

Cambridge IGCSE™

JAPANESE

0716/04

Paper 4 Writing

For examination from 2027

MARK SCHEME

Maximum Mark: 45

Specimen

This document has **12** pages.

Generic Marking Principles

All examiners must apply these general marking principles when marking candidate responses. Examiners must apply them alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme must also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptions.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however, the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptions in mind.

Additional guidance

- **Crossing out:**

(a)	If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
(b)	If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

- **For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:**

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

- **No response and '0' marks**

(a)	Award NR (No Response): if there is nothing written at all in the answer space or if there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or if there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).
(b)	Award 0: if there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

- **Using mark schemes with grade descriptors:**

Start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

The marker should look at the work and then make a judgement about which level statement is the ‘best fit’. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a ‘best-fit’ level statement has been identified, use the following guidance to decide on a specific mark:

- Where the candidate’s work **convincingly** meets the level statement, award the highest mark.
- Where the candidate’s work **adequately** meets the level statement, award the mark in the middle of the range (if applicable).
- Where the candidate’s work **just** meets the level statement, award the lowest mark.

Detailed mark scheme

Question	Answer	Marks
1	<p>Candidates are required to complete 5 gaps in Japanese. Read all of the items that the candidate has listed and award marks as follows:</p> <ul style="list-style-type: none"> • Award 1 mark for each correct item. • For Question 1, award marks for items wherever the candidate has written them, provided the candidate has made clear which part of the form they refer to. • Mark for communication. Tolerate inaccuracies, provided the message is clear. • Vocabulary should be written in the appropriate script, e.g. ハンバーガー written in hiragana would be rejected. Kanji should be Japanese. • If spelling/orthography is inaccurate, start by referring to the table below. Refer to the questions below if no decision on the spelling you have encountered is recorded there. <p>If you read aloud what the candidate has written, does it sound like the correct answer and would a native speaker of the target language understand it?</p> <p>Does what the candidate has written look like the correct answer, e.g. one character missing but no other word created? Would a native speaker of the target language understand it?</p> <ul style="list-style-type: none"> • Reject misspelt words which suggest a word with a quite different meaning. • All answers must fulfill the communicative purpose described in the rubric. 	5

Question	Answer		Marks
1	<p>あなたの ^{なまえ}名前はサム・リーです。日本^{にほん}でホームステイをします。</p> <p>した ^{にほんご}下のフォームに日本語^かで書きなさい。</p>		
	ACCEPT	REJECT	
	Gap 1 (1 mark)	Accept any country	Reject town/city
	Gap 2 (1 mark)	Accept any suitable pet or 'none' (suitable verb acceptable as well)	Reject vocabulary which cannot be considered as a pet
	Gaps 3 and 4 (1 mark each)	Accept any hobbies (verbs or nouns)	Reject vocabulary which cannot be considered as a hobby
	Gap 5 (1 mark)	Accept any food	Reject vocabulary which cannot be considered as food, reject drinks

Question	Answer	Marks
2	<p data-bbox="300 188 412 240">わたし いえ <u>私</u>の家</p> <ul data-bbox="300 280 1010 512" style="list-style-type: none"> <li data-bbox="300 280 815 328">• あなたの部屋はどんな部屋ですか。 <li data-bbox="300 336 786 384">• ひまなとき、家で何をしますか。 <li data-bbox="300 392 815 448">• 家では、どうやって手伝いますか。 <li data-bbox="300 456 1010 512">• 将来、どこに住みたいです。どうしてですか。 <p data-bbox="300 552 949 600">げんこうように、160–180 字の日本語で書きなさい。</p> <p data-bbox="300 639 1263 671">Read the whole answer and award a mark out of 12 using the table below.</p>	12

Marks	Descriptor	Guidance
10–12	<ul style="list-style-type: none"> • Completes all tasks in the required level of detail. • Provides consistently relevant information and opinions. • Meaning is clear and communication is achieved, although there may be some linguistic inaccuracies. • Uses straightforward vocabulary and structures. • Links words and phrases using a range of simple connectors. 	<p>Examples of linguistic inaccuracies: tenses/ time frames and spelling/ orthography</p>
7–9	<ul style="list-style-type: none"> • Completes most tasks in the required level of detail. • Provides mostly relevant information and opinions. • Meaning is mostly clear and communication is generally achieved, despite linguistic inaccuracies. • Uses limited vocabulary and structures with some repetition. • Some attempt to link words and phrases using a range of simple connectors. 	
4–6	<ul style="list-style-type: none"> • Completes some tasks with some of the required detail. • Provides some relevant information. • Meaning is sometimes clear and some communication is achieved, despite linguistic inaccuracies. • Uses basic vocabulary and structures with frequent repetition. • Some attempt to link words or phrases using a limited range of simple connectors repetitively. 	
1–3	<ul style="list-style-type: none"> • Attempts task(s), with little or none of the required detail. • May provide information; is almost always irrelevant. • Meaning is unclear and communication is rarely achieved. • Uses isolated words/phrases appropriate to the task. • Little attempt to link words or phrases. 	
0	<ul style="list-style-type: none"> • No creditable content. 	

