



**Cambridge Assessment  
International Education**

Syllabus

**Cambridge International AS Level  
Japanese Language 8281**

For examination in November 2023.

日本語

### Changes to the syllabus for 2023

The syllabus has been updated. The latest syllabus is version 2, published December 2021.

This syllabus will be withdrawn in 2024.

The last examination series will be held in November 2023. There will be no resit opportunity after November 2023.

#### **Previous changes to version 1 of the syllabus, published September 2020.**

Section 4.3: The topics for Component 3: Essay, have been updated.

**| Significant changes to the syllabus are indicated by black vertical lines either side of the text. |**

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

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## Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

We review all our syllabuses regularly, so they reflect the latest research evidence and professional teaching practice – and take account of the different national contexts in which they are taught.

We consult with teachers to help us design each syllabus around the needs of their learners. Consulting with leading universities has helped us make sure our syllabuses encourage students to master the key concepts in the subject and develop the skills necessary for success in higher education.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

“ We think the Cambridge curriculum is superb preparation for university. ”

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

“ Cambridge students develop a deep understanding of subjects and independent thinking skills. ”

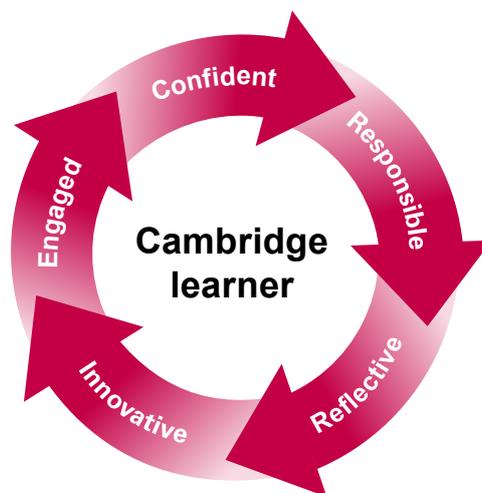
Principal, Rockledge High School, USA

## Why choose Cambridge International AS & A Levels?

The best motivation for a student is a real passion for the subject they're learning. By offering students a variety of Cambridge International AS & A Levels, you can give them the greatest chance of finding the path of education they most want to follow. With over 50 subjects to choose from, students can select the ones they love and that they're best at, which helps motivate them throughout their studies.

Following a Cambridge International AS & A Level programme helps students develop abilities which universities value highly, including:

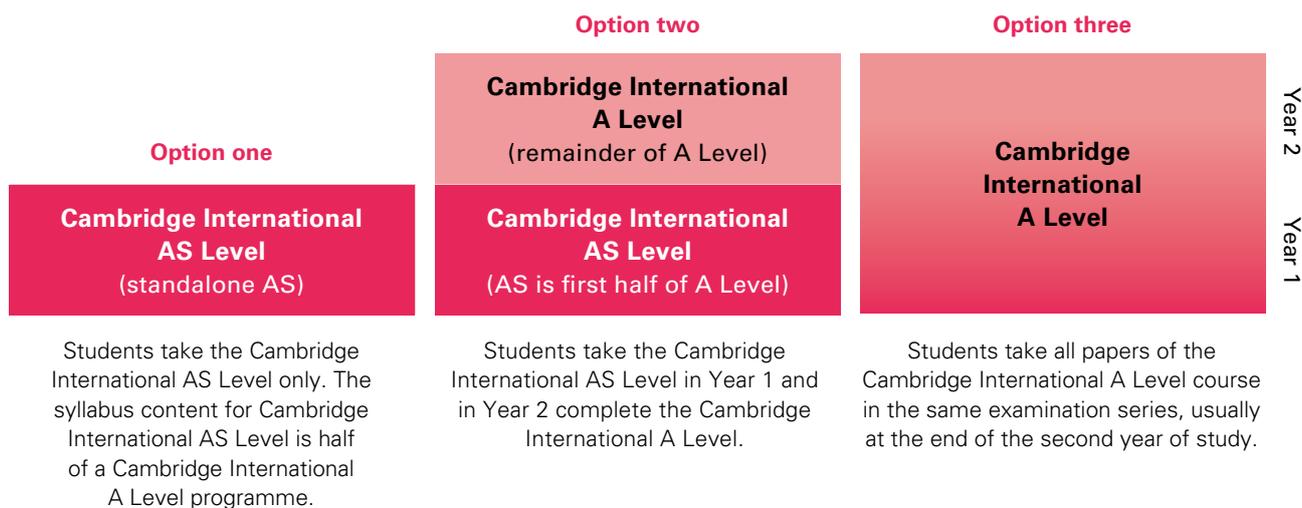
- a deep understanding of their subjects
- higher order thinking skills – analysis, critical thinking, problem solving
- presenting ordered and coherent arguments
- independent learning and research.



Our approach in Cambridge International AS & A Level encourages learners to be:

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

Cambridge International AS & A Level offers a choice of assessment routes with staged assessment available in many subjects: Cambridge International AS Level can be offered as a standalone qualification or as part of a progression to Cambridge International A Level:



## International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. They are valued by top universities around the world including those in the UK, US (including Ivy League universities), Europe, Australia, Canada and New Zealand.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge International AS & A Level and found it to be comparable to the standard of AS & A Level in the UK. This means students can be confident that their Cambridge International AS & A Level qualifications are accepted as equivalent, grade for grade, to UK AS & A Levels by leading universities worldwide.

