



Singapore Examinations and Assessment Board



Cambridge Assessment
International Education

**Singapore–Cambridge General Certificate of Education
Ordinary Level (2022)**

Japanese (Syllabus 3919)

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INTRODUCTION

This document provides details of the Ordinary Level Japanese syllabus for candidates in **Singapore**. This syllabus is available in October/November only.

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

AIMS

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of following a course in a language at Ordinary Level.

- To develop the ability to use the language effectively for purposes of practical communication in countries where the language is spoken.
- To form a sound base of skills, language and attitudes required for further study, work and leisure.
- To offer insights into the culture and civilisation of the countries where the language is spoken.
- To develop a fuller awareness of the nature of language and language learning.
- To encourage positive attitudes towards foreign language learning and towards speakers of foreign languages and a sympathetic approach to other cultures and civilisations.
- To provide enjoyment and intellectual stimulation.
- To complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, drawing of inferences).

ASSESSMENT OBJECTIVES

The examination will assess candidates' linguistic competence and their knowledge of contemporary society by requiring them to:

- understand and respond to the spoken language drawn from a variety of sources and ranging from short to longer extracts
- understand and respond to texts written in the foreign language, drawn from a variety of sources and ranging from short to longer texts
- communicate in the spoken language
- communicate in writing to narrate events, give factual information and express and justify ideas and points of view.

ASSESSMENT

All candidates 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
1 hour 30 minutes	33%	1 hour 15 minutes	33%	approx. 40 minutes	17%	approx. 10 minutes	17%

AVAILABILITY

This syllabus is available in October/November only.

DESCRIPTION OF COMPONENTS

PAPER 1: Writing (1 hour 30 minutes) (30 marks weighted to 60 marks)

All candidates must attempt both exercises.

- Exercise 1 (10 marks): candidates are required to write a composition in Japanese of between 260 and 300 characters. The composition must describe the story depicted in a series of 6 pictures given on the question paper.
- Exercise 2 (20 marks): Essay. Candidates are offered a choice of five topics and must choose one of these. Between 350 and 400 characters are required.

PAPER 2: Reading (1 hour 15 minutes) (45 marks weighted to 60 marks)

The test will be in three sections.

Section 1 (10 marks)

Tested by a variety of short items, such as notices, signs, instructions, messages, advertisements, etc. – multiple-choice questions.

Section 2 (25 marks)

Tested by a variety of longer, more complex texts – filling in blanks and true or false questions.

Section 3 (10 marks)

Tested by a long complex text – short items including conversion between kanji and hiragana and open-ended comprehension.

PAPER 3: Listening (approx. 40 minutes) (30 marks)

All questions requiring written answers are to be answered in Japanese. The aim of this paper is to test candidates' listening comprehension and therefore they are not penalised for incorrect or inaccurate language unless it makes their answers ambiguous.

Section 1 (15 marks)

Candidates hear short recordings, sometimes involving two speakers, which are tested by visual and written material using multiple-choice questions. The recordings contain largely factual information about travel, weather, opening times, facilities available, food, etc. and candidates identify main points.

Section 2 (15 marks)

Candidates hear recordings of two longer and more complex conversations/interviews. They listen for main points and detail. Some of the questions are objective, some require short answers in the target language.

PAPER 4: Oral (approx. 10 minutes) (60 marks weighted to 30 marks)

A local Examiner must be appointed to conduct the Oral. The name and qualifications of the Examiner are to be notified to Cambridge International on form NOE (see Appendix B).

Examiners should also consult the Administrative Guidance on the Speaking Test (see pp. 8–9) and the Marking Instructions (see pp. 10–11).

- **Test 1: Topic Presentation/Conversation (approximately 5 minutes, 30 marks)**
- **Test 2: General Conversation (approximately 5 minutes, 30 marks)**

