



UNIVERSITY *of* CAMBRIDGE
International Examinations

Cambridge
IGCSE

SYLLABUS

Cambridge IGCSE[®]
First Language Japanese
0507

For examination in June 2014

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Recognition

Every year, hundreds of thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Learn more at www.cie.org.uk/recognition

Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98% of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at www.cie.org.uk/teachers

Not-for-profit, part of the University of Cambridge

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSE helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, enquiry and problem solving, helping them to perform well and prepare for the next stage of their education.

Cambridge IGCSE is the world's most popular international curriculum for 14 to 16 year olds, leading to globally recognised and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage.

Schools worldwide have helped develop Cambridge IGCSE, which provides an excellent preparation for Cambridge International AS and A Levels, Cambridge Pre-U, Cambridge AICE (Advanced International Certificate of Education) and other education programmes, such as the US Advanced Placement Program and the International Baccalaureate Diploma. Cambridge IGCSE incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

1.3 Why choose Cambridge IGCSE First Language Japanese?

The Cambridge IGCSE First Language Japanese syllabus is designed for candidates whose mother tongue is Japanese. Cambridge IGCSE First Language qualifications are accepted by universities and employers as proof of knowledge and understanding of a language. Successful candidates gain lifelong skills including:

- the ability to communicate clearly, accurately and effectively in writing;
- the ability to use a wide range of vocabulary, and correct grammar, spelling and punctuation;
- a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge IGCSE First Language qualifications also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. Learners draw subjects from five subject groups, including two languages, and one subject from each of the other subject groups. The seventh subject can be taken from any of the five subject groups.

First Language Japanese (0507) falls into Group I, Languages.

Learn more about Cambridge IGCSE and Cambridge ICE at www.cie.org.uk/cambridgesecondary2

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **international@cie.org.uk**

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **www.cie.org.uk/startcambridge**.

Email us at **international@cie.org.uk** to find out how your organisation can become a Cambridge school.

2. Assessment at a glance

2.1 Scheme of assessment

Cambridge IGCSE First Language Japanese comprises two papers. All candidates take Papers 2 and 3 and are eligible for the award of grades A* to G.

Paper 2: Reading and Directed Writing	2¼ hours	Weighting
<p>Part 1 – 40 marks Question 1 – 20 marks Candidates select, compare and summarise specific information from Passages 1 and 2.</p> <p>Question 2 – 20 marks Candidates respond to a directed writing task based on their understanding of Passage 1 and Passage 2.</p> <p>Part 2 – 20 marks Candidates answer questions testing control of grammatical structures and awareness of register and style.</p>		60%
Paper 3: Continuous Writing	1¼ hours	Weighting
Candidates write one composition of 600–800 characters.		40%

2.2 Availability

This syllabus is examined in the May/June examination series.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the Cambridge website www.cie.org.uk for the latest information before beginning to teach this syllabus.

2.3 Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificates and Cambridge O Level syllabuses are at the same level.

3. Syllabus aims and objectives

3.1 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 Cambridge IGCSE examination. They are not listed in order of priority.

The aims are to:

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

3.2 Assessment objectives

There are ten assessment objectives (AOs) in Cambridge IGCSE First Language Japanese. The assessment objectives are grouped according to the three skill areas tested in the examination, as follows:

A Reading and Directed Writing

Candidates are assessed on their ability to:

- AO1 understand and convey information
- AO2 understand, order and present facts, ideas and opinions
- AO3 evaluate information and select what is relevant to specific purposes
- AO4 articulate experience and express what is felt and what is imagined
- AO5 recognise implicit meaning and attitudes
- AO6 communicate effectively and appropriately.

B Continuous Writing

Candidates are assessed on their ability to:

- AO2 order and present facts, ideas and opinions
- AO4 articulate experience and express what is felt and what is imagined
- AO6 communicate effectively and appropriately.

C Usage

Candidates are assessed on their ability to:

- AO7 exercise control of appropriate grammatical structures
- AO8 demonstrate an awareness of the conventions of paragraphing, sentence structure and punctuation
- AO9 understand and employ a range of apt vocabulary
- AO10 show a sense of audience and an awareness of register and style in both formal and informal situations.

3.3 Specification grid

This grid below shows how assessment objectives relate to the examination papers, described in more detail in Section 4.

Assessment objective	Paper 2	Paper 3
A01	✓	—
A02	✓	✓
A03	✓	—
A04	✓	✓
A05	✓	—
A06	✓	✓
A07	✓	✓
A08	✓	✓
A09	✓	✓
A010	✓	✓

4. Description of papers

The question papers are set entirely in the target language.

4.1 Paper 2: Reading and Directed Writing

2¼ hours

Dictionaries may not be used in the examination.

Part 1: There are two passages followed by two questions. The first question tests candidates' ability to select, compare and summarise specific information from both passages. The second question invites 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 is a test of usage. Tasks test candidates' control of grammatical structures and awareness of register and style.

4.2 Paper 3: Continuous Writing

1¼ hours

Dictionaries may not be used in the examination.

A selection of nine titles are provided calling for an imaginative, narrative or argumentative response in an appropriate style. Candidates are required to choose one assignment and are advised to write 600–800 characters.

5. Curriculum content

All candidates follow the same curriculum.

Assessment Objective	<i>All candidates should be able to:</i>	<i>Candidates aiming for Grades A* to C, should, in addition, be able to:</i>
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 evaluate effectiveness, draw inferences, 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 the reader 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 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 varied sentence structures write in well constructed paragraphs use imaginative and varied vocabulary show a clear sense of audience and awareness of style

6. 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 in 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;
- understanding and responding to the 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);
- understanding and responding to the 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);
- understanding and responding to the written language, with a very basic, limited range of language.

7. Additional information

7.1 Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

7.2 Recommended prior learning

We recommend that candidates who are beginning this course should have a level in Japanese equivalent to first language competence.

7.3 Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A* in Cambridge IGCSE First Language Japanese are well prepared to follow courses leading to Cambridge International AS and A Level Japanese, or the equivalent.

7.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

7.5 Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, Grade A* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
 - ... the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
 - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
 - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
 - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.

- ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
- ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
- ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
- ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
- ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated, according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

7.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website www.cie.org.uk

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

7.7 Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to www.cie.org.uk/igcse. Click the **Subjects** tab and choose your subject.

Additional syllabus-specific support is available from our secure Teacher Support website <http://teachers.cie.org.uk> which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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