### Learn more

For more details go to [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

## Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)



Cambridge Assessment International Education is an education organisation and politically neutral. The content of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

## Why Cambridge International AS Level Japanese Language?

### About the syllabus

A Cambridge International AS Level in Japanese is accepted by universities and employers as proof of linguistic ability and understanding. Successful language students gain lifelong skills, including:

- the ability to communicate confidently and clearly in Japanese
- a sound understanding of the nature of language and language study, and of the skills and abilities required for further study, work and leisure
- insight into the culture and contemporary society of countries where Japanese is spoken
- better integration into communities where Japanese is spoken
- positive attitudes towards language learning, towards the speakers of Japanese, and towards other cultures and societies
- skills which can be used in other areas of learning, such as analysis and memory skills.

The Cambridge International AS Level Japanese Language syllabus enables students to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, thereby also improving their communication skills. Students will learn how to improve their use of Japanese in a variety of situations, understanding how to read texts and other source materials, and how to extract information, initiate conversations and respond to questions both orally and in writing.

### Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level, and around 360 guided learning hours for Cambridge International A Level.

These figures are for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience of the subject.

### Prior learning

We recommend that candidates who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE™ assessment/course or equivalent in Japanese.

### Progression

A Cambridge International AS Level Japanese provides a suitable foundation for the study of the language at A Level and thence for related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in languages or some other subjects. It is also suitable for candidates intending to pursue careers or further study in languages, or as part of a course of general education.

We recommend learners check the Cambridge International recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.

### 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 [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)

#### If you are not yet a Cambridge school

Learn more about the benefits of becoming a Cambridge school from our website at [www.cambridgeinternational.org/startcambridge](http://www.cambridgeinternational.org/startcambridge)

Email us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) to find out how your organisation can register to become a Cambridge school.

## Cambridge AICE

Cambridge AICE Diploma is the group award of the Cambridge International AS & A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations from different curriculum groups.

### Learn more

For more details go to [www.cambridgeinternational.org/aice](http://www.cambridgeinternational.org/aice)

“ Our research has shown that students who came to the university with a Cambridge AICE background performed better than anyone else that came to the university. That really wasn't surprising considering the emphasis they have on critical research and analysis, and that's what we require at university. ”

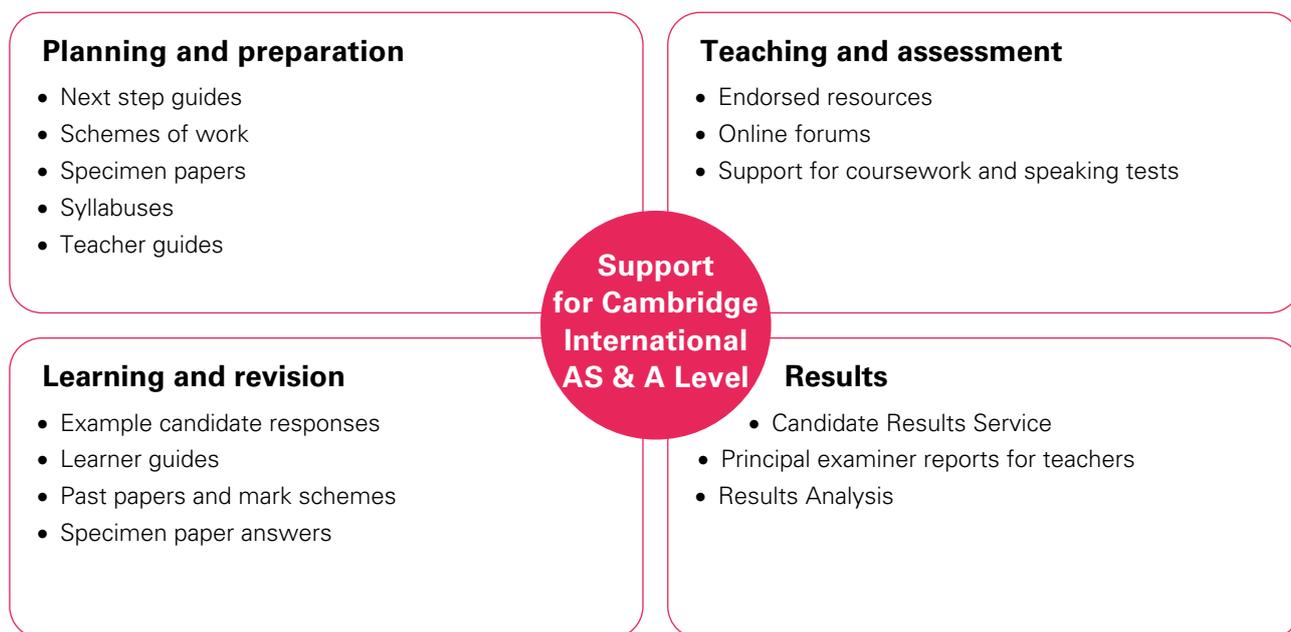
John Barnhill, Assistant Vice President for Enrollment Management, Florida State University, USA

## Supporting teachers

We provide a wide range of resources, detailed guidance and innovative training and professional development so that you can give your students the best possible preparation for Cambridge International AS & A Level. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)



Sign up for email notifications about changes to syllabuses, including new and revised products and services at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

### Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events)

- Cambridge Professional Development Qualifications

Find out more at [www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)



### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers. Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

# 1 Assessment at a glance

## Availability

This syllabus is examined in the November examination series.

Private candidates can enter for this syllabus. The accommodating centre must be able to make appropriate arrangements to conduct and assess the Speaking test, and submit the required sample and paperwork to Cambridge International for External moderation.

