

# Syllabus

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Cambridge IGCSE Japanese  
Syllabus code 0519  
For examination in November 2011



UNIVERSITY *of* CAMBRIDGE  
International Examinations

**Note for Exams Officers:** Before making Final Entries, please check availability of the codes for the components and options in the E3 booklet (titled "Procedures for the Submission of Entries") relevant to the exam session. Please note that component and option codes are subject to change.

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# 1. Introduction

## 1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

### Recognition

Cambridge IGCSEs are internationally recognised by schools, universities and employers as equivalent to UK GCSE. They are excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition).

### Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers).

### Excellence in education

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

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

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

# 1. Introduction

## 1.2 Why choose Cambridge IGCSE Japanese?

Cambridge IGCSE Japanese is accepted by universities and employers as proof of linguistic ability and understanding. The IGCSE Japanese syllabus encourages students to develop lifelong skills, including:

- the ability to use a foreign language as a means of practical communication
- insight into the culture and civilisation of countries where the language is spoken
- a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations
- techniques which can be applied to other areas of learning, such as analysis and memory skills
- a sound foundation for progression to employment or further study.

This is one of a number of Cambridge IGCSE foreign language syllabuses – for a full list, visit the CIE website at [www.cie.org.uk](http://www.cie.org.uk).

## 1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. Japanese (0519) falls into Group I, Languages.

Learn more about ICE at [www.cie.org.uk/qualifications/academic/middlesec/ice](http://www.cie.org.uk/qualifications/academic/middlesec/ice).

# 1. Introduction

## 1.4 How can I find out more?

### If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **[international@cie.org.uk](mailto:international@cie.org.uk)**.

### If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **[international@cie.org.uk](mailto:international@cie.org.uk)**. Learn more about the benefits of becoming a Cambridge Centre at **[www.cie.org.uk](http://www.cie.org.uk)**.



# 2. Assessment at a glance

## Cambridge IGCSE Japanese Syllabus code 0519

### 2.1 Scheme of assessment

All candidates have access to all elements of the examination. However, for the examination to be appropriate to candidates across the full ability range, separate options are available for **Core Curriculum** candidates and **Extended Curriculum** candidates:

<i>Core curriculum</i> Grades available: C, D, E, F, G	<i>Extended curriculum (Core + Supplement)</i> Grades available: A*, A, B, C, D, E, F, G
<b>Paper 2</b> Reading and Directed Writing 1½ hours: Sections 1, 2 and 3	<b>Paper 2</b> Reading and Directed Writing 1½ hours: Sections 1, 2 and 3
<b>Paper 3*</b> Speaking 10–15 minutes	<b>Paper 3*</b> Speaking 10–15 minutes
	<b>Paper 4</b> Continuous Writing 1¼ hours

**Papers 2 and 3 are common to both routes, but candidates cannot achieve higher than a grade C without taking Paper 4.**

All Extended Curriculum candidates will be graded twice: once on their performance on the Core Curriculum Papers (2 and 3) and once on their performance on the Extended Curriculum Papers (2, 3 and 4). Candidates are awarded the higher of the two grades they achieve.

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

**Please note sidelined changes in Section 4 and Section 5.**

## 2. Assessment at a glance

### 2.2 Weighting of papers

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

This syllabus should be read in conjunction with the Japanese *Defined Content Booklet*, available from the CIE website at [www.cie.org.uk](http://www.cie.org.uk).

# 3. Syllabus aims and assessment

## 3.1 Syllabus aims

The aims of the syllabus are the same for all candidates and describe the educational purposes of 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 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 countries where the language is spoken
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 toward 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).

## 3.2 Assessment objectives

Candidates will be assessed on their ability to:

- AO1** Understand and respond to spoken language
- AO2** Understand and respond to written language
- AO3** Communicate in speech, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the target language accurately
- AO4** Communicate in writing, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the target language accurately.

# 3. Syllabus aims and assessment

## 3.3 Specification grid

The relationship between the assessment objectives and the scheme of assessment is set out in the table below.

