

**JAPANESE 0519
IGCSE
2007**

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Japanese

Syllabus code: 0519

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NOTES

This syllabus is available in the November examination only.

Copies of syllabuses, past papers and Examiners' reports are available on CD-ROM and can be ordered using the Publications Catalogue, which is available at www.cie.org.uk under 'Qualifications & Diplomas' – 'Order Publications'.

INTRODUCTION

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

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

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content.

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

Japanese falls into Group I, Languages, of the International Certificate of Education (ICE) subjects together with First Languages, other foreign language syllabuses, Second Languages and Latin.

AIMS

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

The aims are to:

- 1 develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all the countries where the language is spoken;
- 2 form a sound base of the skills, language and attitudes required for further study, work and leisure;
- 3 offer insights into the culture and civilisation of the countries where Japanese is spoken – this may include literature where appropriate;
- 4 encourage fuller integration into the local community, where relevant;
- 5 develop a fuller awareness of the nature of language and language learning;
- 6 encourage positive attitudes towards language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations;
- 7 provide enjoyment and intellectual stimulation;
- 8 complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, drawing of inferences).

ASSESSMENT OBJECTIVES

The one assessment objective is Communication, which incorporates the four sub-skills:

- A** Listening
- B** Reading
- C** Speaking
- D** Writing

SPECIFICATION GRID

The relationship between the four sub-skills and the components of the scheme of assessment.

Assessment Objective Skills	Paper 2	Paper 3	Paper 4
A Listening	—	✓	—
B Reading	✓	✓	✓
C Speaking	—	✓	—
D Writing	✓	—	✓

ASSESSMENT

SCHEME OF ASSESSMENT

All candidates have access to all elements of the examination; but for the examination to be appropriate to candidates across the full ability range, there is a different scheme of assessment for candidates expected to gain grades D to G (Core curriculum candidates) and for candidates expected to gain grades A* to C (Extended curriculum candidates).

Candidates who have followed the Core curriculum and take papers 1, 2 and 3 are eligible for the award of grades C to G only. Candidates who have followed the Core and Extended curriculum and take papers 1, 2, 3 and 4 are eligible for the award of grades A* to G.

Those candidates who are likely to obtain grade C or higher should be entered for the Extended curriculum papers. All Extended curriculum candidates will be graded twice: once on their performance on the Core curriculum papers and once on their performance on the Extended curriculum papers. Candidates are awarded the higher of the two grades they achieve.

The elements in the assessment are as follows:

<i>Core curriculum</i> Grades available: C to G	<i>Extended curriculum (Core + Supplement)</i> Grades available: A* to G
Paper 2 Reading and directed writing (1½ hours) Sections 1, 2 and 3	Paper 2 Reading and directed writing (1½ hours) Sections 1, 2 and 3
Paper 3* Speaking (10-15 minutes)	Paper 3* Speaking (10-15 minutes)
	Paper 4 Continuous writing (1¼ hours)

* Individual Centres are responsible for conducting the tests and for the initial assessment, which is then subject to moderation by Cambridge.

WEIGHTING OF PAPERS

<i>Paper</i>	<i>Weighting: Core</i>	<i>Weighting: Extended</i>
2	54%	35%
3	46%	30%
4	n/a	35%

DESCRIPTION OF PAPERS

The question papers will be set entirely in the target language: this includes rubrics and all questions. All questions requiring written answers, including questions testing Reading Comprehension, are to be answered in the target language. **Dictionaries are not permitted.**

All textual material used in the examination will be drawn from the Topic Areas set out in the Curriculum Content section of the syllabus and in the Defined Content. The assessment tasks in Section 1 of Paper 2 and Role Plays A of Paper 3 will be drawn only from Topic Areas A, B and C of the Topic List. The tasks in these parts of the papers will be based on the Minimum Core Vocabulary List. Candidates may expect to encounter unfamiliar vocabulary, but only items in the list will be tested in these sections.

Paper 2, Reading and Directed Writing (1½ hours (all candidates take Sections 1, 2 and 3)).

All candidates must attempt all three sections.

A variety of question types are used in the Reading and Directed Writing Paper. Such types include objective questions, e.g. multiple-choice, box-ticking, matching exercises (in which candidates choose an appropriate letter from a list), grid filling. Other question types, usually on longer texts, require candidates to give short answers in the target language. Answers written in any language other than that being tested are ignored. Provided that answers are unambiguous, long answers in full sentences are often not required. Candidates should be warned that they may gain no marks if they simply copy large chunks from the stimulus material, with no attempt to select what is relevant, making it impossible for examiners to tell whether or not they have understood the text. Students should be encouraged to paraphrase and manipulate the language in order to answer the question appropriately. Half marks do not feature anywhere on the mark scheme.

The Reading exercises are designed to test comprehension skills. If the candidate **clearly communicates the message**, the mark indicated in the bracket alongside the question is scored. This means that a candidate's written work may be less than accurate and still gain the mark. If, however, the language used is so inaccurate as to make the message ambiguous, the mark is not awarded.

The two writing tasks are designed to reward candidates more for their skill in transmitting a message than the extent to which they are accurate. Material which is irrelevant to the set tasks does not score marks. Minus marks are *never* used; candidates are given every opportunity to gain marks for what they *can* do.

Section 1 (20 marks) (Please refer to the Defined Content for details of the Topic Areas/Minimum Core Vocabulary to be covered in this section.)

Exercise 1 (5 marks): Signs, notices, advertisements, etc. – multiple-choice questions.

Exercises 2 and 3 (10 marks): Brochures, guides, short texts, etc. – objective questions testing specific detail, questions to test scanning for required information.

Exercise 4 (5 marks): One simple Directed Writing task in the form of a message, note or postcard. A maximum of 100 characters will be required. 3 marks will be available for Communication and 2 for Appropriateness of Language.

Section 2 (25 marks)

Exercise 1 (10 marks): One text with questions testing general understanding, e.g. identifying the main points.

Exercise 2 (15 marks): One Directed Writing task. Candidates will have to perform tasks (asking for information, giving personal information, reporting) in the form of a simple letter. A total of 200 characters in total will be required. 10 marks will be available for Communication and 5 marks for Quality of Language.

Section 3 (20 marks)

Exercises 1 and 2 (20 marks): Two longer texts. Questions will be set to test general and specific comprehension. Questions may also require the ability to identify attitudes, emotions and ideas, the main points or themes, and to draw conclusions and make inferences.

Paper 3, Speaking (10-15 minutes)

The Speaking test will comprise three tests: Role Play tasks, Topic Conversation and General Conversation. The Role Play tasks are provided by Cambridge, but individual Centres are responsible for conducting the tests and for the initial assessment. This assessment is then subject to moderation by Cambridge. The Speaking test will be assessed by a single interview of approximately 10-15 minutes, to take place in the two-three months before the main examination period, i.e. between 15 September and 31 October. Each Centre decides on a convenient period within these dates for its Speaking tests.

Each Centre selects its own teacher/examiner. This is normally a teacher from within the Languages Department, but could be someone local from outside the Centre. **In the interests of standardisation only one teacher/examiner should be appointed per Centre.** Centres with large numbers of candidates **must** contact the Languages Group at CIE about the use of additional teacher/examiners well before the start of each oral examination period. If permission is given to use more than one teacher/examiner, internal moderation must take place at the Centre to ensure that all its Speaking tests are marked to the same standard. The sample the Centre submits to CIE should include the work of each teacher/examiner and an Oral Examination Summary Mark Sheet should be submitted for each teacher/examiner with candidate names and numbers **clearly** entered.

Confidential test materials are despatched approximately two-three weeks before the assessment period. These should be opened four working days before the Centre's assessment starts and studied carefully by the teacher/examiner before conducting his/her first tests. Teachers/examiners who have prepared their own roles fully and are confident in what they are doing are better able to help candidates should they experience any difficulty. Once the materials have been opened, they remain confidential and must be kept in a secure place by the Centre until the end of the examination period. Full instructions on how to conduct the Speaking tests can be found in Appendix B.

Each teacher/examiner will be required to record all candidates from each Centre at which he or she examines. This will enable the moderator to check accurately the standard of assessment. Centres will be supplied with C90 cassettes by Cambridge to record their sample.

Centres will receive a brief report on the outcome of moderation (Form CW/C/REP).

Structure of the Examination

Test 1: Role Plays (about 5 minutes) (30 marks)

Each candidate will be examined in two Role Play situations, selected at random by the teacher/examiner from the cards supplied. The first of the two Role Plays on each card (Role Play A) is more straightforward than the second role play (Role Play B). A number of alternative cards are supplied by Cambridge, and these should be used at random during each session of examining. The situations in Role Plays A will be drawn *only* from Topic Areas A to C of the Topic List (see Curriculum Content section) and the tasks in these role plays will be based on the Minimum Core Vocabulary List. Please consult the Defined Content for the Minimum Core Vocabulary List and further details on the Topic List. The situations in Role Plays B will be drawn from any of the Topic Areas on the Topic List.

The roles of the candidate and teacher/examiner are indicated on the cards. Teacher/examiners are asked to prepare the situations carefully so that the candidate's tasks follow on naturally from the teacher/examiner's response. Should a candidate miss out a task, the teacher/examiner should try to guide him/her back to it, in as natural a way as possible. It does not matter that this may lead to tasks occurring in a different order, as long as they are all attempted. The

teacher/examiner is to assume the role of a well-disposed native speaker with no knowledge of the candidate's first language. Suggested responses are given in the Teachers' Notes which accompany the Role Play cards.

For mark scheme, see Appendix B, Table A of the Marking Instructions.

Test 2: Topic (prepared) Conversation (about 2-3 minutes) (30 marks)

This section is intended to be a conversation between the teacher/examiner and the candidate on one topic of the candidate's choice. Suitable subjects might be for example: 'School life', 'Hobbies and pastimes' (general or specific), 'My country', 'Life in another country', 'My ambitions', 'Holidays'. These are only examples: candidates should be encouraged to choose a topic in which they have a personal interest. Topics dealing with politics or social and economic issues are ambitious for this level of achievement and may disadvantage candidates if they do not possess the linguistic skills and maturity of ideas which such topics necessitate. Candidates should be encouraged to prepare different topics within a Centre and should not be allowed to present 'Myself' or 'My life' as topics as these can become too general and can often pre-empt the General (unprepared) Conversation section.

The topic must be prepared by candidates in advance of the Speaking test, but must not be pre-learned and delivered as a monologue. The teacher/examiner should allow the candidate to speak on their choice of topic for up to one minute uninterrupted and then follow this up with specific questions on the topic. Where a candidate has been talking for one minute and shows no sign of finishing their initial exposition, the teacher/examiner must interrupt and ask specific questions. It is the extent to which candidates can manipulate their prepared material according to the needs of the teacher/examiner that determines their marks.

The candidate must show quality of preparation, but must not be allowed to deliver a prepared monologue or a series of obviously prepared replies. S/he may be allowed to talk for up to one minute uninterrupted, but should then be able to respond to the teacher/examiner's questions in a spontaneous and natural manner. In order to extend the candidate as far as possible, the teacher/examiner should probe, explore, ask for explanations, enlargements, descriptions (how? when? why? tell me a bit more about...etc.).

For mark scheme, see Appendix B, Table B of the Marking Instructions.

Test 3: General (unprepared) Conversation (about 4 minutes) (30 marks)

The discussion of the topic will pave the way for the General (unprepared) Conversation. The teacher/examiner will start out from any point of interest noted earlier, or ask general questions relating to the candidate's everyday life, school (subjects, number of periods, times, games, etc.), home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies. All candidates can reasonably be expected to have the command of vocabulary and idiom necessary for this. Teacher/examiners should aim to cover at least two or three of the Defined Content Topics in this section of the test (these are listed in the Curriculum Content section of this syllabus). Precise factual information or knowledge is not required, and candidates will not be penalised for lack of such knowledge. Questions will be adjusted to the candidate's ability and the teacher/examiner should be ready to pass on quickly to another subject if candidates are obviously out of their depth.