Detailed timetables are available from [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

Centres in the UK that receive government funding are advised to consult the Cambridge International website [www.cambridgeinternational.org](http://www.cambridgeinternational.org) for the latest information before beginning to teach this syllabus.

## Scheme of assessment summary

	Component 1 Speaking Test		Component 2 Reading and Writing		Component 3 Essay	
	duration	weighting	duration	weighting	duration	weighting
<b>AS Language</b>	20 mins	29%	1 hour 45 mins	50%	1 hour 30 mins	21%

**Note:** The use of dictionaries is **not** permitted in any assessment.

For a description of components see section 4.

Appendix A gives details of the Kanji requirement at this level and guidance on grammar, structures and examination rubrics.

## Combining this with other syllabuses

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

- syllabuses with the same title at the same level.

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## 2 Syllabus aims and assessment objectives

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### 2.1 Syllabus aims

The Cambridge International AS Level syllabus in Japanese aims to:

- develop the ability to understand Japanese from a variety of registers
- enable students to communicate confidently and clearly in Japanese
- form a sound base of skills, language and attitudes required for further study, work and leisure
- develop insights into the culture and civilisation of the countries where Japanese is spoken
- encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations
- support intellectual and personal development by promoting learning and social skills.

### 2.2 Assessment objectives

The examinations are designed to assess candidates' linguistic competence and their knowledge of contemporary society. In the exams, candidates will be expected to:

- understand and respond to texts written in Japanese, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing
- manipulate Japanese accurately in spoken and written forms, choosing appropriate examples of lexis and structures
- select information and present it in Japanese
- organise arguments and ideas logically.

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## 3 Topic areas

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This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate, you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

All textual material used in the examinations will be drawn from the topic areas below, with reference to the country or countries where Japanese is spoken. More guidance on the topic areas is given in section 5.

- Human relationships
- Family
- Generation gap
- Young people
- Patterns of daily life
- Urban and rural life
- The media
- Food and drink
- Law and order
- Philosophy and belief
- Health and fitness
- Work and leisure
- Equality of opportunity
- Employment and unemployment
- Sport
- Free time activities
- Travel and tourism
- Education
- Cultural life/heritage
- War and peace
- Social and economic development
- Scientific and medical advances
- Technological innovation
- Environment
- Conservation
- Pollution
- Contemporary aspects of the country or countries where Japanese is spoken

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## 4 Description of components

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### 4.1 Component 1: Speaking Test

**20 minutes, 100 marks**

There is no question paper for the Speaking Test.

This component description should be read in conjunction with section 6 (Mark Schemes), and section 7 (Administrative guidance on the Speaking Test). It is important that the timings listed for the individual parts of the test are adhered to, within the tolerances given.

Centres must appoint a local examiner to conduct the Speaking Test.

#### Section 1: Presentation

**No more than 3½ minutes, 20 marks**

The candidate gives a presentation, which they will have prepared in advance, lasting about three minutes, on a specific topic taken from one of the topic areas listed in section 3.

The presentation **must** demonstrate the candidate's knowledge of the contemporary society or cultural heritage of a country where Japanese is spoken. Candidates who do not do this will have their mark for Content/Presentation halved (see section 6, Mark Schemes). Centres wanting further advice on acceptable subject matter should contact the Cambridge Languages Group.

The candidate should be able to present relevant facts, express opinions and hypotheses, and put forward points for discussion.

Ideally, the candidate should prepare a topic in which they have a personal interest, aiming to give a lively and interesting presentation. Candidates may prepare a 'cue card' (such as a postcard) in Japanese to remind them of the main points they wish to make, to bring into the examination room. Candidates may also bring in a limited quantity of illustrative material, such as maps, diagrams, statistics, pictures or short articles.

**A script of the presentation is not allowed.**

Examiners will only interrupt candidates to ask questions if the presentation shows no sign of finishing after 3½ minutes, or to prompt a candidate having obvious difficulty in continuing with their presentation.

## Section 2: Topic conversation

### 7–8 minutes, 40 marks

The presentation will lead into a conversation about the chosen topic. During the presentation, the examiner can make notes in order to help them ask appropriate questions. Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity to do this, examiners will use open-ended questions (such as ‘tell me more about...’, ‘why...?’, ‘how...?’), rather than closed questions which may be answered by ‘yes/no’. When choosing a topic, candidates should consider how the subsequent conversation might develop: if they cannot think of six or more possible questions that the examiner could ask, the topic is unlikely to be a fruitful source of discussion.

The examiner will encourage the candidate to contribute as much as possible to the conversation. As part of this, the candidate is required to seek information and the opinions of the examiner, and must be given every opportunity to do so (see section 6, Mark Schemes).

## Section 3: General conversation

### 8–9 minutes, 40 marks

At the end of the Topic conversation the examiner will announce the transition to the General conversation.

This section begins with fairly straightforward questions about the candidate’s background and interests, and moves quickly on to a more mature conversation discussing more abstract and/or current issues within the general topic areas.

The subjects covered in this section will depend on the candidate’s interests and the subject of the presentation: for example, it would not be appropriate to continue talking about the environment if the candidate has already chosen to discuss ecology for the topic.

Candidates should be able to discuss some matters of current interest, though examiners should not expect candidates to be well informed on all matters of serious contemporary concern. If the candidate seems unresponsive, the examiner will try a change of topic.