Assessment Objective	Paper 2: Reading & Directed Writing	Paper 3: Speaking	Paper 4: Continuous Writing
A01		✓	
A02	✓		✓
A03		✓	
A04	✓		✓

## 3.4 Exam exclusions

Candidates can combine this syllabus in an exam session with any other CIE syllabus, except:

- syllabuses with the same title at the same level

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

# 4. Description of papers

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

## 4.1 Paper 2: Reading and Directed Writing

**1½ hours, 65 marks**

All candidates must attempt all three sections.

There are a variety of question types on the Reading and Directed Writing Paper. These include objective questions, e.g. multiple-choice, box-ticking, matching exercises, grid filling. Other question types require candidates to write short answers in the target language.

The reading exercises are designed to test comprehension skills. Where candidates are required to produce written answers in the target language, they are not penalised for incorrect or inaccurate language unless it makes their answers ambiguous. It is important that they write briefly, relevantly and concisely. Provided that answers are unambiguous, long answers in full sentences are often not required. Candidates should be encouraged to paraphrase and manipulate the language in order to answer questions appropriately. They are unlikely to gain marks if they simply copy large chunks from the stimulus material, with no attempt to select what is relevant.

The two writing tasks are designed to reward candidates more for their skill in transmitting a message than for the accuracy of their language. 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.

Answers written in any language other than Japanese are ignored.

### **Section 1 (20 marks)**

- *Exercise 1* (5 marks): multiple-choice questions relating to signs, notices, advertisements, etc.
- *Exercises 2 and 3* (10 marks): objective questions testing specific detail relating to brochures, guides, short texts, etc.
- *Exercise 4* (5 marks): a simple directed writing task in the form of a message, note or postcard. A maximum of 100 characters is required. 3 marks are available for Communication and 2 marks for Appropriateness of Language.

# 4. Description of papers

## 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): a directed writing task. About 200 characters in total are required. 10 marks are available for Communication and 5 marks for Quality of Language.

## Section 3 (20 marks)

- *Exercises 1 and 2* (20 marks): two longer texts with questions testing general and specific comprehension. Questions may also require candidates to identify attitudes, emotions and ideas, the main points or themes, and to draw conclusions and make inferences.

## 4.2 Paper 3: Speaking

**Approximately 10–15 minutes, 100 marks**

The Speaking examination consists of a single interview with three compulsory parts:

- **Test 1: Role Plays**
- **Test 2: Topic Presentation/Conversation**
- **Test 3: General Conversation.**

The Role Play tasks are provided by CIE, but individual Centres are responsible for conducting the tests and for the initial assessment. This assessment is then subject to moderation by CIE.

### Administration of the Speaking Examination

The Speaking examination takes place before the main examination period: between 15 September and 31 October. Each Centre decides on a convenient period within these dates for its Speaking examinations.

Each Centre selects its own teacher/Examiner to conduct and assess the Speaking examination. 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.**

Where a Centre wishes to use additional teacher/Examiners because it has large numbers of candidates, permission to do so **must** be sought from the Languages Group at CIE well before the start of each Speaking examination period. Permission to use more than one teacher/Examiner will only be granted on the understanding that teacher/Examiners at the Centre work together to ensure a common approach to the conduct of the Speaking examination and the application of the mark scheme. The sample the Centre submits to CIE should include the work of each teacher/Examiner and a Speaking examination *Working Mark Sheet* should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered.

# 4. Description of papers

Confidential test materials (*Teachers' Notes Booklet* and *Role Play Booklets*) are sent to Centres approximately two to three weeks before the start of the assessment period and will include full instructions on how to conduct and assess the Speaking examination. 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 Speaking examination. Teacher/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.

In order to allow CIE to check accurately the standard of assessment, each teacher/Examiner must record and send to CIE a sample from each Centre at which he or she examines:

- **Centres entering 1–16 candidates** must send the recordings of all candidates.
- **Centres entering 17 or more candidates** must send:
  - (i) the recordings of the first 10 candidates according to candidate number**and**
  - (ii) the recordings of 6 candidates across the ability range, e.g. 2 good, 2 middling, 2 weak. The candidates selected should be representative of the range of marks awarded by the Centre and should be spread as evenly as possible across that range. If possible, the recordings of the strongest and the weakest candidates at the Centre should be included, with the other recordings spaced at equal intervals in between.

**Note** Centres entering 17 or more candidates must send a total of 16 recordings. The category (ii) candidates must be chosen from candidates who do not fall into category (i). In Centres with just over 17 candidates, CIE accepts this may mean that the category (ii) candidates are not fully representative of the range.