Candidates will be expected to give natural replies to questions; their answers need not therefore be in the form of complete sentences. The teacher/examiner should take care to avoid questions inviting simply "yes" or "no" by using a variety of interrogatives, e.g. when? how? why? how many? how long? with whom? with what? etc.

For mark scheme, see Appendix B, Table B of the Marking Instructions.

Test 4: Impression (10 marks)

At the end of the test the teacher/examiner will make an assessment of the candidate's pronunciation, accent and fluency, following the guidelines given in the Marking Instructions. While the teacher/examiner may use the opportunity of the candidate's introduction to the Topic to assess these factors, the final assessment will be based on the candidate's overall performance.

Exceptional performance in the Role Play situations (i.e. one in which a fluid and natural conversation develops) should be rewarded by a high impression mark.

For mark scheme, see Appendix B, Table C of the Marking Instructions.

Paper 4, Continuous Writing (1¼ hours (Extended candidates only))

Candidates are expected to produce two pieces of continuous writing in which they demonstrate their mastery of the written target language in a more 'open' way than in the writing tasks on Paper 2. The first of the two tasks will be fairly structured and the second one will be more creative (narrative, descriptive, etc.). Candidates are to write between 350 – 400 characters for each question.

Candidates are expected to communicate as accurately as possible, and should, in so doing, make use of a wider variety of idiom, vocabulary, structure and appropriate tense. A system of positive marking is used to assess the written tasks. The system rewards qualities and merit rather than penalising shortcomings. Examiners seek material worthy of credit and do not indicate errors. Each of the two questions is marked out of 25 under the following three headings:

1	Communication	20%
2	Quality of Language	60%
3	General Impression	20%

Candidates should avoid writing irrelevant material as this cannot gain credit.

CURRICULUM CONTENT

Students may follow the Core curriculum only or the Extended curriculum which includes both the Core and Supplement. Students aiming for grades A* to C will follow the Extended curriculum.

Although Listening is not tested formally in the examination, it is hoped that students will attain the same objectives as those following other IGCSE foreign language courses. The objectives for Listening are therefore included below:

PAPER	CORE	SUPPLEMENT
	<i>All students should be able to:</i>	<i>Students aiming for Grades A* to C should, in addition, be able to:</i>
2. Reading and directed writing	<ul style="list-style-type: none"> - demonstrate understanding of words within short texts such as public notices, instructions and signs - extract relevant specific information from such texts as brochures, guides, letters and forms of imaginative writing considered likely to be within the experience of and reflecting the interests of young people - show a general understanding of more extended texts - scan for particular information, organise the relevant information and present it in a given format - carry out basic writing tasks (such as asking for detailed information, giving some personal information, reporting) 	<ul style="list-style-type: none"> - show comprehension of a wider range of texts, including magazines and newspapers likely to be read by young people - demonstrate the ability to identify the important points or themes within an extended piece of writing - draw conclusions from, and see relations within an extended text
3. Speaking	<ul style="list-style-type: none"> - respond to unprepared questions in a general conversation on topics of interest to the candidate - perform role-playing tasks which involve both taking the initiative and responding to questions, with both strangers and friends - report, express opinions and respond to questions on a topic of the candidate's choice 	<ul style="list-style-type: none"> - play a part in discussion; choose and organise ideas and present them clearly - adapt to the needs of the audience and the situation
4. Continuous writing		<ul style="list-style-type: none"> - express thoughts, feelings and opinions in order to interest, inform or convince - demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling
Listening	<ul style="list-style-type: none"> - demonstrate understanding of specific detail in short, formal public announcements, informal announcements, short conversations and interviews - demonstrate general comprehension of the above 	<ul style="list-style-type: none"> - demonstrate general and specific understanding of longer and more complex material - identify the important points or themes of the material, including attitudes, emotions and ideas that are expressed - draw conclusions from, and identify the relationships between ideas within the material

Topics

The content of the examination is defined in terms of the 5 Topic Areas (A-E) listed at the end of this section. For further guidance on these Topic Areas, please refer to the Defined Content. The assessment tasks in Section 1 of Paper 2 and Role Plays A of Paper 3 will be drawn *only* from Topic Areas A, B and C of the Topic List. The tasks in these parts of the Papers will be based on the Minimum Core Vocabulary List, which can be found in the Defined Content. The Topic Areas/Minimum Core Vocabulary List are intended to help candidates, not limit them and where the subject matter is the personal choice of candidates, for example the prepared topic in the Speaking test, they may continue to choose topics of personal interest even if these lie outside the prescribed list of topics.

Topic List

All textual material used in the examination will be drawn from the Topic Areas set out on the following page.

Areas A, B and C will be tested in Section 1, Paper 2 Reading and Directed Writing and Role Plays A, Paper 3 Speaking. The Minimum Core Vocabulary List in the Defined Content gives further detailed guidance.

All Areas, A-E, will be tested in the remainder of the examination. No vocabulary is provided for Topic Areas D and E, but the Defined Content gives further guidance.

The main purpose of the Topic List is to provide a manageable content within a loose form of organisation which offers flexibility to teachers in the planning of their courses, but places restrictions on the Topic Areas from which Examiners may make their choice of texts.

However, such topic headings are not always clearly defined and delimited, and there are therefore areas of overlap and duplication. For example, a Topic such as 'Home Life' occurs under Area A (Everyday activities) and overlaps with 'House and Home' in Area B (Personal and social life). In the same way, Topic B6 'Holidays' is closely linked to 'Tourism at home and abroad'.

Topic List

Topic Areas		Examination Topics	
Area A	Everyday activities		
	The language of the classroom		A1
	Home life and school	Home life School routine	A2 A3
	Food, health and fitness	Eating and drinking Health and fitness	A4 A5
Area B	Personal and social life		
	Self, family and personal relationships	Self, family, pets, personal relationships House and home Leisure, entertainments, invitations Eating out	B1 B2 B3 B4
	Holidays and special occasions	Festivals and special occasions Holidays; getting around Accommodation	B5 B6 B7
Area C	The world around us		
	Home town and local area	Home town and geographical surroundings Shopping Public services	C1 C2 C3
	Natural and made environment	Natural environment Weather Finding the way	C4 C5 C6
	People, places and customs	Meeting people Places and customs Travel and transport	C7 C8 C9
Area D	The world of work		
	Continuing education	Further education and training	D1
	Careers and employment	Future career plans Employment	D2 D3
	Language and communication in the work place	Communication Language at work	D4 D5
Area E	The international world		
	Tourism at home and abroad	Holiday travel and transport (see also C9) Geographical surroundings (see also C1) Weather (see also C5)	E1 E2 E3
	Life in other countries and communities	Places and customs (see also C8) Food and drink (see also A4) Meeting people (see also C7)	E4 E5 E6
	World events and issues	Issues according to available resources and individual interest	E7

GRADE DESCRIPTIONS

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

Grade A

Reading Candidates understand gist and identify main points and detail in a variety of types of authentic texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language.

Speaking Candidates initiate and develop conversations and discussions, and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.

Writing Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

Grade C

Reading Candidates identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and which include past, present and future events. They show an ability to understand unfamiliar language.

Speaking Candidates develop conversations and simple discussions which include past, present and future events, involving the use of different tenses. They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.

Writing Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.

Grade F

Reading Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of words.

Speaking Candidates take part in simple conversations showing some ability to communicate simple ideas in straightforward language. Their pronunciation is generally accurate, and although there may be some grammatical inaccuracies, the main points are communicated.

Writing Candidates write short sentences and communicate simple ideas. Although there may be mistakes in spelling and grammar, the main points are communicated.

APPENDIX A: READING AND DIRECTED WRITING

PAPER 2

Generic Mark Scheme

Section One – Exercise 4

- 3 marks for communication according to the requirements of the question.
- 2 marks for appropriateness of language according to the grid below.

2	For the award of 2 marks, verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions wrong genders, etc.) are tolerated.
1	There is some appropriate usage to reward.
0	There are no examples of appropriate usage to reward. N.B: Where 0 marks were awarded for Communication, 0 marks are awarded for language.

[Total: 5]

Section Two – Exercise 2

Communication marks: 10 marks are awarded for Communication. 1 mark is awarded for each item of relevant information communicated. Candidates who have not completed all of the tasks stipulated in the rubric cannot score full Communication marks

Accuracy marks: 5 marks are awarded for Accuracy of Grammar and Structures according to the grid that follows:

5 marks	Highly accurate in use of simpler structures, with occasional minor slips.
4 marks	Accurate in use of simpler structures, except for occasional more serious errors/more frequent slips.
3 marks	Generally accurate, but with increased incidence of more serious errors.
2 marks	Substantially inaccurate, despite several examples of accurate usage.
1 marks	Substantially inaccurate, with only isolated examples of accurate usage.
0 marks	There are no examples of appropriate usage to award. When 0 marks are awarded for communication, 0 marks are awarded for accuracy.

[Total: 15]

APPENDIX B: SPEAKING PAPER 3

Guide to the Conduct and Assessment of the IGCSE Speaking Test

1 Introduction

This guide to the conduct and assessment of the Speaking Test (Paper 3) of the IGCSE Japanese examination is intended to offer practical advice and support.

The aim of the guide is to:

- clarify points of administration, marking and interpretation;
- offer advice and guidance on examination procedures.

2 General Principles

The main aim of the IGCSE Speaking Test is to assess **language used with a purpose**. In all Speaking Test work you should be seeking to mark positively what the candidate is **able** to communicate in a foreign language rather than what the candidate is unable to achieve. Try to put yourself in the position of a well-disposed native speaker who does not know the candidate's mother tongue. Your role is to draw out the candidate by giving him/her opportunities to speak rather than by seeking to show what s/he **cannot** do. Therefore, the fundamental principle when assessing is **to reward what is right and not to penalise what is wrong**.

The mark scheme for the IGCSE Speaking Test makes use of marking bands which feature specific descriptions of levels of performance. Many teachers have commented on how easy it is to use these bands after a little practical experience. This system aims to reward candidates **(i)** for the successful transmission of messages in tasks which are related to real life and **(ii)** for the varying degrees of linguistic complexity they achieve in the process. It should be stressed, yet again, when referring to communication, that errors of language should not be taken into account unless they obscure meaning.

If you find yourself in the position of examining for the first time you may feel that a scheme which attempts to mark the productive skill of speaking cannot be an objective one, given that your assessment may differ from that of other teacher/examiners. One can only reiterate that the bands of performance can be applied well with a little experience and that one of the most important factors in successful examining is for the teacher/examiner to be consistent in his/her marking. Moderation procedures allow for adjustments to be made to consistently harsh or consistently generous marking. Therefore, if you are unsure of the mark to award, err on the side of generosity, and be **consistent** in so doing.

An important criterion for successful assessment is that of the amount of teacher/examiner input. To what extent can the candidate manage, unaided? The extent to which your candidate can cope without your help is a useful indicator of how successful s/he is. As the Speaking Test is common to both Core and Extended level candidates, it is the teacher/examiner's task to adjust his/her level of questioning according to the ability of the candidate in order to give the candidate adequate and appropriate opportunity to respond.

Prompting (but not feeding of answers in which the candidate's own input is nil) and help **can** be given by you, but obviously the extent of your input has to be borne in mind when allocating marks.

Finally, it is important to remember that it is **not necessary for a candidate to be of native speaker standard in order to be given maximum marks within any single category of the Speaking Test**. You are urged to use the full range of marks and to bear in mind that the candidate who has a level in the target language more typical of a working language or first language will be off the top of the scale according to the bands of performance for foreign language candidates.

3 Administration of the Test

The following comments are matters raised at training sessions.

3.1 Sample size

You should post the recordings of all candidates to arrive at CIE by 15 November at the latest. These recordings allow moderators to check the standard of marking over the full range of performance and allow any necessary adjustments to be made.