For example, the examiner might begin this section with questions such as ‘How do you spend your spare time?’, leading rapidly to matters of contemporary interest/current affairs. The type of question is important: closed questions may, of course, be used to gain some information on the candidate’s interests, but open-ended questions beginning with ‘why...?’, ‘how...?’, or ‘what do you think about...?’ will give the candidate more scope in their responses.

Each ‘starter’ question could, depending on the reaction of the candidate, lead away from factual matters towards more abstract areas, for example:

- ‘How long have you lived here?’ could lead on to ‘What do you think of the area?’ → ‘What would attract people to the area/make them leave it?’ → ‘What would be your ideal place to live and why?’
- ‘What subjects are you studying?’ → ‘What do you think of the way you’ve been taught?’ → ‘How could it be improved?’ → discussion of school/education system, comparison with other countries.

The General Conversation section might develop as follows:

• 'What do you do in your spare time?'	
<p>Answer: 'Sport'</p> <p>Supplementary questions – taking part?/ watching?/team/individual?</p> <p>→ Why?</p> <p>This could develop along sport/health lines, necessity for sport in schools, success/failure of national teams.</p> <p>→ Feelings of nationalism/nationality; drugs in sport etc, all according to the responses of the candidate. Any of these areas of discussion could lead to violence in sport → society, the need for government intervention/control → politics etc.</p>	<p>Answer: 'Watch TV'</p> <p>Supplementary questions – what sort of programmes/news?</p> <p>This might develop along the lines of whether the news is unbiased/censorship in general.</p> <p>→ Films? what makes a film successful, importance of stars and why; national or international film industries, subsidies for the Arts, etc.</p> <p>Documentaries? → are they merely entertainment, or a genuine educational experience? are they sensationalised? → power of the media, etc.</p>

**Candidates must seek information and opinions from the examiner, and should be given every opportunity to do so (see section 6, Mark Schemes).**

The General conversation section might only cover two or three topic areas, possibly more if the examiner has difficulty finding something the candidate is interested in, or can talk about. Candidates who cannot sustain the conversation at a level appropriate to a 17/18+ examination (when given every opportunity to do so) cannot expect a high mark.

**Important note:**

It is intended that both conversation elements will be lively and spontaneous. Teachers should warn their candidates not to produce chunks of pre-learned material since Cambridge International's moderators are advised to penalise candidates who do so. Equally, teachers who may also be conducting the final examination should guard against over-rehearsing the tests in advance. Any suspicion of collusion in the conduct of Speaking Tests (e.g. pre-prepared questions, candidates or teachers using pre-determined scripts) will be dealt with in accordance with Cambridge International's Malpractice procedures.

## 4.2 Component 2: Reading and Writing

### **1 hour 45 minutes, 70 marks**

There are two passages in Japanese which deal with related themes.

Candidates answer specific and general comprehension questions on the two passages, and respond to a task requiring a summary or comparison of issues raised. The target language will be used for all questions and answers.

The passages will have been written during the last twenty years, and will reflect the international scene. In addition:

- the two passages, taken together, will not exceed 1500 characters.
- on the first passage, two tests (5 marks each) will cover vocabulary recognition and grammatical manipulation. These will be followed by a series of comprehension questions (15 marks for Content and 5 marks for Quality of Language)
- on the second passage, there will be a series of comprehension questions (15 marks for Content and 5 marks for Quality of Language)
- the last question will require candidates to write about 280 characters, drawing information from both passages and adding their own opinions, (10 marks for information drawn from the passages, 5 marks for personal response to the material, and 5 marks for Quality of Language).

## 4.3 Component 3: Essay

**1 hour 30 minutes, 40 marks**

A list of five topics, selected from the topic areas in section 3, is published below for each year of examination. The list changes every year. In addition to each main topic heading, there will be an indication of two areas of study which candidates should find it helpful to focus on in their preparation for the examination.

A question will be set on each of the five topics corresponding to the year of examination; candidates choose **one** question and write an essay in Japanese of 600–800 characters. Of the 40 marks available, 24 are for the quality of the language and 16 for the content (see section 6, Mark Schemes).

### Component 3: Essay

#### Set topics for examination in 2023:

**1 Family**

Family structure  
Family activities

**2 Law and order**

The role of the police  
Drug-related crime

**3 Travel and tourism**

Ecotourism and responsible tourism  
Holidays and foreign travel

**4 Technological innovation**

Impact of technology on individuals and society  
Modern communications systems

**5 Pollution**

Noise pollution  
Sustainable living

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## 5 Topic areas: further guidance

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Teachers can explore the topic areas **in any way they choose**. The following examples (which are not prescriptive) are a useful guide to planning courses. All these suggestions, and other themes chosen by the teacher from within the topic areas, should be studied with reference to countries/communities where Japanese is spoken.