MARK SCHEMES

Paper 1: Writing

Question	Answer	Marks																								
1	<p data-bbox="328 394 560 427">Content – 5 marks</p> <table border="1" data-bbox="328 456 1315 826"> <tr> <td data-bbox="328 456 389 515">5</td> <td data-bbox="389 456 1315 515">A very good answer with appropriate value given to each picture.</td> </tr> <tr> <td data-bbox="328 515 389 573">4</td> <td data-bbox="389 515 1315 573">A good answer mentioning each picture with sufficient coverage.</td> </tr> <tr> <td data-bbox="328 573 389 631">3</td> <td data-bbox="389 573 1315 631">A good answer but ignores a picture or has some repetition.</td> </tr> <tr> <td data-bbox="328 631 389 689">2</td> <td data-bbox="389 631 1315 689">A sound answer but lacking breadth.</td> </tr> <tr> <td data-bbox="328 689 389 748">1</td> <td data-bbox="389 689 1315 748">A minimum of content.</td> </tr> <tr> <td data-bbox="328 748 389 826">0</td> <td data-bbox="389 748 1315 826">No content of merit.</td> </tr> </table> <p data-bbox="328 860 775 893">Grammar and Structures – 5 marks</p> <table border="1" data-bbox="328 920 1315 1290"> <tr> <td data-bbox="328 920 389 978">5</td> <td data-bbox="389 920 1315 978">Very good use of grammar and complex structures with only minor errors.</td> </tr> <tr> <td data-bbox="328 978 389 1037">4</td> <td data-bbox="389 978 1315 1037">Very good use of grammar with an attempt at complex structures.</td> </tr> <tr> <td data-bbox="328 1037 389 1095">3</td> <td data-bbox="389 1037 1315 1095">Good use of grammar and comprehensible.</td> </tr> <tr> <td data-bbox="328 1095 389 1153">2</td> <td data-bbox="389 1095 1315 1153">Fair use of grammar and comprehensible despite errors.</td> </tr> <tr> <td data-bbox="328 1153 389 1211">1</td> <td data-bbox="389 1153 1315 1211">Barely comprehensible with faulty use of structures.</td> </tr> <tr> <td data-bbox="328 1211 389 1290">0</td> <td data-bbox="389 1211 1315 1290">No content of merit.</td> </tr> </table>	5	A very good answer with appropriate value given to each picture.	4	A good answer mentioning each picture with sufficient coverage.	3	A good answer but ignores a picture or has some repetition.	2	A sound answer but lacking breadth.	1	A minimum of content.	0	No content of merit.	5	Very good use of grammar and complex structures with only minor errors.	4	Very good use of grammar with an attempt at complex structures.	3	Good use of grammar and comprehensible.	2	Fair use of grammar and comprehensible despite errors.	1	Barely comprehensible with faulty use of structures.	0	No content of merit.	10
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0	No content of merit.																									

Question	Answer	Marks																								
2	<p data-bbox="325 241 568 271">Content –10 marks</p> <p data-bbox="325 309 1305 398">The assessment of the content of the composition is based on its overall structure, the consistency of the opinions, the differentiation of facts from opinions, and the inclusion of candidates' personal experiences and their interpretation of them.</p> <table border="1" data-bbox="325 427 1315 797"> <tr> <td data-bbox="325 427 424 488">9–10</td> <td data-bbox="424 427 1315 488">Very good content, well structured, with paragraphs, reads fluently.</td> </tr> <tr> <td data-bbox="325 488 424 548">7–8</td> <td data-bbox="424 488 1315 548">Good content with evidence of planning.</td> </tr> <tr> <td data-bbox="325 548 424 609">5–6</td> <td data-bbox="424 548 1315 609">Some good content but with repetition or too short.</td> </tr> <tr> <td data-bbox="325 609 424 669">3–4</td> <td data-bbox="424 609 1315 669">A sound composition but lacking breadth.</td> </tr> <tr> <td data-bbox="325 669 424 730">1–2</td> <td data-bbox="424 669 1315 730">A minimum of content.</td> </tr> <tr> <td data-bbox="325 730 424 790">0</td> <td data-bbox="424 730 1315 790">No content of merit.</td> </tr> </table> <p data-bbox="325 831 922 860"><i>Grammar, Structures and Kanji Usage – 10 marks</i></p> <table border="1" data-bbox="325 889 1315 1350"> <tr> <td data-bbox="325 889 424 981">9–10</td> <td data-bbox="424 889 1315 981">Very good use of grammar and complex structures with only minor errors as well as good knowledge of the kanji syllabus.</td> </tr> <tr> <td data-bbox="325 981 424 1072">7–8</td> <td data-bbox="424 981 1315 1072">Very good use of grammar with an attempt at complex structures with evidence of the kanji syllabus.</td> </tr> <tr> <td data-bbox="325 1072 424 1164">5–6</td> <td data-bbox="424 1072 1315 1164">Good use of grammar and comprehensible with good knowledge of basic kanji.</td> </tr> <tr> <td data-bbox="325 1164 424 1234">3–4</td> <td data-bbox="424 1164 1315 1234">Fair use of grammar and comprehensible despite errors.</td> </tr> <tr> <td data-bbox="325 1234 424 1303">1–2</td> <td data-bbox="424 1234 1315 1303">Barely comprehensible with faulty use of structures.</td> </tr> <tr> <td data-bbox="325 1303 424 1350">0</td> <td data-bbox="424 1303 1315 1350">No content of merit.</td> </tr> </table>	9–10	Very good content, well structured, with paragraphs, reads fluently.	7–8	Good content with evidence of planning.	5–6	Some good content but with repetition or too short.	3–4	A sound composition but lacking breadth.	1–2	A minimum of content.	0	No content of merit.	9–10	Very good use of grammar and complex structures with only minor errors as well as good knowledge of the kanji syllabus.	7–8	Very good use of grammar with an attempt at complex structures with evidence of the kanji syllabus.	5–6	Good use of grammar and comprehensible with good knowledge of basic kanji.	3–4	Fair use of grammar and comprehensible despite errors.	1–2	Barely comprehensible with faulty use of structures.	0	No content of merit.	20
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ADMINISTRATIVE GUIDANCE ON THE SPEAKING TEST

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 index 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, index number and marks.