NB Please check the quality of recordings prior to despatch. Please label all tapes clearly.

3.2 Preparation

You should give candidates a practice examination using a previous examination paper well ahead of the live examination. This will enable both you and the candidates to feel more confident and will give you the opportunity to familiarise yourself with the marking criteria. Candidates should be recorded as it will then be less of an ordeal for them on the actual day of the live test.

For the live examination, if you are the person who will be conducting and assessing the tests you can open these materials up to 4 working days prior to the first live test in order to familiarise yourself with the role play material to be used and the marking criteria. This preparation is vital as examiners who have prepared their own roles fully and are confident in what they are doing are better able to help candidates who experience any difficulty. Once the materials have been opened, they must remain in the examination centre – their contents must not be disclosed to candidates. After the tests have taken place, the test materials remain confidential and must be kept in a secure place by the Centre until the end of the examination period.

All recording equipment should also be tested *in situ* before (and occasionally in between) recording candidates. If testing in between candidates, it is important not to forget to press the Record button before the next candidate's test! In areas prone to electricity cuts, a supply of batteries should be kept handy. If external microphones are used, you should check they are switched on. If the internal microphone is used, the position should favour the candidate.

3.3 Tapes

Recording of a candidate's test should be continuous, once started. Please **do not stop** a tape between different sections of a candidate's test.

3.4 Mark sheets

Please enter the marks for each section for each candidate with care on the working mark sheets (see Appendix C). This enables moderators to identify specific sections of the test in which under- or over-marking may have occurred. Such information can be included in the report on moderation and can help you in preparing students for future examinations. **Do not enter Total Marks only.**

Ideally, one teacher/examiner only should be used per Centre. However, Centres with **large** numbers of candidates may apply to the Languages Group at CIE for permission to use more than one teacher/examiner. This permission must be sought on an annual basis, well **before** the start of the oral examination period.

Once the Oral Examination Summary Mark Sheet is completed, you should check all additions carefully, then transfer the total for each candidate to the computer-printed Internal Assessment Mark Sheet (MS1). All transferred marks must be checked carefully: it is the Centre's responsibility to ensure that all marks are transferred correctly.

3.5 Despatch of samples

You must ensure that you despatch your moderation sample in good time to meet CIE deadlines. Late submission of samples can cause great problems in the moderation procedure and delay the final process of grading candidates. Please pack cassettes carefully.

3.6 Dictionaries

Dictionaries are **not allowed**. They **may not** be used during preparation time immediately examination nor in the course of the examination.

4 Elements of the Speaking Test (see also Instructions and Mark Scheme)

The Speaking Test lasts for approximately 10-15 minutes for all candidates (during which time the next candidate prepares his/her role play) and has three distinct sections:

- (i) 2 role play situations of 5 tasks each (each task with a maximum of 3 marks) = $15 \times 2 = 30$ marks
- (ii) Topic Conversation = 30 marks
- (iii) General Conversation = 30 marks

Impression: at the end of the test an Impression mark is awarded out of 10 marks

Total available marks = 100

It is crucial that all three sections of the test are examined. Marks cannot be awarded for parts of the test which are not examined. It is also vital that a clear distinction is made between the end of the Topic Conversation and the start of the General Conversation.

4.1 Role Play

(5 minutes approximately)

Each role play has 5 tasks worth 3 marks each.

You will examine each candidate in two role play situations. The responses printed in the Teachers' Notes are suggestions only and teacher/examiners are free to alter their responses to the candidate as appropriate, but must remember that the set testing points are the ones which earn the marks. The overall framework of the original set tasks must be adhered to.

Should a candidate miss out a task, then try to guide him/her back to it, in as natural a way as possible. It does not matter to moderators that tasks may occur in a different order as long as they are all attempted. Remember that if a task is not attempted or is omitted by you, marks cannot be awarded.

A mark of 1 is awarded if some relevant meaning is transmitted, but the message remains incomplete. A candidate with an initial mark of 1 may well be helped to work for a mark of 2, if the situation allows it to be done appropriately.

A mark of 2 is awarded if the response transmits the message of the set task. The quality of language only plays a part if the level of language used obscures the meaning. If the meaning is obscured then a mark of 2 would **not** be appropriate.

In order for a mark of 3 to be awarded, perfection is **not** sought. Minor errors are tolerated. A mark of 3 is, in essence, a bonus quality mark which goes beyond the basic transmission of the message. Remember, however, that a short response can be worthy of 3; quantity does not always equal quality.

Should a task require the completion of two elements (e.g. indication of a time and place) then both elements must be completed for a mark of 2 or 3 to be scored. If one element only is completed, award a mark of 1.

Remember that you may also break your responses into two parts or prompt each item individually e.g. When? Where?.

When awarding marks, it is essential to start at the bottom mark of 0 and work up the marking bands. If one starts off marking with a notional 3 in mind, it is all too easy to mark negatively. Starting from a bottom mark of 0 or 1 is a positive reinforcer of positive marking.

The extent to which the candidate is successful in assuming his/her own role often depends on the extent to which the teacher/examiner assumes his/her role. **It is, therefore, vital that you study the role plays well in advance** (see 3.2 Preparation) **and that you feel familiar with the situations and testing points**

4.2 Topic Conversation (2-3 minutes approximately)

2 marks out of 15 are awarded (total = 30) for:

- (a) Comprehension/responsiveness (15)
- (b) Linguistic content (15)

This section is intended to be a conversation between the teacher/examiner and the candidate on **one topic of the candidate's choice**. The topic must be prepared by candidates in advance, but must not be pre-learnt and delivered as a monologue. You should allow the candidate to speak on their choice of topic up to a minute uninterrupted and then follow this up with specific questions on the topic. Where a candidate has been talking for a minute and shows no sign of finishing their initial exposition, you must interrupt and ask specific questions. It is the extent to which candidates can manipulate their prepared material according to the needs of the teacher/examiner that determines their marks. The use of illustrative materials is welcomed but **candidates are not allowed to make use of written notes/cue cards**. Encourage candidates to talk clearly in their initial exposition.

When assessing the communicative content of a candidate's topic, refer to Scale (a) of the Table on page 24. When assessing the linguistic content, refer to Scale (b). It may be helpful to bear in mind that marks in Scales (a) and (b) usually do not vary by more than one band. Please do not confuse the two scales of marking. In Scale (a), we are looking for the successful transmission of messages in terms of comprehension of, and response to, the teacher/examiner. In Scale (b), Linguistic content, please also note that for a mark of 7+ to be awarded, candidates must be able to display control over structures which convey past and future meaning. Please remember therefore to ask questions which will elicit the extent to which candidates can use these structures.

It is the role of the teacher/examiner here to probe and go into depth wherever possible, adjusting the level of questioning according to the level of ability of the candidate. A variety of interrogative forms can help to elicit good performances. Candidates who are allowed to present pre-learnt topics will not score high marks.

You should indicate the end of the Topic Conversation section by the use of a general comment such as 'Let's talk about something else!', and **must not try to examine the Topic and General Conversation sections simultaneously over six minutes. The two sections must appear as distinct sections of the test.**

Candidates are free to choose their own topic, subject to the guidance of their teacher. Teachers should not encourage candidates to all prepare the same topic and should check that the choice of topic is not overambitious and that it is a topic on which the candidate can do him/herself justice. **Candidates should not be allowed to choose 'Myself' as a topic as it often leads to over-generalised performances, which are merely repeated in the General Conversation section.** This section of the test is intended to enable candidates to talk about something in which they have an interest. Suitable topics include holidays, school, my country, life in another country, pastimes (general or specific), my ambitions. Topics dealing with politics or social and economic issues **are ambitious for this level** of achievement and may disadvantage candidates if they do not possess the linguistic skills and maturity of ideas which such subjects necessitate.

4.3 General Conversation (4 minutes approximately)

2 marks out of 15 are awarded (total = 30) for:

- (a) Comprehension/responsiveness (15)
- (b) Linguistic content (15)

The discussion of the Topic will have paved the way for the General Conversation. Any point of interest can be developed, and you are free to cover any number of subjects according to the ability of the candidate. However, topics chosen by you for discussion in the General Conversation should be different from the topic discussed in the Topic Conversation. A greater number of subjects covered at a superficial level is frequently the hallmark of the less able candidate. It is here the role of the teacher/examiner, to extend and probe, which is so important. You should try to give the candidate the opportunity to display his/her level of linguistic sophistication. Questions never asked cannot be

opportunity to do themselves justice. Avoidance of error does not always equal precision in the use of language. You should aim to cover at least two or three of the Defined Content Topics in each section of the test (these are listed in Curriculum Content section of the syllabus).

If candidates are clearly out of their depth with a certain level or type of questioning, then be ready to pass on to another subject or rephrase the question. Likewise, if the candidate presents you with something of interest, be prepared to follow it up.

The style of questioning is also important: you should avoid the use of closed questions which only elicit yes/no answers. In order to extend candidates, use a variety of interrogative forms.

You need to be careful, when awarding marks, that you do not reward your own performance! Wherever possible teacher/examiner input should be kept to a minimum and the candidate given the opportunity to work for the marks. Try to use the full range of marks.

4.4 Impression

10 marks are awarded.

The marking criteria featured on the Impression table give the opportunity for an overall Impression mark to be awarded. Here, the main criteria are pronunciation, accent and fluency. Again, candidates do not have to be of native speaker standard to score 9 or 10 marks.

Above all, in all sections of the Speaking Test, be **consistent** in your marking and if in doubt between two marks go for the higher one. Also, if you are examining a full range of ability, try not to be harsh/lenient at one end of the range.

The whole approach to the Speaking Test should be a positive one. The test is meant to reflect and sample classroom practice, so please ensure that candidates have sufficient preparation so as not to feel unnerved by the format of the test itself. Candidates will also benefit from the opportunity to 'perform' with a tape, prior to the Speaking Test.

5 Differentiation – Asking the Right Questions

The Speaking Test is common in its entirety to all candidates. In the Topic and General Conversation sections, differentiation is by outcome. Successful differentiation depends on the teacher/examiner asking the right questions, thus enabling each candidate to show what s/he knows and can do – whatever his or her ability. The level of questioning must therefore be adjusted according to the ability of the candidate.

It is sometimes useful to use closed questions which demand only 'yes' or 'no' answers as starter questions, but generally it is wiser to use a variety of question types, from a basic level of simple questions which demand simple short responses, to more searching questions such as 'Why?' or 'Tell me more about...' or 'What do you think about..?'. If candidates are clearly out of their depth on a certain question then you should feel free to rephrase it or pass on to a different kind of question. Likewise, if the candidate presents you with something of interest, it should be pursued. Questions never asked cannot be answered and, in avoiding the more stretching questions, the more able candidates may not have adequate opportunity to do themselves justice.

Scale (a) (Comprehension/responsiveness) makes reference to a hierarchy of questions which move up from simple predictable questions to predictable questions with some unpredictable or unexpected elements to unexpected questions which may require candidates to give reasons, explain and/or justify their opinions. Candidates' responses are gauged in terms of the readiness of response to such questions, the need (or not) for rephrasing. Scale (b) (Linguistic content) assesses the complexity and accuracy of structures and vocabulary used, together with the extent to which the candidates can use different tenses. Candidates must be able to express past and future meaning for a mark of 7 or more to be awarded.

You should keep your input to an appropriate minimum and try to aim for candidates achieving spontaneity of performance.

Although it is a good idea for teachers to have banks of questions which can be used to practise eliciting performance at certain levels, it is **not** recommended that such lists of questions are used in the examination, as the spontaneity of the situation is removed and candidates can sound very pre-rehearsed. **It is far better to familiarise candidates on topic areas during the course of study beforehand and then**

his/her response not just to the expected question, but also, at a higher level, to the question.

The kinds of questions which could be used to elicit performance are ones which use a variety of interrogative forms, pitched at different levels of candidate ability. In general, more able candidates respond well to the 'Tell me about...' kind of question, but this should not be allowed to develop into a monologue.