### **Human relationships – family – generation gap – young people**

- family activities; new patterns of family relationships; the status of the elderly and responsibility for their care
- generation gap; conflicts in the family circle; young people and the older generation; attitudes of young people to the family environment
- young people; young people and their peer group; young people as a target group for advertisers and politicians

### **Patterns of daily life – urban and rural life – the media – food and drink – law and order – philosophy and belief – health and fitness**

- daily routine; school; the individual's way of life; living conditions
- advantages and disadvantages of urban and rural life; transport and communications; shopping; housing
- the role and influence of the media; the power of advertising
- healthy eating; fast-food; national traditions of eating and drinking
- violence and crime; drug-related crime; the role of the police; law-enforcement
- the role of philosophy and belief in a local, national and an international context; attitudes towards different beliefs and philosophical issues; philosophical and religious practices/groups; values and morality
- healthy living; exercise; dieting; drugs; health care provision; stress; AIDS

### **Work and leisure – equality of opportunity – employment and unemployment – sport – free time activities – travel and tourism – education – cultural life/heritage**

- women in society and in the workforce; equality of opportunity for minority groups
- preparation for work and job opportunities; career plans; qualifications and job routines; plight of the unemployed, areas of high unemployment; demise of traditional industries; possible solutions, immigrant workers
- individual and team sports; amateur and professional sport
- value of leisure; balance between leisure and work; planning leisure time
- tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel
- education systems and types of school; patterns of curriculum; relationship between education and training; further and higher education provision; examinations
- the world of the arts; significant figures and trends in the arts; the place of culture and the arts in the life of the nation

### **War and peace – social and economic development**

- conflicts in the world: ethnic, religious, ideological
- positive and negative aspects of social and economic development; recent and predicted trends

**Medical advances – scientific and technological innovation**

- advances in the treatment of disease; ethical issues of medical and other technologies
- cloning; genetic modifications; modern communications systems

**Environment – pollution – conservation**

- the individual in his/her surroundings; effect of environment on individuals; protest action to protect one's locality; ways of contributing to environmental awareness
- global warming; acid rain; air pollution; water pollution; noise pollution; destruction of rain forests; damage to animal world; solutions and cost implications
- saving endangered species and landscapes

**Contemporary aspects of the country/ies where Japanese is spoken**

- e.g. political, regional, social issues

## 6 Mark Schemes

### 6.1 Component 1: Speaking Test

#### Section 1: Presentation (20 marks)

- Content and Presentation – 10 marks
- Pronunciation and Intonation – 5 marks
- Language – 5 marks

Candidates who make no specific reference to the contemporary society or cultural heritage of a country where Japanese is spoken will have their mark for Content and Presentation halved.

<b>Content and Presentation</b> <i>Knowledge of facts; ability to express opinions and raise issues for discussion.</i>		<b>Pronunciation and Intonation</b>		<b>Language</b>	
<b>9/10</b>	Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; examiner's interest sustained.	<b>5</b>	Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.	<b>5</b>	Has a very good feeling for the language; speaks fluently and accurately; shows good use of relevant idiom and uses a wide range of structures and vocabulary.
<b>7/8</b>	Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation somewhat stilted though keeps examiner's interest.	<b>4</b>	Good pronunciation, makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	<b>4</b>	Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
<b>5/6</b>	Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	<b>3</b>	A fair degree of accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.	<b>3</b>	May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
<b>3/4</b>	Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the examiner's interest.	<b>2</b>	Intelligible but shows marked influence of mother tongue and very many errors of pronunciation.	<b>2</b>	Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
<b>0/1/2</b>	Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation.	<b>0/1</b>	Very poor; many gross errors; frequently incomprehensible.	<b>0/1</b>	Very marked hesitation; severe limitations of structures and vocabulary; thought processes basically influenced by mother tongue.

## Section 2: Topic Conversation (40 marks) and Section 3: General Conversation (40 marks)

- Comprehension and Responsiveness – 10 marks
- Accuracy – 10 marks
- Feel for the Language – 10 marks
- Range of vocabulary and structures
- Providing Information and Opinions – 5 marks
- Seeking Information and Opinions – 5 marks

Comprehension and Responsiveness	Accuracy	Feel for the Language
<p><b>9–10 Very good</b> No problems of comprehension. Responses are natural and spontaneous even to unexpected questions. Able to present and defend a point of view in discussion.</p>	<p><b>9–10 Very good</b> Consistently accurate. Only occasional minor slips.</p>	<p><b>9–10 Very good</b> Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.</p>
<p><b>7–8 Good</b> Few problems of comprehension. Responds thoughtfully, and copes fairly well with unexpected questions. Reasonably forthcoming but tends to follow Examiner’s lead.</p>	<p><b>7–8 Good</b> Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.</p>	<p><b>7–8 Good</b> Has a very good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue.</p>
<p><b>5–6 Satisfactory</b> Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. <b>OR</b> Relies heavily on prepared responses.</p>	<p><b>5–6 Satisfactory</b> Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.</p>	<p><b>5–6 Satisfactory</b> Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.</p>
<p><b>3–4 Weak</b> Has general difficulty in understanding. Limited response to questions on the majority of topics raised.</p>	<p><b>3–4 Weak</b> Generally inaccurate use of the language.</p>	<p><b>3–4 Weak</b> Has scant feeling for the idiom. Generally translates literally from the mother tongue.</p>
<p><b>0–2 Poor</b> Severe problems of comprehension. Very marked hesitation. Limited responsiveness.</p>	<p><b>0–2 Poor</b> No grasp of grammatical accuracy. Errors constant and repeated.</p>	<p><b>0–2 Poor</b> Has no feeling for the foreign target language.</p>

Range of vocabulary and structures	
Providing Information and Opinions	Seeking Information and Opinions*
<p><b>5 Very good</b> Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.</p>	<p><b>5 Very good</b> More than one question asked with confidence. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. High level of accuracy, using a range of question forms.</p>
<p><b>4 Good</b> Has sufficient range of vocabulary and structures to handle reasonably mature subjects.</p>	<p><b>4 Good</b> Asks more than one question confidently. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Questions largely accurate, but forms may be limited.</p>
<p><b>3 Satisfactory</b> Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.</p>	<p><b>3 Satisfactory</b> Capable of asking a minimum of one question. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Has difficulty in formulating questions, but questions comprehensible.</p>
<p><b>2 Weak</b> Severe limitations of vocabulary and structures restrict discussion to a very basic level.</p>	<p><b>2 Weak</b> Severe limitations in asking questions – possibly one question only. Question(s) will probably not arise naturally or be relevant to the topic under discussion. Question(s) difficult to understand.</p>
<p><b>0–1 Poor</b> Very restricted vocabulary. Only simple sentences and no variety of structure.</p>	<p><b>0–1 Poor</b> Questions attempted, but incomprehensible. (1) No questions, even when prompted. (0)</p>

