた / 長い時間かけた	1	
3(f)	山海教授の意見では、科学者はどんな考えかたを持つことが大切ですか。	<b>2</b>	<b>Accept answers which describe</b> 考え方 e.g. 将来の可能性を考える / 予想して考えることは大切 / 科学以外の知識を持つ
	(将来の可能性について) 夢を見る	1	
	人に対して思いやりを持つ	1	

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Question	Answer	Marks	Guidance
<b>Quality of Language – Accuracy</b>			
<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.		

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Question	Answer	Marks	Guidance												
<b>Additional marking guidance for Quality of Language</b>															
The five marks available for Quality of Language are awarded <b>globally</b> 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.															
<b>Answers scoring 0 for Content</b> cannot contribute to the overall Quality of Language mark.															
Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:															
<table border="1"> <thead> <tr> <th data-bbox="495 619 1120 719">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1120 619 1742 719">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 719 1120 786">2–3</td> <td data-bbox="1120 719 1742 786">1</td> </tr> <tr> <td data-bbox="495 786 1120 853">4–5</td> <td data-bbox="1120 786 1742 853">2</td> </tr> <tr> <td data-bbox="495 853 1120 920">6–7</td> <td data-bbox="1120 853 1742 920">3</td> </tr> <tr> <td data-bbox="495 920 1120 987">8–14</td> <td data-bbox="1120 920 1742 987">4</td> </tr> <tr> <td data-bbox="495 987 1120 1050">15</td> <td data-bbox="1120 987 1742 1050">5</td> </tr> </tbody> </table>				Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:	2–3	1	4–5	2	6–7	3	8–14	4	15	5
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<b>Note:</b> A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).															

Question	Answer	Marks	Guidance
<b>Question 4</b> <b>Mark as Question 3</b>			
4(a)	「アートの日」を始めるまえに、どんなじゅんぴをしますか。	<b>2</b>	
	マットを広げる／ゆかを守る	1	If both, still only 1 mark
	大きな紙をはる	1	
	和紙（を準備する）	1	
4(b)	木田さんは、「アートの日」について、どんなかんそうを持ちましたか。	<b>3</b>	
	大きくかくのは楽しい	1	何年も絵をかいていない
	年を忘れることができた	1	作品を作る時間がある
	気持ちが明るくなった	1	Accept similar emotions e.g. しあわせになった／なつかしい
	アートの日は楽しい・懐かしい	1	
4(c)	山下さんはどうして少し若くなった気がしたのですか。	<b>2</b>	
	小学生のときはいつも写生をしていた	1	Do not accept 'art'; accept 'liked drawing/painting'
	大学るとき、まんがやイラストをかいていた	1	Do not accept 'did same as when young' If both separately, max 1 mark

Question	Answer	Marks	Guidance
4(d)	山下さんの絵を通して、まわりの人に、どんないいことがありましたか。	3	
	ここにこしている	1	
	(山下さんに) 話しかけてきた	1	Generous on interpretation of 話しかける
	元気になったようだ	1	Accept 楽しい気分になった + similar
4(e)	わたなべ先生は、どうして「ぜひ老人ホームでも」と思いましたか。	2	
	簡単 / シンプルだから	1	Do not accept 'collect money'
	いきいきしていた	1	Do not accept 楽しいこと / 気分も楽になる
4(f)	老人ホームに住んでいる人が、ときどきさびしくなるのは、どうしてですか。	3	
	家族の人が遠くに住んでいて、なかなか来ることができない	1	年よりが静かに休むようになっているから
	家族が忙しくて来ることができない	1	Accept: 家族に会えない
	老人ホームがお客さんを断る	1	
	簡単に外出できない	1	

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

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Question	Answer	Marks	Guidance
5(a)	<p><b>Text 1</b></p> <ul style="list-style-type: none"> <li>● 役に立つ技術を開発する</li> <li>● 安心感を与える</li> <li>● 自立感を与える</li> <li>● 生活を楽にする</li> <li>● 科学的な知識を増やす（増やして、研究をすすめる）</li> <li>● 思いやりをもって接する</li> </ul> <p><b>Text 2</b></p> <ul style="list-style-type: none"> <li>● 楽しみを計画する</li> <li>● 自分を忘れさせる</li> <li>● いつもと違うことをする</li> <li>● 会話の機会を増やす</li> <li>● いきいきとさせる活動を考える</li> <li>● 楽しみを持たせる</li> <li>● 周りの人に気付いてもらう</li> </ul>	<b>10</b>	Do not accept candidates own ideas; content points must be drawn from the texts in 5(a)

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Question	Answer	Marks	Guidance
<p><b>Content marks – Response to the Text</b></p> <p>Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners.</p>			
5(b)	<p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p>	<b>5</b>	

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<b>Quality of Language – Accuracy</b>	[5]		
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