You could try building up such banks of questions on topics such as sport, free time/entertainment, my home/country, school, work and future plans, life in another country. These can then be used in class, in pair work or indeed as starting points for candidates preparing Topic Conversation subjects.

Remember, it is helpful to start candidates off with an easy question or two to 'warm them up'. It is also helpful to ask a series of questions in the same topic area – do not change topics without telling the candidate as s/he can lose the train of thought very easily. The best performances from candidates of all abilities come from situations in which the teacher/examiner **listens** to the candidate.

Instructions and Mark Scheme

Administrative Arrangements

- 1 The speaking tests take place between 15 September and 31 October. Each Centre decides on a convenient period within these dates for its speaking tests.

It is important that the dates given for the completion of the speaking tests and the despatch of recordings and mark sheets to CIE (see paragraph 6) are adhered to in order to allow sufficient time for moderation.

- 2 In the interests of standardisation there will be only one teacher/examiner per Centre. Each Centre selects its own teacher/examiner. This is normally a teacher from within the Languages Department, but could be someone local from outside the Centre. CIE is not responsible for any fees agreed. Where a Centre wishes to use additional teachers/examiners because it has a large number of candidates, permission to do so must be sought from the Languages Group at CIE well before the start of each oral examination period.
- 3 Materials should be opened four working days before the Centre's assessment starts and studied carefully by the teacher/examiner before conducting his/her first tests. Teacher/examiners who have prepared their own roles fully and are confident in what they are doing are better able to help candidates who experience any difficulty. Once the materials have been opened, the tests must be completed as soon as is realistically possible. After the tests have been completed, the materials remain confidential and must be kept in a secure place by the Centre until the end of the examination period.
- 4 Each teacher/examiner will be required to record the speaking tests of all candidates he or she examines. This will enable the moderator to check accurately the standard of assessment. The recording should be carried out in accordance with the instructions headed "Recording of candidates" (see paragraph 8). The recording must be sent to CIE together with the moderator copy of the completed MS1 mark sheet and a copy of the completed Oral Examination Summary Mark Sheet (see paragraphs 5 and 6).
- 5 Two types of mark sheet are provided:
 - (a) One mark sheet (the **Oral Examination Summary Mark Sheet**) is intended as a working document, on which the marks for each section of the test are to be entered in detail as specified in the Marking Instructions. Be very careful to check all additions.
 - (b) The total marks should then be transferred to the **Internal Assessment Mark Sheet (MS1)**.
- 6 Despatch and return of mark sheets and recorded sample:
 - (a) Mark sheets and recordings are to be returned to CIE once all the speaking tests have been completed. The deadline for **receipt by CIE** of these items is **15 November** for the November

- (b) (i) The Board copy of the completed Internal Assessment Mark Sheet (MS1) must be sent to CIE in the separate envelope provided.
- (ii) The Moderator copy of the completed Internal Assessment Mark Sheet, a copy of the completed Oral Examination Summary Mark Sheet and the recorded sample must be sent to CIE **arrive at CIE by no later than 15 November** for the November examination.
- (c) Copies of both types of mark sheet are to be retained by the Centre in case of postal losses or delays.

7 Arrangements for the examination

- (a) Examination conditions must prevail in the area where the examination takes place, including the space set aside for a candidate to study the role play situations. Adequate supervision must be provided to ensure that each candidate can study alone and in silence and that candidates leaving the interview room do not communicate with those waiting to enter.
- (b) **Candidates are not allowed to bring any notes for use during their preparation time.** Nor are they allowed to make notes.
- (c) Requests for special consideration for candidates with specific problems must be made on Special Consideration forms.
- (d) Candidates must be examined singly. No other person should be present during the examination with the exception of another teacher/examiner, or an Officer from CIE.
- (e) As teacher/examiner you should be positioned so that you will be facing the candidates when they enter the room, with a table between you and the candidates. Please do not allow candidates to sit in a position where they can see what you are writing on the mark sheets as this can be distracting.
- (f) In order to put candidates at their ease, smile when they enter the room, and indicate where they should sit. A good teacher/examiner will usually send a candidate out of the interview smiling, no matter how good or bad the performance has been. Avoid, however, the use of expressions such as 'very good', which a candidate may interpret as a comment on performance.
- (g) Please do not smoke in the presence of candidates. Smokers should arrange for breaks in the timetable as necessary, and to smoke elsewhere than in the interview room.
- (h) Other recommendations: do not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers, etc.); always appear interested, even in mundane matters; never show undue surprise, impatience or mockery; **never correct a candidate.**

8 Recording of candidates

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

Cassette recorders must be used and Centres are responsible for ensuring the good quality of recordings. The cassette recorder and the cassette(s) to be used should be tested *in situ* some time before the actual test, ideally with one of the candidates. It is essential that new unrecorded cassettes are used. Where possible it is advisable to use a recorder with external microphones so that separate microphones can be used for the candidate and the teacher/examiner. If only one microphone is being used, it should be placed facing the candidate. With a softly-spoken candidate the microphone should be placed nearer to the candidate before the start of the test. Adjustments to the volume control during an examination should normally be avoided.

The recording should begin at the start of Side 1 and care should be taken to avoid long gaps and extraneous noise. Both sides of each cassette should be used before beginning a new cassette. It is helpful if, at the end of examining on each side of a cassette, the teacher/examiner states 'No further recordings on this side'.

Each cassette should be introduced **by the teacher/examiner** as follows:

'Centre Number *e.g.* NZ 999
 Centre Name *e.g.* King's College, New Zealand
 Examination Number 0519
 Examination Name *IGCSE Japanese*
 Name of Examiner *e.g.* Mr R Peters
 Date *e.g.* September 16 2007'

Each candidate should be introduced **by the teacher/examiner** as follows:

'Candidate Number *e.g.* 047
 Candidate Name *e.g.* Jane Williams
 Role Play Card *e.g.* Number 4'

At the end of the sample, please state 'End of sample'.

Once a test has begun the cassette should run without interruption.

On no account should you stop and re-start the cassette during a test.

The contents of each cassette should be clearly labelled.

Before the cassette is despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes should then be rewound to the start of side 1.

Structure of the Examination

Test 1: Role Play (about 5 minutes) (30 marks)

- (a) Each candidate will be examined in two role play situations selected at random by the teacher/examiner from the cards supplied.

A number of alternative cards are supplied, and these should be used at random during each session of examining. Having given the first candidate 10-15 minutes to prepare his/her situation, you should hand a different card to the second candidate to prepare while you examine the first candidate.

Candidates may not make written notes during their examination time. They may take the role play card they have prepared into the examination room. However, they may not take the role play card away with them once the examination is over.

- (b) Unless there are exceptional circumstances (e.g. speech impediments) each situation should be carried out in full. If the candidate cannot handle one of the tasks set, the teacher/examiner should not leave too long a pause but should lead the candidate on to the next task.
- (c) Should a candidate miss out a task, the teacher/examiner should try to guide him/her back to it in as natural a way as possible. It does not matter to moderators that tasks may occur in a different order as long as they are all attempted.
- (d) The roles of the candidate and teacher/examiner are indicated on the cards. Teacher/examiners are asked to prepare the situations carefully so that the candidate's tasks follow on naturally from the teacher/examiner's response. Usually, the teacher/examiner has to initiate the dialogue. The teacher/examiner is to assume the role of a well-disposed native speaker with no knowledge of the candidate's first language. Suggested responses are given in the booklet of Teachers' Notes.

For the mark scheme, see Table A of the Marking Instructions.

Test 2: Topic (prepared) Conversation (2-3 minutes) 30 marks

This section is intended to be a conversation between the teacher/examiner and the candidate on **one** topic of the candidate's choice. Suitable subjects might be, for example: 'school life' 'hobbies and pastimes' 'travel' etc.

interest. Topics dealing with politics or social and economic issues are ambitious for this level of English and may disadvantage candidates if they do not possess the linguistic skills and maturity of ideas which such topics necessitate. Candidates should be encouraged to prepare different topics within a Centre and should not be allowed to present 'Myself' or 'My life' as topics, as these can become too general and can often present difficulties in the General (unprepared) Conversation section.

The topic must be prepared by the candidate in advance, but must not be pre-learnt and delivered as a monologue. The teacher/examiner should allow the candidate to speak on their choice of topic for up to one minute uninterrupted and then follow this up with specific questions on the topic. Where a candidate has been talking for a minute and shows no signs of finishing their initial exposition, the teacher/examiner must interrupt and ask specific questions. Candidates will have prepared their topic, but must not be allowed to deliver a series of obviously prepared replies in the discussion that follows the presentation. It is the extent to which candidates can manipulate their prepared material according to the needs of the teacher/examiner that determines their marks. In order to extend the candidate as far as possible the teacher/examiner should probe, explore, ask for explanations, enlargements, descriptions (how? when? why? tell me a bit more about... etc.).

The teacher/examiner must try to lead the candidate into using a variety of tenses as candidates who do not show that they are able to convey past and future meaning cannot be awarded a mark in the Satisfactory band or above on Scale (b) (see Table B of the Marking Instructions).

Candidates may use illustrative material, e.g. photographs, if this seems appropriate to their topic, but are not allowed to use written notes of any kind, e.g. cue cards.

For the mark scheme, see Table B of the Marking Instructions.

Test 3: General (unprepared) Conversation (about 4 minutes) 30 marks

- (a) The teacher/examiner should normally allow the stipulated length of time for each candidate. Whilst some candidates may dry up after a few minutes, teacher/examiners should persevere with the conversation (e.g. by complete changes of subject), so that candidates are given every opportunity to do themselves justice.
- (b) The discussion of the topic will have paved the way for the unprepared conversation. The teacher/examiner should start out from any point of interest noted earlier, or ask general questions relating to the candidate's everyday life, school (subjects, number of periods, times, games, etc.), home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies. All candidates can reasonably be expected to have the command of vocabulary and idiom necessary for this.

The teacher/examiner should aim to cover at least two or three of the Defined Content Topics in this section of the test. As in the Topic Conversation, the teacher/examiner must try to lead the candidate into using a variety of tenses (themes could be visits to other countries, plans for the future, etc.) and he or she can then be extended as far as possible. Candidates who do not show that they are able to convey past and future meaning cannot be awarded a mark in the Satisfactory band or above on Scale (b) (see Table B of the Marking Instructions). Precise factual information or knowledge is not required, and candidates should not be penalised for lack of such knowledge. The teacher/examiner should be ready to pass on quickly to another subject if candidates are obviously out of their depth. Care should be taken to avoid questions which might cause embarrassment, e.g. where a candidate has only one parent. (Centres are requested to supply such information to the teacher/examiner in advance.)

- (c) Candidates should be expected to give natural replies to questions; their answers need not therefore be in the form of complete sentences. Care should be taken to avoid questions inviting simply 'yes' or 'no' by use of a variety of interrogatives, e.g. when? how? why? how many? how long? with whom? with what? etc.
- (d) Questions should be adjusted to the candidate's ability. Candidates should be prompted and encouraged where necessary and long silences should be avoided. On the other hand, a candidate should not be interrupted unless it is evident that s/he cannot complete the answer. Incorrect answers should never be corrected, nor answers supplied when none are given. Questions should be rephrased (rather than repeated) in an attempt to maintain the dialogue.
- (e) The use of vocabulary or phrases from the candidate's first language should be avoided, except in the case of particular institutions, e.g. names of examinations, types of school, etc.
- (f) Teacher/examiners need to beware of talking too much and giving the candidate credit for what they have in

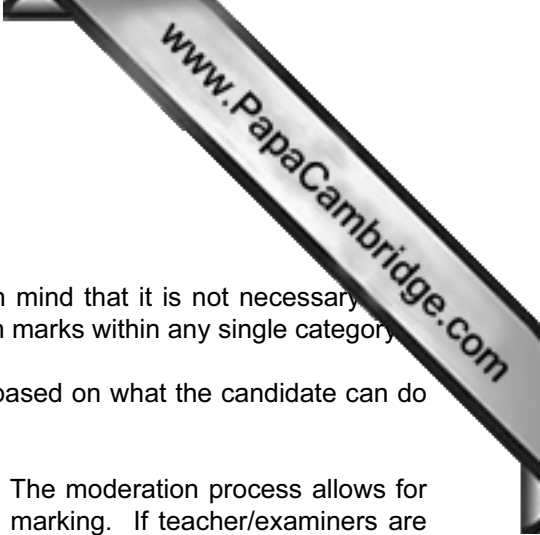
language, but at the same time it is up to the teacher/examiner to make sure that the candidate is given every opportunity to do so by following up any opening given.