\* In the case of candidates who do not ask any questions by the end of the Topic conversation, Examiners must prompt by asking *Do you have any questions to ask of me?* in the appropriate language. The same prompt should be used at the end of the General conversation. Candidates will not be penalised for being prompted.

## 6.2 Component 2: Reading and Writing

### Quality of Language – Accuracy (Questions 3, 4 and 5)

<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 more complex structures accurately.
<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.

#### Additional marking guidance for Quality of Language – Questions 3 and 4

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, i.e. 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).

## Response to the passage (Question 5)

This should be marked as a mini-essay according to the variety and interest of the opinions and views expressed, the candidate's response to the original text stimulus, and their ability to express a personal point of view. Additional guidance on marking specific questions will be given to examiners.

<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.
<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.
<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.
<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.
<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.

## 6.3 Component 3: Essay

Language (24 marks)	Content (16 marks)
<b>21–24 Very good</b> Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	<b>14–16 Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.
<b>16–20 Good</b> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.	<b>11–13 Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
<b>10–15 Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	<b>7–10 Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.
<b>5–9 Poor</b> Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.	<b>3–6 Poor</b> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
<b>0–4 Very poor</b> Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	<b>0–2 Very poor</b> Vague and general, ideas presented at random.

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## 7 Administrative guidance on the Speaking Test

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This guidance should be read in conjunction with the Component 1 description (section 4) and the Mark Schemes (section 6). There is no question paper for Component 1, the Speaking Test. Information on how to conduct and assess the Speaking Test, and the website links to the forms required for assessment, are provided in this syllabus.

### 7.1 Conducting the Speaking Test

Candidates must be examined singly and face-to-face. Only one examiner may conduct the test. No other person should normally be present during the examination. Examination conditions must prevail in the area where the examination takes place. Supervision should be provided to ensure candidates leaving the interview room do not communicate with those waiting to enter.

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 their performance.

Other instructions for examiners:

- no smoking in the examination room
- do not walk about or distract the candidate in any way, for example by doodling or fiddling with papers
- always appear interested, even in mundane matters
- never show undue surprise, impatience or mockery
- never correct a candidate.

### 7.2 Administrative arrangements

#### 7.2.1 Timing

Speaking Tests take place in the period before the main examination series as notified on the timetable. Each centre decides on a convenient period within these dates to conduct the Speaking Tests.

#### 7.2.2 Appointment of examiners

To maintain a consistent standard only one examiner per centre is recommended. Each centre selects its own examiner. This is normally a teacher from within the centre's Languages Department, but could be a suitably qualified person from outside the centre. A group of centres can choose the same examiner. Cambridge International is not responsible for any fees agreed.

### 7.2.3 Recording and submitting of candidates' marks and work

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

All recording equipment must be of as high a standard as possible and care should be taken to ensure that recording quality is good. The recording equipment must be tested in advance. The recording level should be tested before the start of the tests. Where possible, the recording equipment should have external microphones so that separate microphones can be used for the candidate and the examiner. If only one microphone is being used, it should be placed facing the candidate. If the candidate is softly-spoken, the microphone should be placed nearer to the candidate before the start of the test.

Each candidate should be introduced by their candidate number and their name.

For example:

*'Candidate number 047, Candidate name Jane Williams'*

Recording should be done as unobtrusively as possible and it should be emphasised that the recording is to check the examiner not the candidate.

Examiners should take care to avoid long gaps and extraneous noise on the recordings.

**Once a test has begun, the recording should run without interruption. On no account should the examiner stop and re-start the recording during a test.**

Centres must spot-check recordings at the end of each half day session of examining.

Please refer to the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for information, dates and methods of submission of candidates' marks and work.

Each candidate's test should be marked according to the Mark Scheme provided in section 6. Candidates must be marked as they are being examined and not afterwards from a recording. You should record candidates' marks for AS Japanese Language Speaking Test on the Working Mark Sheet which you should download each year from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). The database will ask you for your country/territory and the syllabus code (i.e. 8281), after which it will take you to the correct forms. Follow the instructions on the form to complete it.

The marks on this form must be identical to the marks you submit to Cambridge International.

### 7.2.4 Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

You should record the internally moderated marks for all candidates on the Working Mark Sheet and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* for the relevant year of assessment.

## 7.2.5 External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should include examples of the marking of each teacher. Examiners who examine at more than one centre should provide a separate sample for each centre. The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) explains how the sample will be selected.

A copy of the sample submitted to Cambridge International as well as all other recordings must be retained at the centre until the result enquiry period has elapsed as they may be requested by Cambridge International at a later stage.

Each sample that you submit to Cambridge International must contain a recorded introduction. This should include:

- the centre number
- the centre name
- the syllabus and component number
- the syllabus name
- the exam series/year (e.g. November 2023)
- the name of the examiner
- the date

The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) also provides details of how to submit the marks and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

If a centre discovers that a candidate, whose recording should be sent as part of the moderation sample, has not been recorded or is inaudible, an email must be sent immediately to Cambridge International.