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 International.

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 International 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:

- (a) 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.
- (b) 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 International. 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
3919
O Level Japanese
Mr R Peters
October 17th 2022"*

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 International detailing the problems, a copy of which should be included with the SD card.

Tables A and B – Mark Schemes for Test 1: Topic Presentation/Conversation and Test 2: General Conversation (2 × 30 marks)

Each of Tests 1 (Topic Presentation/Conversation) and 2 (General Conversation) is awarded two marks:

- a mark out of 15 for Communication (see Table A)
- a mark out of 15 for Language (see Table B).

Table A – Mark Scheme for Communication

This assesses the candidate's response in terms of comprehension of the Examiner, immediacy of reaction/response, and successful transmission of messages (including presentation of material in the topic).

Outstanding	<ul style="list-style-type: none"> • A spontaneous interchange between candidate and Examiner. • Candidate responds fully and confidently to all question types. • Most points justified and explained. • Very consistent performance. Not necessarily of native speaker standard. 	14–15
Very good	<ul style="list-style-type: none"> • Generally understands questions first time, but may require occasional rephrasing. Can respond satisfactorily to both straightforward and unexpected questions. • Often develops own ideas and opinions and provides justifications. 	12–13
Good	<ul style="list-style-type: none"> • Responds well to straightforward questions; sometimes responds well to unexpected questions. • Communicates essential elements and can expand occasionally. • Expresses opinions with some simple justifications. 	10–11
Satisfactory	<ul style="list-style-type: none"> • Usually responds well to straightforward questions; has difficulty with unexpected questions and needs some rephrasing. • Communicates most of the essential elements. • Can convey simple, straightforward opinions. 	7–9
Weak	<ul style="list-style-type: none"> • Has difficulty with many straightforward questions, but still attempts an answer. • Communicates simple pieces of information. 	4–6
Poor	<ul style="list-style-type: none"> • Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates a few facts. 	1–3
	Communicates no relevant information.	0

Table B – Mark Scheme for Language

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

Outstanding	<ul style="list-style-type: none"> • Very accurate use of a wide range of structures, vocabulary and idiom with occasional errors in more complex language. • Not necessarily of native speaker standard. 	14–15
Very good	<ul style="list-style-type: none"> • Wide range of mostly accurate structures and vocabulary. 	12–13
Good	<ul style="list-style-type: none"> • Good range of generally accurate structures, varied vocabulary. 	10–11
Satisfactory*	<ul style="list-style-type: none"> • Adequate range of structures and vocabulary. Can use past and future tenses accurately. Some ambiguity. 	7–9
Weak	<ul style="list-style-type: none"> • Some manipulation of structures and awareness of verbs, though often faulty and/or incomplete. Shows elementary, limited vocabulary. 	4–6
Poor	<ul style="list-style-type: none"> • Shows very limited range of structures and vocabulary. 	1–3
	Nothing coherent or accurate enough to be comprehensible.	0

* Candidates who do not show that they are able to use past and future tenses accurately cannot be awarded a mark in the Satisfactory band or above for Language.

COMPLETING THE WORKING MARK SHEET

Appendix A is the Working Mark Sheet for the Speaking Test for Ordinary Level Japanese. Examiners should copy this for use in the examination, as required. The form should be completed in ink.

- 1 Complete the information at the head of the form.
- 2 List the candidates in index number order.
- 3 Enter the marks for Topic Presentation/Conversation and General Conversation in the appropriate columns.
- 4 Add the marks to give a total out of 60. Enter this figure in the Total Mark column.
- 5 Check all additions.

ARRANGEMENTS FOR EXTERNAL MODERATION

External moderation of internal assessment is carried out by Cambridge International.

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

The following must be sent to Cambridge International:

- 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 pages 8 and 9 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 International.

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

APPENDIX B

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

NOMINATION OF ORAL EXAMINER IN JAPANESE

Centre Number	S					
Centre Name						
Language	Japanese			Level of Examination	O-Level	
Syllabus Number	3	9	1	9	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 _____