Moderation samples must be recorded at normal speed onto either a C90 audiocassette or a standard format CD. Mini cassettes/mini CDs must not be used. **The Centre is responsible for supplying cassettes/CDs for the recording of its moderation sample: these will not be supplied by CIE.** All recording equipment, including cassettes/CDs, must be of as high a standard as possible to ensure that moderation samples are clearly audible. Where Centres make use of digital recording software, each candidate's file must be saved individually and saved as **.mp3** so that it can be accessed for the purposes of moderation.

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

# 4. Description of papers

## Structure of the Speaking Examination

### **Test 1: Role Plays (approximately 5 minutes, 30 marks)**

CIE supplies a number of alternative *Role Play Booklets* which the teacher/Examiner allocates at random to candidates during each session of examining. Each candidate is given **one** booklet containing two role play situations each of which consists of five tasks. Each candidate is examined in both role play situations in the booklet they have been given. The first role play (Role Play A) is more straightforward than the second (Role Play B).

Each role play situation specifies the roles of the teacher/Examiner and candidate. Teacher/Examiners must conduct the role plays in accordance with the instructions provided in the Teachers' Notes Booklet. They must prepare the situations carefully so that the candidate's tasks follow on naturally from the teacher/Examiner's response. As marks can only be awarded for the stipulated tasks, the teacher/Examiner must not create extra tasks, and if a candidate misses out a task, 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.

For the Mark Scheme, see Appendix C, Table A of the Marking Instructions.

### **Test 2: Topic Presentation/Conversation (approximately 2–3 minutes, 30 marks)**

This part of the examination starts with a presentation by the candidate lasting up to one minute on a topic of their choice which they will have prepared in advance, although it should not be pre-learnt. The teacher/Examiner will follow up the presentation with specific questions on the topic bringing the total time for the Topic Presentation and Topic Conversation to approximately two to three minutes.

Candidates are encouraged to choose a topic in which they have a personal interest. Suitable subjects might be, for example: 'School life', 'Hobbies and pastimes' (general or specific), 'My country', 'Life in another country', 'My ambitions', 'Holidays'. 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 often pre-empt the General Conversation section.

The teacher/Examiner will allow the candidate to speak for up to one minute uninterrupted on their chosen topic before starting the Topic Conversation. Where a candidate has been talking for one minute and shows no sign of finishing their presentation, the teacher/Examiner must interrupt and start the Topic Conversation.

In the Topic Conversation, candidates should be able to respond to the teacher/Examiner's questions in a spontaneous and natural manner. It is the extent to which candidates can manipulate their prepared material according to the needs of the teacher/Examiner that determines their marks and they must not be allowed to deliver a prepared monologue or a series of obviously prepared replies.



# 4. Description of papers

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 the Mark Scheme, see Appendix C, Table B of the Marking Instructions.

### **Test 3: General Conversation (approximately 4 minutes, 30 marks)**

The Topic Conversation will lead into the General 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, 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 examination (listed in the Curriculum Content section). Precise factual information or knowledge is not required, and candidates are not penalised for lack of such knowledge. Questions must 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 are expected to give natural replies to questions; their answers need not therefore be in the form of complete sentences. The teacher/Examiner should avoid asking questions which can be answered with 'yes' or 'no' and should instead use a variety of interrogatives, e.g. *when? how? why? how many? how long? with whom? with what?* etc. As in the Topic Conversation, the candidate should be extended as far as possible.

For the Mark Scheme, see Appendix C, Table B of the Marking Instructions.

### **Impression (10 marks)**

At the end of the Speaking examination, based on the candidate's overall performance, the teacher/Examiner awards a mark for pronunciation, accent and fluency.

For the Mark Scheme, see Appendix C, Table C of the Marking Instructions.

# 4. Description of papers

## 4.3 Paper 4: Continuous Writing – Extended candidates only

**1¼ hours, 50 marks**

Candidates produce two pieces of continuous writing to demonstrate their mastery of the target language. Each piece must be 350–400 characters long. Question 1 is fairly structured and Question 2 is more open (narrative, descriptive, etc.).

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 tenses than is required on Paper 2.