The email must include:

- the breakdown of the marks of the candidates who have been recorded (as required on the Working Mark Sheet), as well as the candidate whose recording is unsatisfactory
- detailed notes describing the unrecorded candidate's performance, mentioning specific features which led to the award of particular marks, made as soon as possible after discovery of the problem
- comparisons for each section of the test with other candidates included in the sample.

Cambridge International will then advise on the appropriate course of action. In some cases, it will be necessary to redo the test.

## 8 Appendix A: Additional language-specific guidance

The following pages provide details of the Kanji requirement at this level and give guidance on grammar and structures and examination rubrics.

### Kanji requirement

Candidates are expected to know 350 Kanji for Cambridge International AS Level

#### Prior knowledge of the below Kanji is assumed at this level

一 二 三 四 五 六 七 八 九 十 百 千 万 円 才 今 月 火 水 木  
金 土 日 曜 時 分 半 間 午 週 年 毎 朝 昼 晚 夜 男 女 子 人  
学 校 先 生 本 英 語 何 名 食 飲 読 書 聞 見 買 売 行 来 帰  
入 出 会 休 話 使 作 泳 住 知 思 言 好 青 赤 白 黒 新 古 高  
安 大 小 多 少 近 遠 早 楽 長 強 春 夏 秋 冬 海 山 川 花 森  
道 駅 国 上 中 下 前 後 右 左 外 町 所 州 京 東 西 南 北 目  
口 手 足 犬 魚 晴 雨 雪 風 天 気 私 父 母 兄 姉 妹 弟 家 族  
友 音 電 車 映 画 銀 元 勉 有

#### Cambridge International AS Level Kanji

暗 悪 以 医 意 育 員 院 運 雲 園 屋 化 科 回 界 絵 開 活 寒  
関 感 漢 館 季 記 起 期 客 急 牛 去 教 工 空 業 局 君 計 係  
軽 決 県 験 湖 公 広 光 交 考 降 港 合 号 菜 細 最 止 史 仕  
市 始 紙 試 式 品 自 次 字 耳 寺 事 室 社 写 者 借 若 取 首  
酒 授 習 終 重 暑 正 性 集 勝 場 色 心 神 真 寝 親 短 持 定  
乗 信 凶 数 世 声 静 石 昔 切 説 節 洗 船 線 選 全 然 組 走  
速 続 卒 体 貸 待 代 台 達 暖 地 遅 茶 着 鳥 通 庭 的 鉄 店  
点 転 田 都 徒 登 度 答 島 頭 同 動 働 内 肉 泊 発 飯 番 悲  
飛 病 便 不 負 部 物 文 閉 変 歩 方 忙 米 味 明 無 野 油 夕  
由 遊 優 予 用 洋 様 利 理 立 流 旅 両 料 林 冷 歴 練 和 々

## Grammar and structures

Knowledge of the grammar and structures commonly studied in a qualification such as an IGCSE, GCSE, O Level or equivalent is assumed.

N = Noun, A = い Adjective, NA = な Adjective, V = Verb

### 1 Plain forms

#### A The Copula – Plain Forms (used also with な adjective)

		Sample sentences
present positive	だ	これは本だ。
present negative	ではない	これは本ではない。
	or じゃない	これは本じゃない。
past positive	だった	きのうは雨だった。
past negative	ではなかった	雨ではなかった。
	or じゃなかった	雨じゃなかった。
(expressing doubt or possibility)	だろう	あしたは寒いだろう。

#### B All Verb Plain Forms

present positive	～る	食べる
present negative	～ない	食べない
past positive	～た	食べた
past negative	～なかった	食べなかった

#### C い Adjectives Plain Forms

present positive	～い	大きい
present negative	～くない	大きくない
past positive	～かった	大きかった
past negative	～くなかった	大きくなかった

### 2 Verbs

#### A Structures using any appropriate plain form

noun modification	relative clause	きのう買った本 しゅくだいをしない学生
はずだ	expressing expectation	この本はおもしろいはずだ。

#### B Conditional

(plain past form of copula / verb / い adjective / な adjective)

～たら	if / when / after	仕事が終わったら帰っていいです。 寒かったらコートを着てください。 ひまだったら会いませんか。 はれだったらテニスをしましょう。
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#### C Structures using the past positive plain form

～たらいい	asking for advice / making a suggestion / expressing a wish	おまわりさんに聞いたらいいですよ。 電話をしたらどうですか。 しけんはかんたんだったらいいですね。
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#### D Structures using the present negative plain form

～ないで without doing ごはんを食べないで寝た。

#### E Structures using the ～て form

～て ある has been (done) 飲み物が買ってある。  
～て いる あいだ while りょうりをしているあいだ...  
～て みる trying to do something てんぷらを食べてみる。  
～て おく do (in advance) ホテルをよやくしておく。  
～て しまう completion of an action ケーキを食べてしまう。  
～て いく／くる direction of action / changing situation  
本を持ってくる。

#### F Potential form

～られる can (do) 漢字が書ける。  
さしみが食べられる。

#### G Passive form

～られる directly affected by someone's action  
先生にほめられた。  
indirectly affected by someone's action  
テストの答えを見られた。

#### H Causative form

～ (さ) せる make someone (do something)  
弟に部屋をかたづけさせる。  
赤ちゃんにミルクを飲ませる。

#### I Nominalising verbs using の

plain verb + の + particle (は、が、を) たばこをすうのはよくないです。  
学校へ行かないのはどうしてですか。  
音楽を聞くのが好きです。  
日本へ帰ったのを知っています。