For the mark scheme, see Table B of the Marking Instructions.

Test 4: Impression 10 marks

At the end of the test the teacher/examiner should make an assessment of the candidate's pronunciation, accent and fluency, following the guidelines given in the Marking Instructions. While the teacher/examiner may use the opportunity of the candidate's introduction to the topic to assess these factors, the final assessment must be based on the candidate's overall performance. Exceptional performance in the role play situations (i.e. one in which a fluid and natural conversation develops) should be rewarded by a high impression mark.

For the mark scheme, see Table C of the Marking Instructions.



MARKING INSTRUCTIONS

Marking: General Principles

- 1 Teacher/examiners are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be of native speaker standard in order to be given maximum marks within any single category.
- 2 The general approach is a positive one and marks should be awarded based on what the candidate can do rather than deducted for errors.
- 3 Above all else, teacher/examiners must be consistent in their marking. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. If teacher/examiners are unsure of the mark to award, they should err on the side of generosity.

TABLE A – Test 1: Role Plays (30 marks)

This part of the examination is primarily a test of the candidate’s ability to communicate needs, information, requests, etc., in plausibly life-like situations. Intelligibility is therefore of greater importance than grammatical or syntactic accuracy. However, verbal communication only will be assessed: credit will not be given for gestures, facial expressions or other non-verbal forms of communication. The use of appropriate register and correct idiom will be rewarded. The teacher/examiner will play the part of a patient and well-disposed foreigner with no knowledge of the candidate’s first language.

Each of the ten tasks to be performed in the examination will be assessed on the scale below. Candidates will be required to give natural responses, not necessarily in the form of 'sentences': short answers, if appropriate to the task, could be awarded 3 marks.

Marks are awarded as follows:

An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors are tolerated. The utterance is intelligible and the task of communication is achieved.	3
The language used is not necessarily the most appropriate to the situation and may contain inaccuracies which do not obscure the meaning.	2
Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.	1
The utterance is unintelligible to the native speaker.	0

- NB
- 1 Teacher/examiners are reminded that if there are two elements in a task and only one is completed, then a maximum of one mark only may be awarded.
 - 2 When awarding marks, teacher/examiners should start at the bottom of the mark scheme and work upwards:
 - 0 = nothing of worth communicated
 - 1 = partial communication
 - 2 = all points communicated – but with some linguistic inaccuracies – meaning clear
 - 3 = meaning clear and accurately conveyed.
 - 3 Short utterances, if appropriate, can be worth three marks – especially true in Role Play A.

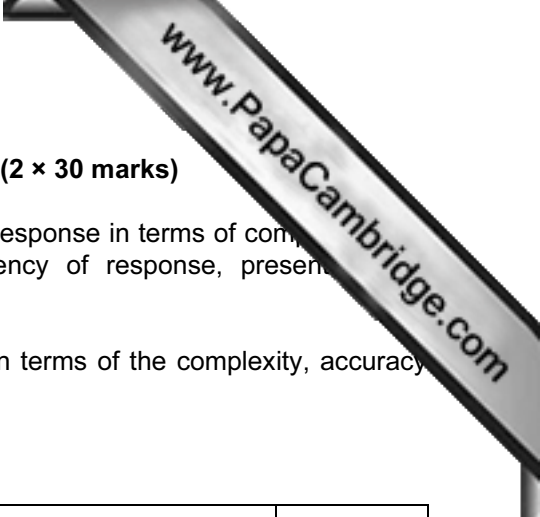


TABLE B – Tests 2 and 3: Topic Conversation and General Conversation (2 × 30 marks)

- Scale (a) Comprehension/responsiveness. This assesses the candidate’s response in terms of comprehension of the teacher/examiner, immediacy of reaction/response, fluency of response, presentation of relevant material in the topic.
- Scale (b) This assesses the linguistic content of the candidate’s answers in terms of the complexity, accuracy and range of structures, vocabulary and idiom.

NB This table is used for Tests 2 AND 3.

Category		Mark
Outstanding	(a) Not necessarily of native speaker standard.	14-15
	(b) The highest level to be expected of the best IGCSE candidates.	
Very good	(a) Generally understands questions first time, but may require occasional re-phrasing. Can respond satisfactorily to both straightforward and unexpected questions.	12-13
	(b) Wide range of mostly accurate structures, vocabulary and idiom.	
Good	(a) Has no difficulty with straightforward questions and responds fairly well to unexpected ones, particularly when they are re-phrased.	10-11
	(b) Good range of generally accurate structures, varied vocabulary.	
Satisfactory	(a) Understands straightforward questions but has difficulty with some unexpected ones and needs some re-phrasing. Fairly fluent, but some hesitation.	7-9
	(b) Adequate range of structures and vocabulary. Can convey past and future meaning; some ambiguity.	
Weak	(a) Has difficulty even with straightforward questions, but still attempts answer.	4-6
	(b) Shows elementary, limited vocabulary and faulty manipulation of structures.	
Poor	(a) Frequently fails to understand the questions and has great difficulty in replying.	0-3
	(b) Shows very limited range of structures and vocabulary.	

TABLE C – Impression (10 marks)

Very good pronunciation, intonation and fluency; an occasional slight mistake or hesitation. Not necessarily of native speaker standard.	9-10
Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	7-8
A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.	5-6
Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.	3-4
Many gross errors; frequently incomprehensible	0-2

APPENDIX C: SPEAKING PAPER 3

Summary Mark Sheet

INSTRUCTIONS FOR COMPLETING THE ORAL EXAMINATION SUMMARY MARK SHEET

- 1 Complete the information at the head of the form.
- 2 List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet (MS1) at a later stage (i.e. in candidate index number order, where this is known).

3 (a) **Test 1 Role Play.**

Enter the Role Play Card number for each candidate in the column provided.

Enter the mark out of 3 for each task in the ten columns 1-10.

(b) **Test 2 Topic Conversation.**

(i) A mark out of 15 on Scale (a) Comprehension/responsiveness.
Enter the mark in column 11.

(ii) A mark out of 15 on Scale (b) Linguistic content.
Enter the mark in column 12.

(c) **Test 3 General Conversation.**

(i) A mark out of 15 on Scale (a) Comprehension/responsiveness.
Enter the mark in column 13.

(ii) A mark out of 15 on Scale (b) Linguistic content.
Enter the mark in column 14.

(d) **Test 4 Impression.**

Enter the mark (maximum 10) in column 15.

Add the marks and enter the total, in large figures, in the column headed Total Mark. Please double check the addition as even small errors create problems.

ARRANGEMENTS FOR EXTERNAL MODERATION

- 4 University of Cambridge International Examinations (CIE) sends a computer-printed mark sheet (MS1) to each Centre (in early October for the November examination) showing the names and index numbers for each candidate. Transfer the total mark for each candidate from the Oral Examination Summary Mark Sheet (overleaf) to the computer-printed mark sheet (MS1).
- 5 The top copy of the computer-printed mark sheet (MS1) must be despatched in the envelope provided to arrive as soon as possible at CIE but no later than 15 November for the November examination.
- 6 Record all the candidates' work and send the recordings with a copy of this Summary Mark Sheet and the moderator copy of the computer-printed mark sheet (MS1), **to reach CIE by 15 November for the November examination.** Once the Oral Examination has been completed do not wait until the end of the assessment period before despatching these items.

APPENDIX D: CONTINUOUS WRITING PAPER 4

Generic Mark Scheme

Each essay is marked out of 25, making a total of 50 marks awarded for the paper.

Marks for each essay are awarded under the following headings

RELEVANT COMMUNICATION

5 marks will be available for relevant communication.

ACCURACY

The 15 marks for accuracy will be divided into:

Accuracy of Characters: 5 marks

5 marks	Highly accurate, with a wide range of characters including some more difficult or unusual ones correctly written, with occasional minor slips.
4 marks	Not as consistently accurate nor as wide a range as the highest level, but a good range of characters attempted with easy and moderately easy characters correctly written.
3 marks	A more limited range with most easy characters correctly written.
2 marks	Substantially inaccurate despite several examples of correctly written characters.
1 mark	Substantially inaccurate, with only isolated examples of correctly written characters.

Accuracy of Grammar and Structures: 10 marks

9-10 marks	Highly accurate including use of more complex structures, but with occasional minor slips.
7-8 marks	Accurate in use of simpler structures, except for occasional more serious errors/more frequent slips.
5-6 marks	Generally accurate, but with increased incidence of more serious errors (or an extremely limited range of structures).
3-4 marks	Substantially inaccurate, despite several examples of accurate usage.
1-2 marks	Substantially inaccurate, with only isolated examples of accurate usage.

IMPRESSION

The good candidate will be further rewarded for the use of 'extended' language in making the points of relevant communication, i.e. by using a range of vocabulary and structure or idioms to clarify and define further the points made. 5 marks are available for impression.

The Examiner has to decide whether the candidate has used vocabulary and structures which go beyond the minimum required to convey adequately the thought involved and has so given him/herself greater flexibility or self-expression.

5 marks	Comprehensive range of vocabulary and idiom with more complex language predominant.
4 marks	Considerable variety of vocabulary and idiom with more complex language clearly in evidence.
3 marks	Some variety of vocabulary and idiom with several items of more complex language.
2 marks	Limited variety of vocabulary and idiom with occasional more complex language.
1 mark	Only isolated examples of variety of vocabulary and idiom and more complex language.
0	No examples of variety of vocabulary or more complex language.

APPENDIX E: 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

つぎの え/しゃしん/グラフ/スケジュールを みて、

つぎの はがき/手がみ/テキスト/メール/メモ/こうこく/カタログを よんで、

ただしい こたえを ひとつ えらんで、

ただしい え/しゃしんを えらんで、

つぎの えに あう ぶんを 下の ぶんの中から えらんで、

下の ぶんの 中から、ただしい ぶんを いくつか えらんで、

の中に ○を かいてください。

こたえを () の中に かいてください。

こたえを () の中に A-Gで かいてください。

下の ぶんの 中で、ただしい ぶんには ○、ただしくない ぶんには ×を ()
の中に かいてください。

下の しつものに 日本語で こたえてください。

下の しつもの こたえを かんせいさせてください。

下の ぶんの _____上に ただしい こたえを かいてください。

Speaking

あいさつを してください。／あいさつに こたえてください。

えを みて、

きいてください。

こたえてください。

いってください。

せつめいしてください。

さそってください。／さそいに こたえてください。

ていあんしてください。／ていあんに こたえてください。

もうしでてください。

たのんでください。

しじしてください。

きよかを もとめてください。

きよかの もとめに おうじてください。／おうじないでください。

きぼうを いってください。／きいてください。

おれいを いってください。

Writing

、、、に 、、、を／について せつめい してください。

、、、に はがき／手がみ／メール／メモ／へんじを かいてください。

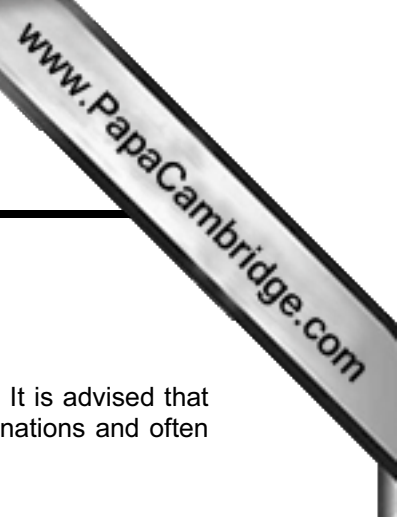
、、、に 、、、を／について おしえてください。

、、、に 、、、を しょうかい してください。

、、、について さくぶん／につきを かいてください。

げんこうようしに 200字ぐらいで かいてください。

げんこうようしに 350じ〜400じで かいてください。



APPENDIX F: DEFINED CONTENT

List of Kana, Kanji, Grammar and Structures

- KANA REQUIREMENT**

All students must master the two kana systems – Hiragana and Katakana. It is advised that Romaji should not be introduced as it will not be used in any of the examinations and often impedes the learning of the two kana writing systems.