A system of positive marking is used. Examiners reward material worthy of credit and do not indicate errors. Irrelevant material is not rewarded.

Each of the two questions is marked out of 25 under the following three headings:

- Communication            5 marks
- Quality of Language       15 marks
- General Impression       5 marks

# 5. Curriculum content

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

## 5.1 The *Defined Content Booklet*

A *Defined Content Booklet* (revised for the 2011 examination onwards) is provided to guide teachers and candidates in their preparation for this examination. It can be downloaded from the CIE website at [www.cie.org.uk](http://www.cie.org.uk) from the end of October 2009 and includes the following sections:

- *Topic Areas*: the list of topic areas from which all textual material used in the examination will be drawn.
- *Minimum Core Vocabulary*: the list of vocabulary to be tested in Sections 1 and 2 of Paper 2 and Role Plays A of Paper 3.
- *Grammar and Structures*: the list of grammar and structures that candidates are expected to learn.

The table below summarises the relationship between the Defined Content and the question papers.

Paper	Section	Topic areas	Minimum core vocabulary
Paper 2	1	A, B, C	✓
	2	A, B, C, D*, E*	✓
	3	A, B, C, D, E	
Paper 3	Role Plays A	A, B, C	✓
	Role Plays B	A, B, C, D, E	
Paper 4	-	A, B, C, D, E	

\* Where Section 2 of this paper features passages based on Topic Areas D and E, only vocabulary from the Minimum Core Vocabulary List will be tested.

# 5. Curriculum content

## 5.2 Tasks

Please refer to the Japanese *Defined Content Booklet* for further details of the grammatical knowledge expected of candidates in the examination.

Although listening is not tested formally in the examination, it is hoped that candidates 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>
<b>2. Reading and Directed Writing</b>	<ul style="list-style-type: none"> <li>demonstrate understanding of words within short texts such as public notices, instructions and signs</li> <li>extract relevant specific information from texts such as brochures, guides, letters and forms of imaginative writing considered likely to be within the experience of and reflecting the interests of young people</li> <li>show a general understanding of more extended texts</li> <li>scan for particular information, organise the relevant information and present it in a given format</li> <li>carry out basic writing tasks (such as asking for detailed information, giving some personal information, reporting)</li> </ul>	<ul style="list-style-type: none"> <li>show comprehension of a wider range of texts, including magazines and newspapers likely to be read by young people</li> <li>demonstrate the ability to identify the important points or themes within an extended piece of writing</li> <li>draw conclusions from, and see relations within an extended text</li> </ul>
<b>3. Speaking</b>	<ul style="list-style-type: none"> <li>perform Role Playing tasks which involve both taking the initiative and responding to questions, with both strangers and friends</li> <li>report, express opinions and respond to questions on a topic of the candidate's choice</li> <li>respond to unprepared questions in a general conversation on topics of interest to the candidate</li> </ul>	<ul style="list-style-type: none"> <li>play a part in discussion; choose and organise ideas and present them clearly</li> <li>adapt to the needs of the audience and the situation</li> </ul>
<b>4. Continuous Writing</b>		<ul style="list-style-type: none"> <li>express thoughts, feelings and opinions in order to interest, inform or convince</li> <li>demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>demonstrate understanding of specific detail in short, formal public announcements, informal announcements, short conversations and interviews</li> <li>demonstrate general comprehension of the above</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate general and specific understanding of longer and more complex material</li> <li>identify the important points or themes of the material, including attitudes, emotions and ideas that are expressed</li> <li>draw conclusions from, and identify the relationships between ideas within the material</li> </ul>

# 5. Curriculum content

## 5.3 Topic List

Candidates are required to show knowledge and understanding of the five Topic Areas listed below. For further guidance on these Topic Areas, please refer to the Japanese *Defined Content Booklet*. In the Speaking examination, candidates also have the opportunity to demonstrate their knowledge of a topic of their own choice which might be outside the list below.

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

# 6. Grade descriptions

## 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 which may be factual or imaginative and which may include different tenses or time frames. 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.

# 7. Appendix A: Reading and Directed Writing (Paper 2)

## 7.1 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 are 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 below:

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]

# 8. Appendix B: Speaking (Paper 3)

## 8.1 Guide to the conduct and assessment of the IGCSE Speaking Examination

### 8.1.1 Introduction

This guide to the conduct and assessment of the Speaking examination (Paper 3) offers 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.