Question	Answer	Marks
<p>した 下の 3(a) と 3(b) から一つえらびなさい。げんこうように、250–300 字の <u>日本語</u> で書きなさい。</p>		
<p>3(a)</p>	<p>た もの りょうり <u>食べ物と料理</u></p> <p>せんしゅう どようび かぞく ばん はん つく 先 週の土曜日に、あなたは家族のために晩ご飯を作りました。</p> <p>りょうり にほんじん とも か その料理について日本人の友だちにメールを書きなさい。</p> <ul style="list-style-type: none"> • どうして家族に晩ご飯を作りましたか。 • どんな料理を作りましたか。 • よく料理をしますか。 どうしてですか。 • こんど、どこに食べに行きたいですか。 • どんな食生活が体にいいですか。 <p>Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for:</p> <ul style="list-style-type: none"> • task completion (maximum 10 marks) • range (maximum 10 marks) • accuracy (maximum 8 marks). 	<p>28</p>

Question	Answer	Marks
3(b)	<p><u>または</u></p> <p><u>旅行</u></p> <p>あなたは、さいきん旅行に行きました。</p> <p>その旅行について学校新聞のきじを書きなさい。</p> <ul style="list-style-type: none"> • どこに行きましたか。 • その旅行で、一番いいことは何でしたか。 • その旅行では、何が大変でしたか。 • 将来、どんな旅行をしたいですか。 • どんな旅行がかんきょうにいいですか。 <p>Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for:</p> <ul style="list-style-type: none"> • task completion (maximum 10 marks) • range (maximum 10 marks) • accuracy (maximum 8 marks). 	28

Task completion

Marks	Descriptor
9–10	<ul style="list-style-type: none"> • Completes all tasks. • Gives detailed information, opinions/reactions and explanations. • The writing is focused and wholly relevant.
7–8	<ul style="list-style-type: none"> • Completes most tasks. • Gives straightforward information, opinions/reactions and explanations. • The writing is mostly relevant.
5–6	<ul style="list-style-type: none"> • Completes some tasks. • Gives some information, opinions and simple explanations. • The writing is more relevant than irrelevant.
3–4	<ul style="list-style-type: none"> • Attempts some tasks with some success. • Gives basic information and opinions. • The writing is occasionally relevant.
1–2	<ul style="list-style-type: none"> • Attempts task(s) with little or no success. • Gives some information and is almost always irrelevant.
0	<ul style="list-style-type: none"> • No creditable response.

Range

Marks	Descriptor
9–10	<ul style="list-style-type: none"> • Uses extended, well-linked sentences frequently. • Uses a wide range of simple and complex structures listed in the syllabus to produce sentences of varying length. • Uses a wide range of vocabulary appropriate to the task(s).
7–8	<ul style="list-style-type: none"> • Uses some extended sentences, mostly well linked. • Uses a range of structures listed in the syllabus, including some complex structures, to produce sentences of varying length. • Uses a range of vocabulary appropriate to the task(s) with occasional repetition.
5–6	<ul style="list-style-type: none"> • Uses some extended sentences, with some evidence of linkage. • Uses simple structures and attempts to use some complex structures listed in the syllabus. • Uses mostly straightforward vocabulary appropriate to the task(s) with some repetition.
3–4	<ul style="list-style-type: none"> • Uses simple structures and makes no attempt at using the complex structures listed in the syllabus. • Relies on repeated use of a small range of straightforward vocabulary.
1–2	<ul style="list-style-type: none"> • Uses isolated phrases and makes some attempt at basic structures. • Relies on repetition of a small range of basic vocabulary.
0	<ul style="list-style-type: none"> • No creditable response.

Accuracy

Marks	Descriptor
7–8	<ul style="list-style-type: none"> • Accurate spelling/orthography and grammar; not necessarily faultless. • Occasional errors in spelling/orthography and grammar do not impede communication.
5–6	<ul style="list-style-type: none"> • Mostly accurate spelling/orthography and grammar. • Errors in spelling/orthography and grammar sometimes impede communication.
3–4	<ul style="list-style-type: none"> • Some accurate spelling/orthography and grammar. • Errors in spelling/orthography and grammar frequently impede communication.
1–2	<ul style="list-style-type: none"> • Rarely accurate spelling/orthography and grammar. • Errors in spelling/orthography and grammar persistently impede communication.
0	<ul style="list-style-type: none"> • No creditable response.