

# **JAPANESE O LEVEL FOR SINGAPORE**

## **GCE Ordinary Level (2017)**

### **(Syllabus 3261)**

(For examination in October/November 2017)

## **CONTENTS**

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	<i>Page</i>
<b>INTRODUCTION</b>	<b>2</b>
<b>ASSESSMENT</b>	<b>2</b>
<b>DESCRIPTION OF COMPONENTS</b>	<b>2</b>
<b>MARK SCHEMES</b>	<b>3</b>
<b>ADMINISTRATIVE GUIDANCE ON THE ORAL</b>	<b>5</b>
<b>APPENDIX A</b>	<b>9</b>
<b>APPENDIX B</b>	<b>10</b>

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## INTRODUCTION

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This document provides details of the Ordinary Level Japanese syllabus for candidates in **Singapore**.

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

## ASSESSMENT

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### AVAILABILITY

This syllabus is available in October/November only.

### RULES OF COMBINATION

Candidates will take Papers 1, 2, 3 and 4.

### SCHEME OF ASSESSMENT SUMMARY

Paper 1		Paper 2		Paper 3		Paper 4	
duration	weighting	duration	weighting	duration	weighting	duration	weighting
2 hours 15 minutes	45%	45 minutes	30%	approx. 40 minutes	15%	approx. 15 minutes	10%

## DESCRIPTION OF COMPONENTS

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### PAPER 1: Usage and Composition (2 hours 15 minutes) (45 marks)

- Grammar (including particles, inflections and usage) tested by filling gaps – 20 questions (20 marks).
- Picture Composition (200–300 characters) – one question (10 marks).
- Essay (300–400 characters) – one question (from a choice of five) (15 marks).

### PAPER 2: Reading Comprehension (45 minutes) (30 marks)

- Tested by a variety of short items, such as filling in blanks, multiple choice, true or false – 30 questions.

### PAPER 3: Listening (approx. 40 minutes) (22 marks weighted to 15 marks)

- Tested by a variety of short items, such as filling in blanks, multiple choice, true or false – 22 questions.

### PAPER 4: Oral (approx. 15 minutes) (30 marks weighted to 10 marks)

A local examiner must be appointed to conduct the Oral. The name and qualifications of the examiner are to be notified to Cambridge on form NOE (see Appendix B). Examiners should also consult the Mark Scheme (see p. 4) and the Administrative Guidance on the Oral (see pp. 5–8).

- A passage to be read aloud (10 marks).
- General conversation (20 marks).

## MARK SCHEMES

### JAPANESE 3261 PAPER 1: Usage and Composition

#### Questions 1–3

20 marks are awarded for the grammar section of this paper.

#### Question 4 – Picture Composition (10 marks)

*Content – 5 marks*

5	A broad based answer with appropriate value given to each picture.
4	A good answer mentioning each picture but with insufficient coverage.
3	A good answer which ignores a picture or has some repetition.
2	An attempt lacking breadth.
1	A minimum of content.
0	No content of merit.

*Grammar and Structures – 5 marks*

5	Excellent use of grammar and complex structures with only minor errors.
4	Very good use of grammar and showing attempts at complex structures.
3	A high degree of accuracy of basic grammar and is comprehensible.
2	Fair use of grammar and comprehensible despite errors.
1	Barely comprehensible, faulty use of structures.
0	No comprehensible language.

#### Question 5 – Essay (15 marks)

*Content – 7 marks*

7	Very good content, well structured, with paragraphs, reads fluently.
5–6	Good content with evidence of planning.
3–4	Some good content but with repetition or too short.
1–2	An attempt to answer the question.
0	No content of merit.

*Grammar, Structures and Kanji Usage – 8 marks*

7–8	Excellent use of grammar and complex structures with minor errors and good knowledge of the kanji syllabus.
5–6	Good use of grammar, attempts at complex structures with evidence of the kanji syllabus.
3–4	A high degree of accuracy of basic grammar with good knowledge of basic kanji or evidence of some knowledge of the kanji syllabus.
1–2	Fair use of grammar, only basic kanji used and only a small part of the writing is comprehensible.
0	Work is incomprehensible.

**JAPANESE 3261 PAPER 4: Oral****Section 1: Reading (10 marks)**

<b>9–10</b>	Outstanding pronunciation, intonation and fluency, showing complete comprehension of the passage; an occasional slight mistake or hesitation. Not necessarily a native speaker.
<b>7–8</b>	Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.
<b>5–6</b>	A fair degree of fluency and accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.
<b>3–4</b>	Lacks fluency; very many errors; poor pronunciation.
<b>1–2</b>	Very poor; many gross errors; frequently incomprehensible.

