



Cambridge International AS Level

JAPANESE LANGUAGE

8281/02

Paper 2 Reading and Writing

October/November 2022

MARK SCHEME

Maximum Mark: 70

Published

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

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

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

Cambridge International is publishing the mark schemes for the October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **19** 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.

Annotations

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

Annotation	Meaning
	to show the end of a word count
	
	Repetition
	Meaning unclear
	Lifted material
	Irrelevant

General Marking Principles

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

Crossing out:

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

No response and '0' marks

There is a NR (No Response) option in **RMA**³.

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.

Section 1

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

Question	Answer	Marks	Guidance
Question 2 Sentences must be different from text / formation must be correct. Inaccuracies in 送り仮名 are tolerated.			
2(i)	e.g. 先生にほめられた。	1	Passive construction needed
2(ii)	e.g. 天ぷらを食べてみる。	1	Kanji 見る is not accepted
2(iii)	e.g. けっしてあぶくない。	1	
2(iv)	e.g. しけんはとてもむずかしいんだ。	1	
2(v)	e.g. ごはんを食べないで寝た。	1	

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Question	Answer	Marks	Guidance
<p>Question 3</p> <p>Lifting = a whole sentence taken from the text will usually invalidate an answer unless further original explanation is offered. The definition of a whole sentence is a complete unit of meaning which could be from a full stop to a semicolon or from a full stop to a full stop.</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> <p><i>In own words:</i> <i>Note: Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0</i></p> <p><i>Candidates who use their own words throughout should not be at a disadvantage compared with those who tend to lift answers from the passages. Examiners must be careful to reward for Content answers that are reasonably clear and capture the idea given in the mark scheme, even if not expressed with complete precision or in the words of the mark scheme.</i></p>			
3(a)	島のみかんは、どうして食品工場に売りにくかったですか。文中から 2 つ書きなさい。	2	
	畑ごとに味が違うから	1	It has to be clear that it’s about tangerines. Reject 畑が小さい
	小さすぎるから	1	
3(b)	本川さんのジャム作りには、どんなとくちょうがありますか。文中から 3 つ書きなさい。	3	
	(小さいなべで) 少しずつ作る	1	
	多くのしゅるいの商品を作る	1	
	それぞれのみかんの個性をひき出す	1	

Question	Answer	Marks	Guidance
3(c)	本川さんはどんな考えを持って店をけいえいしていますか。文中から 3 つ書きなさい。	3	
	きちんとした物を作れば、それにお金を出してもいいと考える人はいる	1	クオリティーがいい
	サービスもしっかりしている	1	Only サービス is not accepted.
	地元のみかんを使って、ここにしかない商品を作る（ことが大切だ）	1	地元のみかんを使う。ここにしかない商品を作る。 Two separated answers can be given 2 marks.
	島にもっと起業する人を増やす	1	
	[Any 3 of the above]		
3(d)	本川さんは、どうやって中学生を手伝いますか。文中から 4 つ書きなさい。	4	Only デザイン is not accepted Reject the following: 作りたい食べ物を考える グループになって会社を作る 自分たちの会社に名前を作る
	新しい会社の始めかたを教える	1	
	お金をどこから借りられるか、いっしょに考える	1	
	広告のデザインの相談にのる	1	
	お金を作ることのつらさや楽しさについて話し合う	1	

Question	Answer	Marks	Guidance
3(e)	キャリア教育の先生によると、仕事を生み出すためには、どうしなければなりませんか。文中から 3 つ書きなさい。	3	
	かちを発見する	1	
	自分の興味をいかす	1	Accept 趣味
	地元の良さを仕事につなげる	1	

Question 3: Quality of Language – Accuracy**5 Very good**

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

4 Good

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

3 Sound

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

2 Below average

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

0–1 Poor

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

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Question	Answer	Marks	Guidance												
Additional marking guidance for Quality of language – Questions 3 and 4															
The five marks available for Quality of Language are awarded globally for the whole performance on each set of answers.															
A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.															
Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.															
Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:															
<table border="1"> <thead> <tr> <th data-bbox="510 619 1160 719">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1160 619 1724 719">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="510 719 1160 786">2–3</td> <td data-bbox="1160 719 1724 786">1</td> </tr> <tr> <td data-bbox="510 786 1160 853">4–5</td> <td data-bbox="1160 786 1724 853">2</td> </tr> <tr> <td data-bbox="510 853 1160 920">6–7</td> <td data-bbox="1160 853 1724 920">3</td> </tr> <tr> <td data-bbox="510 920 1160 987">8–14</td> <td data-bbox="1160 920 1724 987">4</td> </tr> <tr> <td data-bbox="510 987 1160 1050">15</td> <td data-bbox="1160 987 1724 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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Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).															