- KANJI REQUIREMENT**

50 kanji are prescribed for IGCSE.

一 二 三 四 五 六 七 八 九 十 日 本
 語 何 月 火 水 木 金 土 人 時 分 半
 年 小 学 校 生 中 今 才 行 上 下 右
 左 名 前 円 男 女 子 大 先 目 口 手
 出 入

- DEFINED LIST of GRAMMAR STRUCTURES**

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

1 THE COPULA (Polite Forms) SAMPLE SENTENCES

present	です
present negative	ではありません／ or じゃないです
past	でした
past negative	ではありませんでした／ or じゃなかったです
(expressing doubt or possibility)	でしょう

2 VERBS

A Verbs (Polite Form endings)

present	～ます	ほんをよみます
present negative	～ました	ほんをよみました
past	～ません	ほんをよみません
past negative	～ませんでした	ほんをよみませんでした
(suggestion/invitation)	～ましょう (か)	えいがいきましょう (か)
(invitation)	～ませんか	えいがにいきません (か)

B Structures using present polite form

Expressing cause/consequence

- ～ますから / 日本にいきますから、...
- ～ですから びょうきですから、...

C Structures using Verbへて forms

conjoining clauses ～から、...

まちにいったから、...

expressing sequence ～てから

おきてから

indicating continuous ～ている

あねはほんをよんでいます

indicating a state ～ている

かぜをひいています

making requests ～てください

まどをあけてください

requesting permission ～てもいい (ですか)

ここにすわってもいいですか

refusing permission ～てはいけない

ここにはいってはいけません

refusing permission ～てはだめ

それをしてはだめです

D Structures using Verb stem/Adjective stem

expressing desire V stem ～たい

日本にいきたいです

expressing desire A stem ～そう

おいしそうです

expressing purpose V stem にいく

うみへおよぎにいきます

3 NOUNS

Patterns:

- (N は) N です
- Nのまえに
- Nのあとで
- Nができる

- (わたしは) がくせいです。
- がっこうのまえに、...
- あさごはんのあとで、...
- テニスができます

4 い ADJECTIVES

- A です
- Aくない です /
or Aくありません
- Aかった です
- Aくなかった です /
or Aくありませんでした
- A + N です
- Aくて
- Aく Verb
- Aの

- (きょうは) さむいです。
- (きょうは) さむくないです
or さむくありません
- (きょうは) さむかったです
- (きょうは) さむくなかったです /
さむくありませんでした
- (きょうは) さむい日です。
- (きょうは) さむくて、たいへんです
- (きょうは) さむくなりました
- あかいのをください

5 な ADJECTIVES

- AN です
- AN ではありません /
or AN じゃありません
- AN でした
- AN ではありませんでした /
or AN じゃなかったです
- AN な + N です
- AN で
- AN に + Verb
- ANな + の

- (このへやは) しずかです
- しずかではありません /
しずかじゃありません
- しずかでした
- しずかではありませんでした /
or しずかじゃなかったです
- しずかなへやです
- しずかで、いいです
- しずかにしました
- きれいなのをかいました

6 ADVERBS

- Aく + Verb はやくおきます
- AN に + Verb きれいにかきました
- Verbて Verb あるいていきます

7 DEMONSTRATIVES

これ	それ	あれ	どれ
この	その	あの	どの
こんな	そんな	あんな	どんな
ここ	そこ	あそこ	どこ
こちら	そちら	あちら	どちら

8 PARTICLES

か (or (between nouns))	きょうかあしたきてください
は (topic particle)	そのまちはおおきいです
は (contrastive)	すしはおいしいですが、うどんは、..
が (subject particle)	きのう、ともだちがきました
が (but)	おいしいですが、たかいです
を (object particle)	ほんをよみました
を (marker with verbs of motion)	みちをあるきました
も (as well)	わたしもいきます
も + negative (neither)	わたしもいきません
へ (to (a place))	こうえんへいきます
に (in (a place))	こどもはがっこうにいます
に (to (a place))	こうえんにいきます
に (at (a time))	すいようびにいきます
に (indirect object)	ともだちにあいます
	おかあさんにあげます
に (adverbial marker)	いしゃになりました
に (for (a purpose))	うみへおよぎにいきます
に (frequency)	いっかげつにいっかい
に (from/by (a person))	ともだちにもらいました
で (place of an action)	がっこうでべんきょうします
で (by means of (tool))	はしでたべます
で (by means of (transport))	バスでいきます
で (reason)	びょうきでがっこうをやすみました
で (total number/inclusive)	ぜんぶでいくらですか/三人でいきました
でも (offering a choice)	コーヒーでもいかがですか
の (possessive)	わたしのほんです
の (substitution for a noun)	おおきいのをかいました
の (apposition)	ともだちのひろしくんは、...
と (with)	ともだちとえいがにいきます
と (and (between nouns))	くつとぼうしをかいました
や (and so on (between nouns))	ほんやざっしをよみます
から (from (a place))	わたしは日本からきました
から (from (time))	がっこうは 9じからです
から (because)	つかれましたから、ねました
まで (to, as far as (a place))	えきまでバスでいきます
だけ (only) (with nouns)	しんぶんだけかいました
より (than) (comparative marker)	日本はたいわんよりおおきいです。

SENTENCE FINAL PARTICLES

か (question particle)	まちにいきますか
ね (tag question)	いいおてんきですね
よ (emphasis marker)	そのえいがはおもしろいですよ

SENTENCE PATTERNS

A (expressing existence and position)	
～は) ～です。	これはなんですか
N が あります/います	ねこがいます
Nが quantity あります/います	ねこが二ひきいます
Nは place にあります/います	ねこはにわにいます
Place にNがあります/います	にわにねこがいます
Place にちかい/	うちはがっこうにちかいです
Place からとおい	うちはがっこうからとおいです
B (directional)	
Place に いく/くる/かえる	うちにかえります
C (conjoining sentences/clauses)	
Vて 、...	まちへ行って、くつをかいました
Aくて、...	おおきくて、きれいなぼうしをかいました
ANで、...	しずかで、いいところです
Nで、...	がくせいで、18さいです
D (making requests)	
N をください	みずをください
Vてください	まどをあけてください
E (expressing wants/desires)	
V stem たい	日本にいきたいです
～がほしい	みずがほしいです
F (showing time/time sequence)	
Vて、..	としよかんについて、ほんをよみました
Timeに Verb	8じにうちをでます
てから after	かえってから、しゅくだいをします
ながらwhile	テレビをみながら、たべます
たり、たりする	はなしたり、きいたりします
もう+ affirmative	もうばんごはんをたべました
まだ+ negative/まだです	まだたべていません
N のまえ (に)	じゅぎょうのまえに、れんしゅうします
N のあと (で)	がっこうのあとで、そうじをします
G (expressing purpose)	
V stem にいきます	うみへおよぎにいきます
H (giving descriptions)	
A くなる/AN になる/	さむくなりました
N になる	
A くする/AN にする/	おとをおおきくしました
N にする	
V stem すぎる/A stem すぎる	たべすぎました/あつすぎます
Nが adjective です	あたまがいたいです

- I (expressing comparison)
NはN より... すしはステーキよりおいしいです
- J (expressing cause/reason)
から (because) つかれましたから、ねました
- K (wants/likes/abilities/needs which are marked by が)
 ーができる 日本語ができます
 ーがわかる 日本語がわかります
 ーがすき／きらい 日本語がすきです
 ーがじょうず／へた 日本語がへたです
 ーがとくい／にがて 日本語がとくいです
 ーがほしい みずがほしいです
 ーがいる (need) おかねがいます

9 INTERROGATIVES

- なに／なん なにをしましたか
これはなんですか
だれ／どなた だれがきましたか
あのかたはどなたですか
いくつ／おいくつ りんごをいくつかいましたか
お子さんはおいくつですか
このりんごは一ついくらですか
いくら どれがすきですか
どれ どのえがすきですか
どこ どこにいきましたか
どちら どちらにいきますか
どう／いかが やすみはどうでしたか
もう一ついかがですか
どんな どんなたべものがすきですか
どのぐらい／どれぐらい どのぐらいかかりますか
なぜ／どうして なぜ(どうして) まちにいけますか

10 NUMBERS and DATES

- Numbers 1 ~ 99,999
ついたち、ふつか、...
 ーねん
 ーがつ
 ーようび
 ーじ
 ーふん

DURATION

- ーかげつ
 ーしゅうかん
 ーじかん

COUNTERS

- ーつ りんごをよつたべました
 ーこ

〜かい	わたしのへやはにかいにあります
〜かい	しゅうにさんかかれんしゅうします
〜はい／ばい／ばい	コーヒーをいっぱいください
〜だい	くるまがにだいあります
〜まい	レコードをよんまいかいました
〜ほん／ぼん／ぼん	えんぴつをさんぼんかいました
〜ひき／びき／びき	いぬをにひきかっています
〜さつ	ほんをさんさつよみました
ひとり／ふたり／〜にん	ひとがさんにんきました
〜め (ordinal)	ひとつめのかどをまがります

(ALL COUNTERS relating to time)
 〜ふん、〜じ、〜にち、〜しゅう、〜がつ、〜ねん

11 EXPRESSIONS OF QUANTITY

たくさん
すこし

12 TIME (Frequency)

いつも、まいにち、よく、ときどき、たまに、あまり(+ negative)、
ぜんぜん(+ negative)、

13 EXPRESSIONS requiring the particle が

できる、わかる、ほしい、すき、きれい、へや、じょうず、とくい、にがて

14 CONNECTIVES

そして、でも、けれども、ですから、だから、(です) が、

SENTENCE PATTERNS

N をください	みずをください
Verb てください	まどをあけてください
Verb たい (です)	日本にいきたいです
てから after	かえってから、しゅくだいをします
ながら while	テレビをみながら、たべます
たり たりする	はなしたり、きいたりします
A くなります／	さむくなります
AN になります／	しずかになります
N になります	せんせいになります
A くします／	ラジオのおとをおおきくします
AN にします／	こくばんをきれいにします
N にします	フルーツをジャムにします
V stem にいきます	うみへおよぎにいきます
NはN より...	すしはステーキよりおいしいです
Time に Verb	8じにうちをでます
もう + affirmative	もうばんごはんをたべました
まだ + negative / まだです	まだたべていません
V stem すぎます / A stem すぎます	たべすぎました
Person は part of body が adjective です	わたしはあたまがいたいです
Noun は part が adjective です	日本はなつがあついです
Place にちかい / place からとおい	うちはがっこうからとおいです

Expressing wants/likes/abilities/needs

～ができる

日本語ができます

～がわかる

日本語がわかります

～がすき／きらい

日本語がすきです

～がじょうず／へた

日本語がへたです

～がとくい／にがて

日本語がとくいです

～がほしい

みずがほしいです

～がいる (need)