**Section 2: General Conversation (20 marks)**

Scale (a) Comprehension/responsiveness. This assesses the candidate's response in terms of comprehension of the examiner, immediacy of reaction/response, fluency of response, presentation of material in the topic.

Scale (b) This assesses the linguistic content of the candidate's answers in terms of the complexity, accuracy and range of structures, vocabulary and idiom.

<b>Category</b>		<b>Mark</b>
<b>Outstanding</b>	(a) Not necessarily of native speaker standard.	<b>18–20</b>
	(b) The highest level to be expected of the best O Level candidates.	
<b>Very good</b>	(a) Generally understands questions first time, but may require occasional re-phrasing. Can respond satisfactorily to both straightforward and unexpected questions.	<b>15–17</b>
	(b) Wide range of mostly accurate structures, vocabulary and idiom.	
<b>Good</b>	(a) Has no difficulty with straightforward questions and responds fairly well to unexpected ones, particularly when they are re-phrased.	<b>12–14</b>
	(b) Good range of generally accurate structures, varied vocabulary.	
<b>Satisfactory</b>	(a) Understands straightforward questions but has difficulty with some unexpected ones and needs some re-phrasing. Fairly fluent, but some hesitation.	<b>8–11</b>
	(b) Adequate range of structures and vocabulary. Can convey past and future meaning; some ambiguity.	
<b>Weak</b>	(a) Has difficulty even with straightforward questions, but still attempts an answer.	<b>4–7</b>
	(b) Shows elementary, limited vocabulary and faulty manipulation of structures.	
<b>Poor</b>	(a) Frequently fails to understand the questions and has great difficulty in replying.	<b>0–3</b>
	(b) Shows very limited range of structures and vocabulary.	

# ADMINISTRATIVE GUIDANCE ON THE ORAL

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This guidance should be read in conjunction with the appropriate component description and mark scheme.

## GENERAL INSTRUCTIONS

### Absentees

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

### Additional Candidates

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

## CONDUCT OF THE ORAL EXAMINATION

- (a) The oral examination has two components. In the first component, candidates will be required to read a given passage of prose in Japanese. In the second component, they will be required to hold a short conversation in Japanese.
- (b) Candidates must be examined singly. In order to put candidates at their ease when they enter the room, the examiner should smile and indicate where the candidate should sit. A good examiner will usually send a candidate out of the interview smiling, no matter how good or bad the performance has been.
- (c) There should be no smoking in the examination room. Other recommendations: do not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers, etc.); always appear interested, even in mundane matters; never show undue surprise, impatience or mockery; never correct a candidate.

## STRUCTURE OF THE EXAMINATION

### Reading Aloud

- (a) Candidates will be required to read a given passage of prose in Japanese. They will be given 5 minutes as preparation time.
- (b) The examiner may caution candidates not to read too fast, but should avoid comment or correction during the reading. Questions which test comprehension of the reading passage must not be asked in the conversation test.

### General Conversation

- (a) The General Conversation section is a spontaneous discussion of a general nature. No stimulus materials are provided for this section of the examination, and examiners should not use stimulus materials such as pictures, maps or diagrams.
- (b) The examiner should ease the candidate into the General Conversation by asking a couple of general 'starter' questions relating to the candidate's everyday life, e.g. school, home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies. All candidates can reasonably be expected to have the command of vocabulary and idiom necessary for this. If topics for conversation are taken from the home background or out-of-school activities of a candidate, the examiner should take care to avoid questions that might cause embarrassment.
- (c) The General Conversation is expected to last about 6 minutes for each candidate. Some candidates may dry up after a few minutes, but it is important to persevere with the conversation (e.g. by complete changes of subject), so that they are given every opportunity to do themselves justice.

- (d) With weaker candidates, it may be necessary to cover a greater number of topics superficially, but with more able candidates, it is preferable to ask a series of linked questions on two or three topics, in order to explore these in greater depth. Precise factual information or knowledge is not required and candidates must not be penalised for lack of such knowledge. Questions must be adjusted to the candidate's ability and the examiner should be ready to pass on quickly to another subject if candidates are obviously out of their depth.
- (e) Candidates are expected to give natural replies to questions; their answers need not therefore be in the form of complete sentences. The examiner should avoid asking questions which can be answered with 'yes' or 'no' and should instead use a variety of interrogatives, e.g. *when? how? why? how many? how long? with whom? with what?* etc.
- (f) Questions should be adjusted to the candidate's ability. However, the examiner must try to extend the candidate as far as possible by giving them the opportunity to provide opinions and justifications.
- (g) Candidates should be prompted and encouraged where necessary and long silences should be avoided. However, a candidate should not be interrupted unless it is clear that he or she cannot complete the answer. Incorrect answers should never be corrected, nor answers supplied when none are given. Questions should be rephrased (rather than repeated) in an attempt to maintain the dialogue.
- (h) The use of vocabulary or phrases from the candidate's first language should be avoided, except in the case of particular institutions, e.g. names of examinations, types of school, etc.
- (i) The examiner must avoid talking too much themselves and limiting the amount of time available to the candidate to show what they can do. The onus is on the candidate to show that he or she can converse adequately in the language, but at the same time it is up to the examiner to make sure that the candidate is given every opportunity to do so by following up any opening given.