#### J Structures using the verb

～たがる expressing desire / feeling (third person)  
子どもはジュースを飲みたがっている。

## K Structures expressing giving and receiving

～てあげる／～てやる	do a favour	わたしは妹にアイスクリームを買ってあげた。
～てくれる	someone does something for me	母はわたしにごはんを作ってくれる。
～てもらう	receive someone's action	わたしは父にくつを買ってもらった。
～てほしい	desire for someone's action	先生に本を読んでほしい。

## 3 Structures reporting hearsay, questions etc.

～か (きく)	indirect question	いつ来るか聞く。
かどうか (きく)	indirect question	あの映画を見たかどうか聞く。
～によると	according to	天気よほうによると、あしたは雨だ。

## 4 Structures using interrogations + particle

Question word + か	どこかに行きましょう。
Question word + も + positive verb	いつも勉強する。
Question word + も + negative verb	何もわからない。

## 5 Structures expressing comparisons

ほど+ negative	comparative	バスは電車ほど便利ではない。
と おなじ (ぐらい) だ	(about) the same	それとこれは同じねだんだ。
と ちがう	different from	日本とイギリスはちがう。

## 6 Structures expressing limitation

しか. . . ない	only	ひらがなしか書けない。
めったに. . . ない	hardly ever / rarely	めったにテレビを見ない。
けっして. . . ない	never	けっしてあぶなくない。

## 7 Structures expressing similarity or appearance

Noun のよう (に)	like...	日本人のように話す。 チーズのような食べ物だ。
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## 8 Structures giving additional information

～し、～し	..., and (what's more)	かっこいいし、あたまがいいし、いいですね。
～について	concerning	日本について話す。
～んだ／～のだ	adding an explanation	しけんはとてもむずかしいんだ。
だけでなく、. . . も	not only...but also	日本語だけでなく英語も話す。

## 9 Expressing a changing situation

もう+ negative	no longer	もう勉強したくない。
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## 10 Expressing a continuing state or action

まだ+ affirmative	still	まだ中学生です。
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### 11 Structures expressing “when” (plain verb / い adjective / な adjective / noun)

電車に乗るとき、きっぷを買います。  
いそがしいとき、友達に会いません。  
ひまなとき、友達に電話します。  
病気のとき、うちにいます。

### 12 Conjunctions and particles

けれども	though	すしを食べたけれどもおいしくない。
しか	only (+ negative)	日曜日にしかひまがない。
ずつ	each	一まいずつ取ってください。
～ても	no matter how	雨がふっても行く。
で	within	十分で行ける。
	for the purpose of	しゅう学旅行で行った。
とか	used to join phrases which are a sample list	料理の番ぐみとか、、、
など	and so on...	なしやみかんなどを食べる。
のに	even though / despite / although	テストなのに勉強していない。
までに	by / no later than	月曜日までに出してください。
も	as many as	三十人も来た。
	not even (+ negative)	一ども行っていない。
...も...も + positive	both...and	日本語もかんこく語もわかります。
+ negative	neither...nor	火曜日も水曜日もひまではありません。

## Examination rubrics

The following list is not exhaustive or prescriptive. It serves, in conjunction with previous examination papers, to illustrate the instructions and settings likely to be encountered in the examination rubrics. Individual items which will be specific to particular examinations are not included in these lists, which are intended to be generic in nature.

The list provides a collection of items likely to be specific to each component.

### Reading

テキストの中の ( ) のことばと同じ意味のものをA～Dから選んで、□の中に○を入れなさい。

( ) のことばはどういう意味ですか。最も近いと思うものに○をつけなさい。

文中の ( ) のひょうげんを使って、文を作りなさい。テキストと同じ文を書いてはいけません。

テキストを読んで、下のしつもん日本語で答えなさい。テキストの文と全部同じ文で答えてはいけません。自分の文で書いてください。

下の二つの点について、げんこう用紙に、日本語で280字ぐらいで書きなさい。

### Writing

次のトピックから一つえらんで、600字～800字の文を日本語で書きなさい。

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## 9 Other information

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### Equality and inclusion

We have taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. In our effort to comply with the UK Equality Act (2010), we have taken all reasonable steps to avoid direct and indirect discrimination.

The standard assessment arrangements may present barriers for candidates with impairments. Where a candidate is eligible, we may be able to make arrangements to enable that candidate to access assessments and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is in the *Cambridge Handbook* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Language

This syllabus is available in English only and the associated assessment materials are available in Japanese.

### Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

## Retakes

Candidates can retake Cambridge International AS Level and Cambridge International A Level as many times as they want to. Cambridge International AS & A Levels are linear qualifications. Candidates must enter for an option that leads to certification. To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

## Grading and reporting

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (pending) and X (no result) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

For the assessment of languages other than English, Cambridge International also reports separate speaking endorsement grades (Distinction, Merit and Pass), for candidates who satisfy the conditions stated in the syllabus.

## How students, teachers and higher education can use the grades

### Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

- to measure learning and achievement  
The assessment:
  - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
  
- to show likely future success  
The outcomes:
  - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
  - help students choose the most suitable course or career
  - help decide whether students part way through a Cambridge International A Level course are making enough progress to continue
  - guide teaching and learning in the next stages of the Cambridge International A Level course.

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

**Zhai Xiaoning**, Deputy Principal, The High School Affiliated to Renmin University of China