

International General Certificate
of Secondary Education

Syllabus

FIRST LANGUAGE JAPANESE 0507

For examination in June 2010

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First Language Japanese

Syllabus code: 0507

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Note

This syllabus is available in the June examination only.

INTRODUCTION

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

First Language Japanese falls into Group I, Languages, of the International Certificate of Education (ICE) subjects.

AIMS

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in a First Language for the IGCSE examination. They are not listed in order of priority.

The aims are to:

1. enable students to communicate accurately, appropriately and effectively in writing;
2. enable students to understand and respond appropriately to what they read;
3. encourage students to enjoy and appreciate the variety of language;
4. complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences);
5. promote the students' personal development and an understanding of themselves and others.

ASSESSMENT OBJECTIVES

The three assessment objectives in First Language Japanese are:

- A Reading and Directed Writing
- B Continuous Writing
- C Usage.

These assessment objectives are not necessarily related to the way in which the subject is taught.

A description of each assessment objective follows.

A READING AND DIRECTED WRITING

Students should be able to:

1. understand and convey information;
2. understand, order and present facts, ideas and opinions;
3. evaluate information and select what is relevant to specific purposes;
4. articulate experience and express what is felt and what is imagined;
5. recognise implicit meaning and attitudes;
6. communicate effectively and appropriately.

B CONTINUOUS WRITING

Students should be able to:

7. articulate experience and express what is felt and what is imagined;
8. order and present facts, ideas and opinions;
9. communicate effectively and appropriately.

C USAGE

Students should be able to:

10. exercise control of appropriate grammatical structures;
11. demonstrate an awareness of the conventions of paragraphing, sentence structure and punctuation;
12. understand and employ a range of apt vocabulary;
13. show a sense of audience and an awareness of register and style in both formal and informal situations.

SPECIFICATION GRID

The relationship between the assessment objectives and components of the scheme of assessment.

Assessment Objective	Paper 2	Paper 3
A Reading and Directed Writing	✓	✓
B Continuous Writing	✓	✓
C Usage	✓	✓

ASSESSMENT

Scheme of Assessment

All candidates take Papers 2 and 3 and are eligible for the award of grades A* to G.

The papers in the assessment are as follows:

Paper 2 (2¼ hours) Reading and Directed Writing
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Paper 3 (1¼ hours) Continuous Writing
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Weighting of Papers

<i>Paper</i>	<i>Weighting</i>
2	60%
3	40%

Description of Papers

The question papers will be set entirely in the target language. Dictionaries are not permitted.

Paper 2

Part 1 There will be two passages followed by two questions. The first question will test candidates' ability to select, compare and summarise specific information from both passages. The second question will invite a response to the passages in a variety of forms, for example a selective summary, a letter, a report, a speech, a script of a conversation or broadcast, a continuation of a story, an expressive development of an idea in the passage, etc.

Part 2 This will be a test of usage. Tasks will test candidates' control of grammatical structures and awareness of register and style.

Paper 3

This paper will test candidates' skill in continuous writing. A selection of nine titles will be provided calling for an imaginative, narrative or argumentative response in an appropriate style. Candidates will be required to choose one assignment and will be advised to write 600-800 characters.

CURRICULUM CONTENT

All candidates follow the same curriculum.

ASSESSMENT OBJECTIVE

All students should be able to:

Students who are aiming for Grades A to C, in addition should be able to:*

A Reading and Directed Writing

- | | |
|---|--|
| <ul style="list-style-type: none"> - demonstrate understanding of extended texts - scan for and extract specific information, organise material and present it in a given format - show some sense of audience and awareness of style - identify main and subordinate topics, summarise, paraphrase, re-express - recognise and respond to simple linguistic devices including figurative language - edit or elaborate the work of others | <ul style="list-style-type: none"> - show a more precise understanding of extended texts - recognise the relationship of ideas, arrangement of concepts - draw inferences, evaluate effectiveness, compare, analyse, synthesise - recognise and respond to more sophisticated linguistic devices |
|---|--|

B Continuous Writing

- | | |
|---|---|
| <ul style="list-style-type: none"> - express thoughts, feelings and opinions in order to interest, inform or convince - demonstrate adequate control of vocabulary, syntax, grammar and punctuation | <ul style="list-style-type: none"> - show a wider and more varied sense of audience and context and an awareness of different styles - demonstrate a sophisticated use of vocabulary and structures |
|---|---|

C Usage

- | | |
|--|--|
| <ul style="list-style-type: none"> - exercise care over punctuation - write in accurate simple sentences - attempt a variety of sentence structures - recognise the need for paragraphing - use an appropriate vocabulary - show some sense of audience and awareness of style | <ul style="list-style-type: none"> - demonstrate accuracy in punctuation - write accurate complex sentences - employ a varied sentence structure - write in well constructed paragraphs - use an imaginative and varied vocabulary - show a clear sense of audience and awareness of style |
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GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall, and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

At **Grade A** the candidate has demonstrated expertise in:

- understanding and communicating arguments, ideas and information at a straightforward level;
- structuring work so that the reader or listener can follow the argument from the beginning to the end;
- selecting material from texts and developing it in relationship to the questions;
- responding to questions about ideas and attitudes, with some detail;
- expressing thoughts, feelings and opinions, using an adequate range of vocabulary, syntax and grammar;
- recognising the writer's attitude to the subject matter;
- spelling and punctuating, with few errors;
- speaking fluently on any topic, with good pronunciation and intonation;
- understanding and responding to the spoken and written language with few difficulties, and using a wide range of accurate language and structures and appropriate idiom.

At **Grade C** the candidate has demonstrated competence in:

- understanding and communicating arguments, ideas and information at a basic level;
- ensuring that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another;
- selecting material from texts in answer to questions and providing straightforward explanations;
- responding to questions about ideas and attitudes (but lacking in detail);
- expressing thoughts, feelings and opinions, using straightforward language;
- recognising the more obvious meanings and attitudes;
- spelling and punctuation (with comparatively infrequent mistakes, so that communication is not impaired);
- communicating on most subjects, with some hesitancy and some need for re-phrasing and a pronunciation perhaps influenced by the mother tongue;
- understanding and responding to the spoken and written language, with a limited range of language.

At **Grade F** the candidate has demonstrated competence in:

- understanding and communicating ideas and information at a basic level;
- making all work have a clear beginning, middle and ending;
- providing straightforward answers to questions on material from texts;
- responding to questions about ideas (but lacking in detail);
- expressing thoughts and opinions, using straightforward language;
- recognising the more obvious meanings;
- spelling and punctuation (so that communication is not seriously impaired);
- speaking on a limited range of subjects (but with some ambiguity and hesitancy and a pronunciation strongly influenced by the mother tongue);
- understanding and responding to the spoken and written language, with a very basic, limited range of language.