**ADMINISTRATIVE ARRANGEMENTS****1. Dates**

The speaking tests take place before the main examination period. Dates for speaking tests are arranged locally.

Dates will be given for the completion of the speaking tests and for the receipt of mark sheets and recordings at Cambridge.

**2. Appointment of examiners**

The Singapore Examinations and Assessment Board (SEAB) will appoint the examiner and make arrangements for candidates to be tested.

**3. Size of sample**

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

**4. Two types of mark sheet are provided:**

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

**5. Despatch and return of mark sheets and recorded sample**

Examiners should return mark sheets and SD cards to SEAB for immediate onward transmission to Cambridge. Do not wait until the end of the assessment period before despatching them.

**6. Arrangements for the examination**

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

**7. Recording of candidates**

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

Moderation samples must be recorded onto an SD card as .mp3 files. Each candidate's file must be saved individually so that it can be accessed for the purpose of moderation.

Care should be taken to ensure that recording quality is good. The recording equipment to be used must be tested in situ some time before the actual examination, ideally with one of the candidates. Examiners should take care to avoid long gaps and extraneous noise on the recordings. If Centres are re-using SD cards, any previous recordings on the card must be deleted prior to the examination.

Recording should be done as unobtrusively as possible and candidates who are chosen for recording should not be made to feel that they are being singled out in any way. It should be emphasised that the recording is being carried out to check the standard of assessment and not the candidate.

1 SD card per Centre must be used. The examiner should introduce each SD card with the following information: Centre Number, Centre Name, Examination Number, Examination Name, Name of Examiner, Date, e.g.

“S1234  
International School  
3261  
O level Japanese  
Mr R Peters  
October 15th 2017”

Each candidate should be introduced as follows:

“Index Number e.g. 047  
Candidate Name e.g. Jane Williams”

At the end of the sample, please state “End of sample”.

**The recording must not be stopped once a candidate’s examination has started.**

Each SD card and case must be labelled with syllabus/component number and Centre number.

Each recorded file on the SD card must be clearly named using the following convention:

Centre number\_index number\_syllabus number\_component number.

Before the SD card is despatched, spot checks must be made to ensure that every candidate is clearly audible.

If by accident it is discovered that a candidate has not been recorded, there is no requirement to redo the test. In such a case, however, a letter must be sent to Cambridge detailing the problems, a copy of which should be included with the SD card.

## COMPLETING THE WORKING MARK SHEET

Appendix A contains the Working Mark Sheet for the Oral for Ordinary Level Japanese. Examiners should copy this for use in the examination, as required. The form should be completed in ink. The following instructions should be read in conjunction with the Mark Scheme (see p. 4).

1. Complete the information at the head of the form.
2. List the candidates in index number order.
3. Enter the marks for Reading and General Conversation in the appropriate columns.
4. Add the marks to give a total out of 30. Enter this figure in the *Total* column.
5. Check all additions.

## ARRANGEMENTS FOR EXTERNAL MODERATION

External moderation of internal assessment is carried out by Cambridge

The internally assessed **total marks** of **all** candidates must be submitted to Cambridge.

The following must be sent to Cambridge:

- the internally assessed **Speaking tests** of a **sample** of candidates. Details of the required sample size and procedures for the recording of candidates can be found on page 7 of this syllabus.
- a copy of the completed Working Mark Sheet(s) listing the marks for all candidates;
- a signed printout of the candidates’ total marks as submitted to Cambridge.

Copies of the recordings and the *Working Mark Sheet(s)* should be kept by the Centre in case of postal loss or delay.





**JAPANESE  
FORM NOE (EXTERNAL)  
GCE O LEVEL (SINGAPORE)**

**NOMINATION OF ORAL EXAMINER IN JAPANESE**

Centre Number	<b>S</b>						
Centre Name							
Language	<b>Japanese</b>			Level of Examination	<b>O Level</b>		
Syllabus Number	<b>3</b>	<b>2</b>	<b>6</b>	<b>1</b>	Date		

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

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

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

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

SIGNED \_\_\_\_\_

DATE \_\_\_\_\_

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