おかねがいます

DEFINED VOCABULARY LIST

VOCABULARY	KANJI	MEANING
1 INTRODUCTIONS		
(お) いくつ		How many?/How old?
〜くん		term of address for young males
〜ご		language
〜さい	才	years of age
〜さん		polite term of address
〜じん	人	(suffix expressing nationality)
〜ちゃん		term of address for children
〜せんせい		term of address for teachers/doctors
あなた		you
いいえ		no
イギリス		England
いく	行く	to go
ええ		yes
オーストラリア		Australia
おとこ	男	male/man
おんな	女	female/woman
かえる		to go home/return
がくせい	学生	student
かた		person (honorific for ひと)
かんこく		Korea
くに		country
くる		to come
こ	子	child
じこしょうかい		self-introduction
しょうかい (する)		introduction (to introduce)
すむ		to live
だれ		who?
ちゅうごく	中国	China
どこ		where?
どなた		who? (honorific for だれ)
(お) なまえ	名前	name
なん／なに	何	what?
ニュージーランド		New Zealand
はい		yes
はじめまして		How do you do
はなす		to speak
ひと	人	person
ぼく		I (used by young males)
わたし		I
EXPRESSIONS		
おなまえはなんですか		What is your name?
おはようございます		Good morning
こんにちは		Hello (after 10 a.m.)
こんばんは		Good evening
さようなら		Good bye
じゃまた		See you later
おやすみなさい		Good night

おげんきで
はじめまして
どうぞよろしく

Take care
How do you do
Pleased to meet you

2 THE CLASSROOM

あける
あそこ
あの
あれ
いす
えんぴつ
おく
がっこう 学校
かばん
かみ
きょうしつ
クラス
けしゴム
こくばん
ここ
この
コンピュータ
これ
しめる
すわる
せいと
せんせい 先生
そこ
その
それ
ちず
つくえ
でんき
と
ドア
どの
どれ
ノート
はこ
ほん
まんねんひつ
ページ
ペン
ペンケース
ホワイトボード
まど

to open
over there
that
that
chair
pencil
to put
school
bag
paper
classroom
class
eraser
blackboard
here
this
computer
this
to close
to sit
pupil
teacher
there
that
that
map
desk
electricity/lights
door
door
which?
which?
exercise book/notebook
box
book
fountain pen
page
pen
pencil case
white-board
window

EXPRESSIONS

こたえてください
こたえなさい
ーは日本語でなんといいますか
もういちど (いってください)
よくできました
たべないでください

Please answer
Please answer
What is this called in Japanese?
(Please say it) one more time
Well done!
Please don't eat

いかないでください
 はなさないでください
 どうぞ
 どうもすみません
 どうもありがとう
 どういたしまして
 そうですか
 ちがいます
 おめでとうございます

Please don't go
 Please don't talk
 Here you are (offering something)
 Thank you (for your trouble)
 Thank you
 Don't mention it
 Is that right?
 No. It's different/That's wrong
 Congratulations/Well done

3 LEISURE /ENTERTAINMENTS/INVITATIONS

あした		tomorrow
アニメ		cartoons
あそぶ		to play
ウォークマン		walkman
え		picture
えいが		film/movie
えいがかん		cinema
おりがみ		Origami
おんがく		music
かいもの		shopping
かく		to write
かく		to draw (a picture)
からて		Karate
きく		to listen
ギター		guitar
きのう		yesterday
きょう		today
クラシック		classical (music)
グラウンド		(school) grounds
クリケット		cricket
ゲームセンター		Game Centre
けんどう		Kendo
こうえん		park
ゴルフ		golf
こんばん	今ばん	tonight
サーフィン		surfing
サッカー		soccer
ざっし		magazine
CD (シーディー)		CD
しあい		a game/sports match
じゅうどう		Judo
じょうず (な)	上手 (な)	skilful/good at
しゅみ		hobby
しんぶん		newspaper
すいえい	水えい	swimming
スキー		skiing
すきな		favourite/likeable
ステレオ		stereo
すもう		Sumo
たいいく		Physical Education
たいいくかん		gymnasium
たつきゅう		table tennis
つり		fishing
てがみ		letter

テニス		tennis
テレビゲーム		TV games
(ボールを) とる		to catch (a ball)
ドライブ		a drive
ニュース		news
ネットボール		netball
パーティー		party
バイオリン		violin
ハイキング		hiking
バスケットボール		basketball
バレーボール		volleyball
ピアノ		piano
ひく		to play (a stringed instrument)
ビデオ		video
ピンポン		table tennis
ふく		to play (a wind instrument)
へた (な)	下手 (な)	poor at/unskilful
ペンフレンド		pen friend
ボーリング		bowling
ボール		ball
ホッケー		hockey
ポップ		pop (music)
まんが		comic
みる		to see/watch
みんな		everyone
みなさん		Everyone
やきゅう		baseball
やま		mountain
やまのぼり		mountain climbing
よむ		to read
ラグビー		rugby
ラジオ		radio
れんしゅう (する)		practice (to practise)

4 SELF, FAMILY, RELATIONSHIPS

〜たち		plural suffix for people
〜にん	一人	counter for people
〜ひき		counter for small animals
あに		(my) older brother
あね		(my) older sister
ある		to be/to have (inanimate)
いもうと (さん)		younger sister
いぬ		dog
いる		to be/to have (animate)
おかあさん		mother
おくさん		(someone else's) wife
おじ (さん)		uncle
おじい (さん)		grandfather
おとうさん		father
おとうと (さん)		younger brother
おにいさん		older brother
おねえさん		older sister
おば (さん)		aunt
おばあさん		grandmother

(ペットを) かう		to keep (a pet)
(ご) かぞく		family
(ご) きょうだい		brothers and sisters
(ご) しゅじん		husband
ぎり (の)		step/-in law
そふ		(my) grandfather
そぼ		(my) grandmother
ちち		(my) father
つま		(my) wife
としうえ	年上	older
ととした	年下	younger
ともだち		friend
とり		bird
ねこ		cat
はは		(my) mother

EXPRESSIONS

なんにんきょうだいですか	How many brothers and sisters do you have? (including yourself)
なんにんかぞくですか	How many are in your family?

5 HOUSE AND HOME

〜かい (がい)		floors (of a building)
〜かいだて		-storeyed
〜だい		counter for vehicles/electrical goods
アパート		apartment
いえ		house
いま		lounge
うえ	上	on/over/above
うち		house
おしいれ		cupboard/wardrobe
おてあらい		toilet
かびん		vase
ガレージ		garage
き	木	tree
げんかん		front entrance porch
こたつ		low table containing a heater
ざぶとん		cushion
した	下	under/below
しんしつ		bedroom
せまい		narrow/small
そと		outside
そば		beside/near
だいどころ		kitchen
ダイニングルーム		dining room
たたみ		tatami mat
とこのま		Tokonoma
となり		beside
とだな		cupboard
なか	中	in/inside
にわ		garden
はな		flower
ひらや		one-storeyed house
ひろい		wide/spacious/big



プール	pool
ふとん	Futon (bedding)
(お) ふろ	bath
ふろば	bathroom
ベッド	bed
へや	room
ほんだな	book case/ book shelf
マンション	own-your-own apartment
れいぞうこ	refrigerator

EXPRESSIONS

ごめんください	May I come in?/Is anyone home?
おあがりください	Please come in (Japanese house)
おはいりください	Please come

6 HOME LIFE

(お) さら		plate/dish
〜じ		~o'clock
〜ふん		minute
〜はん		half (past)
〜ようび		~day (of the week)
あと		after
あさごはん		breakfast
あさ		morning
あびる		to take (a shower)
あらう		to wash
いつ		when?
いま	今	now
うんどう (する)		(to do) exercise
おきる		to get up
かえる		to return/go home
かお		face
から		from
きがえる		to change (clothes)
ごご		afternoon/p.m.
ごぜん	ご前	morning/a.m.
ごろ		about/approximately
シャワー		shower
せんたく		laundry
そうじ		cleaning
そして		and then . .
たべる		to eat
たまに		occasionally
でる	出る	to leave/go out of
つく		to arrive
ねる		to go to bed/lie down
は		tooth
はいる	入る	to enter/go into
ばんごはん		dinner/evening meal
ばん		evening
ひる		daytime
ひるごはん		lunch
べんきょう (する)		(to) study
まいあさ		every morning

まいにち		every day
まいばん		every evening
まえ	前	before/in front of
まで		to/till/until
みがく		to polish (teeth)
よる		night

EXPRESSIONS

ただいま		I'm home!
おかえりなさい		Welcome home!
いってきます		I'm off. See you later.
行って (い) らっしゃい		See you later/Have a good time

7 SCHOOL ROUTINE

〜じかん	〜時かん	~hours
〜じかんめ	〜時かん目	~hour periods
〜しつ		~room
〜ねんせい	〜年生	~year/grade student
えいご	えい語	English
おしえる		to teach/tell
おぼえる		to learn/memorise
おもしろい		interesting
おわる		to finish
かいけい		Accounting
かがく		Chemistry/Science
かたかな		Katakana
がっき		school term
かんじ		Kanji
かんたん (な)		simple
がんばる		to do one's best
かもく		(school) subject
クラブ (かつどう)		club (activity)
けいざい		Economics
こうこうせい	こう校生	senior high school student
こうちょうしつ		principal's office
こうちょうせんせい	校ちょう先生	senior high school principal
こう (とうがっ) こう	こうとう学校	senior high school
こうてい		School playground
しけん		examination
じしょ (をひく)		(to look up) a dictionary
しゃかい		Social Studies
しゅくだい		homework
しょうがくせい	小学生	primary school student
しょうがっこう	小学校	primary school
しる		to know
すうがく	すう学	Mathematics
スペイン (ご)		Spanish
せいふく		uniform
だいがく	大学	university
だいがくせい	大学生	university student
たいせつ (な)	大せつ (な)	important
たのしい		fun/enjoyable
だめ (な)		broken/no good/wrong
ちがう		to be different



ちこくする			to be late
ちゅうがくせい	中学生		junior high school student
ちゅうがっこう	中学校		junior high school
ちり			Geography
つまらない			boring
テープ			tape
できる			to be able to do
テスト			test
どうきゅうせい	どうきゅう生		classmate
とくい (な)			special/good at
ドイツ (ご)	ドイツ (語)		Germany (German)
ならう			to learn
にがて (な)			no good at
ばいてん			canteen, kiosk, school shop
はじまる			to start (i)
はじめる			to start (t)
はっきり			clearly
はなし			speech/talk
ひく			to look up (a dictionary)
ひらがな			Hiragana
フランス (ご)	フランス (語)		France (French)
ほうかご			after school
ホール			hall
ホームルーム			form room
ほけんしつ			sickbay, sickroom
マオリ (ご)	マオリ (語)		Maori (Maori language)
まちがえる			to make a mistake
むずかしい			difficult
やさしい			easy
やすみ			holiday/rest/day off
やめる			to give up/quit
れきし			History
わかる			to understand
わすれる			to forget
ろうか			hall, corridor
ロッカー			locker

8 EATING AND DRINKING

アイスクリーム	ice-cream
あさごはん	breakfast
あまり+ negative	not very. . /not much . .
いちばん	number one/the . . . est
いつも	always
おいしい	delicious
(お) かし	sweets
おにぎり	Onigiri
かわく	to become dry
(のどがかわく)	to be thirsty
ぎゅうにゅう	milk
きらい (な)	disliked
くだもの	fruit
ケーキ	cake
コーヒー	coffee
コーラ	coca cola
ごはん	rice/meal

さかな
 さしみ
 サラダ
 サンドイッチ
 じゃがいも
 すき (な)
 すきやき
 すく
 (おなかがすく)
 (お) すし
 ステーキ
 ぜんぜん + negative
 そば
 たべもの
 たべる
 たまご
 たまに
 デザート
 てんぷら
 (お) ちゃ
 トースト
 ときどき
 とんかつ
 なし
 にく
 のむ
 バナナ
 パン
 ばんごはん
 ハンバーガー
 ひるごはん
 (お) べんとう
 まいにち
 まずい
 みかん
 みず
 ミルク
 やきとり
 やさい
 よく
 りんご

fish
 Sashimi
 salad
 sandwich
 potato
 likeable/favourite
 Sukiyaki
 to become empty
 to be hungry
 Sushi
 steak
 not at all
 Soba (noodles)
 food
 to eat
 egg
 occasionally
 dessert
 Tempura
 (green) tea
 toast
 sometimes
 Tonkatsu
 pear
 meat
 to drink
 banana
 bread
 dinner/evening meal
 hamburger
 lunch
 packed lunch box
 every day
 not delicious
 mandarin orange
 water
 milk
 Yakitori
 vegetable
 often
 apple

EXPRESSIONS

のどがかわきました
 おなかがすきました
 いただきます
 いただきます
 ごちそうさまでした
 (〜でも) いかがですか
 いいえ、けっこうです

I'm thirsty
 I'm hungry
 (lit: 'I will receive' said before eating)
 Yes, please
 Thank you for the meal
 Would you like a . . . (or something)
 No, thank you.