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Question	Answer	Marks	Guidance
Question 4 Mark as Question 3.			
4(a)	作者は、外国人むけ日本料理教室を開くのにやく立つ経験や力を持っていました。それは何でしたか。文中から3つ書きなさい。	3	
	(海外に住んで) 英語が上達した／できた	1	
	前にレストランで働いていた	1	
	地元の友だちに日本料理を作っていた	1	Accept 日本料理ができる
4(b)	和食は今どんな理由で世界中で知られてきていますか。文中から3つ書きなさい。	3	
	世界文化いさんに登録された	1	
	おいしい	1	
	健康に良いという評判がある	1	
4(c)	作者は、料理教室を開く前に、どんなじゅんぴをしましたか。文中から3つ書きなさい。	3	
	レシピの作りかたを英語でどう説明するか考えた * 英語 has to be mentioned	1	Present tense is accepted
	料理の用具を買いに行った	1	
	ウェブサイトの作成	1	

Question	Answer	Marks	Guidance
4(d)	この日の授業はどんな様子でしたか。文中から2つ書きなさい。	2	
	にぎやかだった	1	Accept うるさい
	ヨーロッパの思い出で話がはずんだ * 思い出 has to be mentioned	1	Reject ドイツの生徒だった
4(e)	作者が料理を知って、その国を知った例には、どんなものがありますか。文中から2つ書きなさい。	2	
	(ケーキをこがしたイギリスの) 王様の話	1	
	(フランスパンを食べて) フランスの歴史 (を知った)	1	
4(f)	作者は料理を教えながら、日本文化のどんなことも教えますか。文中から2つ書きなさい。	2	
	すしの歴史	1	
	味つけのさ、し、す、せ、そ	1	

[5]

Question 4 Quality of Language – Accuracy**5 Very good**

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

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Question	Answer	Marks	Guidance
Question 5	<p>Length of 5(a) + 5(b) (Summary and Personal Response)</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>Content marks – Summary</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>		

Question	Answer	Marks	Guidance
5	<p>[文章1]</p> <ul style="list-style-type: none"> • (食品・ジャムの) 店を始める • 特産物を使う • 人を雇う (若者がその地域から離れない) • (ジャム・料理工場を) 起業する • 食べ物を作ることを通して、中学生にビジネスの基本を教える • 価値を発見する • 地元の良さをいかす <p>[文章2]</p> <ul style="list-style-type: none"> • 人に料理を作る • レストランを始める • レシピの作りかたを説明する • 料理を知ることを通して、他国の文化を知る / その国について知ることができる • 料理を通して、母国の文化について勉強する • 料理を通して、日本文化を外国人に紹介する • 料理を通して、外国人と知り合う 	10	

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Question	Answer	Marks	Guidance					
<p>Content marks – Response to the Text 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)	<table border="1"> <tr> <td data-bbox="349 384 1113 552"> <p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> </td> </tr> <tr> <td data-bbox="349 553 1113 751"> <p>4 Good Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p> </td> </tr> <tr> <td data-bbox="349 753 1113 920"> <p>3 Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p> </td> </tr> <tr> <td data-bbox="349 922 1113 1090"> <p>2 Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p> </td> </tr> <tr> <td data-bbox="349 1091 1113 1259"> <p>0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> </td> </tr> </table>	<p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>	<p>4 Good Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p>	<p>3 Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p>	<p>2 Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p>	<p>0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>	5	
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Question	Answer	Marks	Guidance
Question 5 Quality of Language – Accuracy			
5	Very good		Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4	Good		Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
3	Sound		Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
2	Below average		Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0–1	Poor		Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.