



# Cambridge International AS Level

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**JAPANESE LANGUAGE**

**8281/02**

Paper 2 Reading and Writing

**October/November 2021**

**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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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 <b>not</b> given to the candidate and the mark is <b>not</b> 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**<sup>3</sup>.

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.

**PUBLISHED****Section 1**

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

Question	Answer	Marks	Guidance
<b>Question 2</b> Sentences <b>must</b> be different from text / formation must be correct			
2(i)	e.g. 漢字が書ける。	1	must be potential Reject 使える
2(ii)	e.g. ケーキを食べてしまう。	1	Reject 止まってしまう
2(iii)	e.g. わたしは父にくつを買ってもらった。	1	Reject 考えてもらう
2(iv)	e.g. 仕事が終わったら帰っていいです。	1	adjective, noun also OK if correct Reject いらなくなったら
2(v)	e.g. 日本語だけでなく英語も話す。	1	verb also OK Reject 活動だけでなく買い物するときにも

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. 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)	上勝町はいなかにあります。どうやって分かりますか。 文中から3つ書きなさい。	3		
	ふかい森の中にあります		1	Reject 小さい町
	都会から遠い／社会から遠い		1	
	自然にめぐまれている		1	

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Question	Answer	Marks	Guidance
3(b)	海外からのお客さんは、上勝町のごみゼロ活動をもっと知るために、どんなことをしますか。文中から2つ書きなさい。	2	
	いろいろな取り組みを見る	1	Reject 地元の名物を楽しむ
	リサイクルについて学ぶ	1	not just 見に来ました - 取り組み must be mentioned
	町の人のお話を聞く	1	
	[Any 2 of the above]		
3(c)	上勝町は2003年にどんな目的で「ごみゼロ」宣言をしましたか。文中から3つ書きなさい。	3	
	地球を汚さない人をつくる	1	
	2020年までに（ごみを）燃やしたりうめたりするのを止める	1	
	世界中に仲間をつくる	1	must have 世界中



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Question	Answer	Marks	Guidance
3(d)	上勝町のごみのすて方には、どんな特徴がありますか。文中から2つ書きなさい。	2	
	町の人が（ごみを）（ごみステーションまで）自分で持って行く	1	Accept: ポスター、イラストを使った説明
	ごみを45種類に分ける	1	Accept 収集車はない Reject 分かりやすい
3(e)	「くるくるショップ」では、どんな物を買うことができますか。文中から2つ書きなさい。	2	
	ある人が要らないが、他の人が使える物	1	accept alternatives where idea is correct
	(小さくなった子どもの)服	1	
	ごみから、新しく作りだされた商品	1	ごみから must be present
	[Any 2 of the above]		
3(f)	町の人はどうのように会社にプレッシャーをかけていますか。文中から3つ書きなさい。	3	
	会社にメールを書く	1	Reject: 会社にアピールする・消費者の力を利用する
	要らなくなったら、回収してくれるか、会社に質問する	1	Accept: 環境に悪い
	リサイクルできない物は最初から買わない	1	Accept ちょっと考えてから、買わない Reject if just ちょっと考える

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.		

Question	Answer	Marks	Guidance
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### Additional marking guidance for Quality of Language

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, e.g. length does not determine the Quality of Language mark.

**Answers scoring 0 for Content** cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

**Note:** A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

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Question	Answer	Marks	Guidance
<b>Question 4</b> Mark as Question 3			
4(a)	今まで子どもができた活動で、最近ある公園でできなくなっているものは、何ですか。文中から1つ書きなさい。	1	
	(公園で) 大声を出して遊ぶ	1	Accept use of 静か only if it answers question
4(b)	学校の普通の一日は、どうしてうるさいのですか。文中から4つ書きなさい。	4	
	校庭で朝の会をする	1	Accept マイクの音
	チャイムの音がする	1	
	音楽の練習の音がする	1	
	部活の音がする	1	Reject 運動会, 休みの時間 NO
4(c)	ある学校では、運動会を開くために、どんな事をしなければなりませんか。文中から2つ書きなさい。	2	
	(校長先生が) 住民の会に説明に行く	1	
	(先生がおかしを持って) 近所の家にあいさつに行く	1	Reject おかしを持って行く

## PUBLISHED

Question	Answer	Marks	Guidance
4(d)	子どものこえが最近もんだいになっているのは、どうしてですか。文中から2つ書きなさい。	2	
	(ストレスが多くて、) 子どものこえにイライラする人が出てきたから	1	Reject if only ストレスが多い
	最近、「普通」の時間に会社に勤めていない人が増えているから/日中に寝る若者が増えている	1	Accept: going to work at odd hours/ sleeping during day as separate points Accept also without 普通の時間
4(e)	子どもの声以外に、どんなところから「公害」と考えられる音が出ますか。文中から3つ書きなさい。	3	
	国道の交通の音	1	Accept 道路, etc.
	飛行機の音	1	
	車やトラックの音	1	
	風車の音	1	
	[Any 3 of the above]		
4(f)	「騒音をあまり出してはいけない」と決めると、どんなもんだいにつながりますか。文中から3つ書きなさい。	3	
	経済活動に影響が出る	1	
	生活の便利さに影響が出る	1	Reject 健康
	風車を制限すると、環境保護に影響が出る	1	Reject 環境によくない

Question	Answer	Marks	Guidance
<b>Quality of Language – Accuracy</b>			
<p><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).</p>			
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Question	Answer	Marks	Guidance
<b>Question 5</b>	<b>Length of 5(a) + 5(b) (Summary and Personal Response)</b>  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.  <b>Content marks – Summary</b>  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.  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.  The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):		



Question	Answer	Marks	Guidance
5(a)	<p>公害をへらすために、個人ができることは何ですか。また、社会全体でしなければならないことは何ですか。</p> <p><b>【個人ができること】</b></p> <ul style="list-style-type: none"> <li>● ごみをわける</li> <li>● 要らないものを捨てないで、「くるくるショップ」に出す</li> <li>● ごみになりそうな物から、新しい物を作る</li> <li>● 会社にメールを出す</li> <li>● リサイクルできないものは買わない</li> <li>● 外で遊んだり、音楽を練習したりする時間を考える</li> <li>● 近所の人寝ている時間を考慮する</li> <li>● ごみをゴミステーションまで持っていく</li> <li>● 分かりやすく説明する</li> </ul> <p><b>【社会全体ですること】</b></p> <ul style="list-style-type: none"> <li>● ごみゼロの宣言をする</li> <li>● ごみを燃やしたり埋めたりしない</li> <li>● 会社が新しい商品を計画するときに、リサイクルを考える</li> <li>● 公園での子どもの遊びかたを考える</li> <li>● 子ども（の声）についての態度を考える</li> <li>● 小学校をどこに建てるか考える</li> <li>● 学校生活から出る音を考える</li> <li>● 国道や空港、風車をどこに建てるか考える</li> </ul>	10	

**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.

5(b)	<p>公害をへらすためには、あなたの学校でどんなことができますか。</p> <table border="1" data-bbox="353 416 1115 1289"> <tr> <td data-bbox="353 416 1115 587"> <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> </td> </tr> <tr> <td data-bbox="353 587 1115 786"> <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> </td> </tr> <tr> <td data-bbox="353 786 1115 957"> <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> </td> </tr> <tr> <td data-bbox="353 957 1115 1128"> <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> </td> </tr> <tr> <td data-bbox="353 1128 1115 1289"> <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> </td> </tr> </table>	<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>	5	
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**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.