9 HEALTH

あし
 あたま
 あんしん (な) (する)

foot/leg
 head
 (to be) relieved



(お) いしゃ (さん)		doctor
おなか		stomach
いい (よい)		good
いたい		painful
いる		to need
いろ		colour
うで		arm/wrist
かお		face
かぜ (をひく)		(to catch) a cold
かた		shoulder
かゆい		itchy
かんばん (さん)		nurse
くすり		medicine
くち	口	mouth
くび		neck
げんき (な)		healthy/energetic
けんこう (な)		health(y)
しんぱい (な) (する)		(to be) worried
せき		cough
せなか		back
だいじょうぶ (な)		all right/OK
て	手	hand
つかれる		to get tired
なおる		to get better
なる		to become
ねつ		fever
ねむい		sleepy
のど		throat
は		tooth
はな		nose
(かぜを) ひく		to catch (a cold)
ひざ		knees/lap
びょうき		sick
びょういん		hospital
ほね		bone
みみ		ear
め	目	eye
ゆび		finger
よい		good
わるい		bad

EXPRESSIONS

おげんきですか	Are you well?
はい、げんきです	Yes, I'm well
おかげさまで	Thank you (I'm well)
どうしましたか	What's the matter?
かおいろがわるいですね	You don't look well
きぶんがわるい	I don't feel well

10 EATING OUT

(お) きゃくさん	guest/customer/visitor
(お) さけ	Sake (rice wine)
(お) そば	Soba (noodles)
(お) はし	chopsticks
〜はい	~cupfuls/~glassfuls



いただく		to receive
ウェーター		waiter
ウェイトレス		waitress
カレーライス		Curry Rice
キーウィー		kiwifruit
きっさてん		café/coffee shop
きる		to cut
さしみ		Sashimi
さとう		sugar
ジュース		juice
すきやき		Sukiyaki
すこし		a little
(お) すし		Sushi
スプーン		spoon
たかい		expensive
ちゃわん		tea bowl
つかう		to use
つくる		to make
テーブル		table
てんぷら		Tempura
とりにく		chicken meat
ナイフ		knife
ピクニック		picnic
フォーク		fork
みそ		miso paste
みそしる		Miso Soup
メニュー		menu
(お) もち		Mochi (rice cakes)
もっていく		to take
もってかえる		to take home
もってくる		to bring
やきそば		Yakisoba
やすい		cheap
ラーメン		Ramen noodles
りょうり (する)		cooking (to cook)
レストラン		restaurant

EXPRESSIONS

すみませんが、...

Excuse me

11 SHOPPING

(お) かね	お金	money
〜えん	円	yen
〜キロ		kilo(grammes)
〜こ		counter for things
〜さつ		counter for books
〜せん		thousand
〜センチ		centimetres
〜セント		cents
〜ドル		dollar
〜ひゃく		hundred
〜ほん	一本	counter for long, cylindrical things

〜まい	counter for flat things
〜まん	ten thousand
〜や	suffix denoting a shop
あたらしい	new
いかが	how about? (polite)
いくら	how much?
いろいろ (な)	various/many
うる	to sell
おつり	change
おもい	heavy
かう	to buy
かかる	to take (time)
かるい	light
キロ (グラム)	kilo(gram)
スーパー	supermarket
ぜんぶ (で)	in all/all together
たかい	expensive
たくさん	many
だけ	only
ちょっと	a little
デパート	department store
ふるい	old
(が) ほしい	want
まいしゅう	every week
みせ	shop
みせる	to show
やおや	greengrocer/vegetable shop
やすい	cheap

EXPRESSIONS

すみませんが、...	Excuse me
いらっしゃいませ	Welcome
おねがいします	(This) please
しょうしょうおまちください	Please wait a moment
おまたせしました	Sorry to have kept you waiting
かしこまりました	Yes, certainly
(ぜんぶで) いくらですか	How much is that (all together)?

12 SELF (DESCRIPTION)

あお／あおい	blue
あか／あかい	red
アクセサリー	accessories
いろ	colour
おおきい	big
おかしい	funny/strange
ユニフォーム	uniform
うわぎ	coat
かさ	umbrella
かける	to put on (glasses)
かっこいい	good looking
かぶる	to put on (a hat)
かみ (のけ)	hair
かわいい	cute
きもの	Kimono

大きい

きいろ／きいろい		yellow
きる		to wear
きれい (な)		clean/beautiful
きんぱつ		blonde
くつ		shoes
くつした		socks
くろ／くろい		black
さす		to put up (an umbrella)
サンダル		sandals
したぎ		underwear
しめる		to wear (necktie, etc.)
ジーンズ		jeans
シャツ		shirt
しろ／しろい		white
スカート		skirt
ズボン／ずぼん		trousers
スリッパ		slippers
せ		stature
せがたかい		tall (of people)
せがひくい		short (of people)
セーター		jersey/sweater
ちいさい	小さい	small
ちやいろ／ちやいろい		brown
とけい	時けい	watch
とても		very
どんな		what sort of?
ながい		long
ぬぐ		to take off (clothes)
ネクタイ		(neck)tie
ネックレス		necklace
ハンカチ		handkerchief
ハンドバッグ		handbag
ベルト		belt
へん (な)		strange
ほそい		slim/long and narrow
せんげつ	先月	last month
せんしゅう	先しゅう	last week
みじかい		short
みずぎ		swimming costume
むらさき		purple
もらう		to receive
やすむ		to take a rest/have a holiday
ゆびわ		ring
ようふく		(western-style) clothes
らいげつ	らい月	next month
らいしゅう		next week
らいねん	らい年	next year

13 FESTIVALS AND SPECIAL OCCASIONS

〜かい	~times
〜がつ	months (Jan, Feb, etc.)
〜にち	days (dates 1 st , 2 nd , etc.)
あげる	to give
あさって	the day after tomorrow

うた		song
うたう		to sing
おととい		the day before yesterday
おどる		to dance
おどり		a dance
きよねん		last year
クリスマス		Christmas
けさ		this morning
ことし	今年	this year
こむ		to be crowded
こんげつ	今月	this month
こんしゅう	今しゅう	this week
さく		to bloom
さくら		cherry
せんげつ	先月	last month
せんしゅう	先しゅう	last week
(お) たんじょうび		birthday
ダンス (する)		(to) dance
(お) はなみ		Flower Viewing Festival
らいげつ	らい月	next month
らいしゅう		next week
らいねん	らい年	next year

14 HOMETOWN

(お) てら	(Buddhist) temple
いなか	countryside
うみ	sea
うるさい	noisy
えき	station
おと	sound/noise
かわ	river
きこえる	to be able to hear
きょうかい	church
ぎんこう	bank
しずか (な)	quiet
じんじゃ	(Shinto) shrine
ちかい	nearby
どうぶつえん	zoo
とおい	distant/far away
ところ	place
としょかん	library
となり	beside
とまる	to stop
にぎやか (な)	lively/busy
はし	bridge
ビル	building
ふべん (な)	inconvenient
べんり (な)	convenient
ポスト	post box
ホテル	hotel
まち	town
みえる	to be able to see
ゆうびんきょく	post office
わたる	to cross

15 GETTING AROUND

あるく	to walk
いっしょ (に)	together
うんてん (する)	(to) drive
おそい	slow
おりる	to get off/dismount
キロ (メートル)	kilos (kilometres)
くるま	car
じてんしゃ	bicycle
しんかんせん	Bullet Train
たいてい	usually
タクシー	taxi
ちかてつ	underground train
でんしゃ	train
のる	to get on/mount
バイク	motorbike
はしる	to run
バス	bus
バスてい	bus stop
はやい	early
ひこうき	aeroplane
ふね	ship/boat

16 FINDING THE WAY

〜がわ		~side
〜め		(suffix for ordinal numbers)
メートル		metres
あいだ		between
うしろ		behind
かど		corner
こうさてん		intersection
しんごう		traffic lights
つぎ		next
のぼる		to go up/climb
ひだり	左	left
ひだりがわ	左がわ	left-hand side
まがる		to turn
また		again
まっすぐ		straight ahead
みえる		to be able to see
みぎ	右	right
みぎがわ	右がわ	right-hand side
みち		road
むこう		over there/opposite
よこ		beside

17 WEATHER

あき	Autumn
あたたかい	warm
あつい	hot
あめ	rain
いや (な)	unpleasant/awful
おわり	the end
かぜ (がふく)	wind (blows)

くもり		cloudy
こんな		this sort of . .
さむい		cold
すずしい		cool
つよい		strong
～でしょう		might be
てんき		weather
なつ		Summer
はじめ		beginning
はる		Spring
はれ		fine/sunny
ひ	日	day
ふゆ		Winter
ふく		to blow
ふる		to fall (rain/snow)
むしあつい		hot and humid
やむ		to stop (rain)
ゆき		snow
よわい		weak/gentle

18 TRAVEL

～かげつ	～ヶ月	periods of months
～かん		suffix denoting length of time
～しゅうかん		week periods
～ねん		years
いれる	入れる	to put in
うし		cow
うま		horse
おくれる		to send
おとな	大人	adult
おみやげ		souvenir
おみやげや		souvenir shop
おんせん		hot springs
カメラ		camera
かんこう (する)		sightseeing (to sightsee)
き (をつける)		(to take) care
きっぷ		ticket
キャンプ		camp
くうこう		airport
～ぐらい		about/approximately
けしき		scenery
けんぶつ (する)		sightseeing (to sightsee)
こども	子ども	child
さんぽ		a walk
しゃしん		photograph
テント (をはる)		(to put up) a tent
とまる		to stay (in accommodation)
とる		take (a photo)
にもつ		luggage
のうじょう		farm
ビーチ		beach
ひつじ		sheep
ぼくじょう		grazing farm

まいつき	every month
まいとし	every year
まいねん	every year
まつ	to wait
まにあう	to be in time
みずうみ	lake
もり	forest
ゆうめい (な)	famous
ゆっくり (する)	(to take things) slowly/(relax)
りっぱ (な)	wonderful
りよかん	Ryokan (Japanese inn)
りょこう (する)	(to) travel
レンタカー	rental car

19 MEETING PEOPLE

あう	to meet
ざんねん (な)	a pity/a shame
ゼロ	zero
でんわ	telephone
でんわばんごう	telephone number
めいし	name card
わたす	to hand over
はじめまして	How do you do
どうぞよろしく	Pleased to meet you
おげんきですか	Are you well?
おかげさまで	Thank you, (I'm well)
もしもし	Hello (on the telephone)

EXPRESSIONS

しつれいします	Excuse me
ざんねんです	That's a shame
ごめんなさい	I'm sorry

20 WORK

おそい	late
かいしゃ	company
かいしゃいん	company employee
かよう	to commute
サラリーマン	salaried worker/white collar worker
しごと	work
しゅふ	housewife
たいへん (な)	terrible
つとめる	to be employed
はたらく	to work
はやい	early
ひま (な)	free time
メール	e-mail
メモ	note/message