### 8.1.2 General Principles

The main aim of the IGCSE Speaking examination is to assess **language used with a purpose**. In all Speaking examination work you should 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 examination makes use of marking bands which feature specific descriptions of levels of performance. 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. The bands of performance can be applied well with a little experience and 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 examination



# 8. Appendix B: Speaking (Paper 2)

is common to both Core and Extended curriculum 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 examination. 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.

## 8.1.3 Administration of the Examination

The following comments are matters raised at training sessions.

### 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 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, 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.

**In the interests of standardisation, only one teacher/Examiner should be appointed per Centre.** Where a Centre wishes to use additional teacher/Examiners because it has large numbers of candidates, permission to do so **must** be sought from the Languages Group at CIE well before the start of each Speaking examination period. Permission to use more than one teacher/Examiner will only be granted on the understanding that teacher/Examiners at the Centre work together to ensure a common approach to the conduct of the Speaking examination and the application of the mark scheme. The sample the Centre submits to CIE should include the work of each teacher/Examiner and a Speaking examination *Working Mark Sheet* should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered.

# 8. Appendix B: Speaking (Paper 1)

## Recordings

All recording equipment should 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.

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

## Mark sheets

Please enter the marks for each section for each candidate with care on the Speaking Examination *Working Mark Sheet* (see Appendix C). This enables CIE's 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.**

Once the Speaking Examination *Working 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.

## Dictionaries

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

## 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/CDs carefully.

## 8.1.4 Elements of the Speaking Examination (see also Section 4.2 and Appendix C – Marking Instructions)

Each candidate's Speaking examination lasts approximately 10–15 minutes (during which time the next candidate prepares his/her Role Plays) and has three distinct sections:

- **Test 1:** 2 role play situations of 5 tasks each (each task with a maximum of 3 marks) = 30 marks
- **Test 2:** Topic Presentation/Conversation = 30 marks
- **Test 3:** General Conversation = 30 marks

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

Total available marks = 100

# 8. Appendix B: Speaking (Paper 2)

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.

## **Role Plays**

(approximately 5 minutes)

Each Role Play has five tasks worth 3 marks each.

You will examine each candidate in two role play situations. The responses printed in the *Teachers' Notes Booklet* are suggestions only and teacher/Examiners are free to alter their responses to the candidate as appropriate, but must remember that marks can only be awarded for the stipulated tasks.

Should a candidate miss out a task, 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?*.

# 8. Appendix B: Speaking (Paper 2)

**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 8.1.3, Preparation) **and that you feel familiar with the situations and testing points.**

## Topic Conversation

(approximately 2–3 minutes)

Two 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. 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 examination 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.

In the examination 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 Table B in Appendix C. When assessing the linguistic content, refer to **Scale (b)**. It may be helpful to

# 8. Appendix B: Speaking (Paper 2)

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), Comprehension/responsiveness, 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 examination.**

## **General Conversation**

(approximately 4 minutes)

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

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

The Topic Conversation paves 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 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 answered, and, if you avoid the more demanding questions, able candidates may not have adequate opportunity to do themselves justice. Avoidance of error does not always equal positive quality of language. You should aim to cover at least two or three of the Defined Content Topics in this section of the examination (listed in Curriculum Content section).

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.

# 8. Appendix B: Speaking (Paper 2)

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.

## **Impression**

10 marks are awarded.

At the end of the examination, based on the candidate's overall performance, the teacher/Examiner awards a mark for 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 examination, 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 examination 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 examination.

## 8.1.5 Differentiation – Asking the Right Questions

The Speaking examination 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.

# 8. Appendix B: Speaking (Paper 2)

**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.

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 to approach things more freely on the day.** You need to give the candidate the opportunity to shape his/her response not just to the expected question, but also, at a higher level, to the less predictable 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 often 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.



# 9. Appendix C: Speaking Examination Marking Instructions

## 9.1 Marking instructions for the Speaking Examination and the *Working Mark Sheet*

### 9.1.1 Marking instructions for the Speaking Examination

#### General principles

- You 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.
- Adopt a positive approach: award marks based on what the candidate can do rather than deducting marks for errors.
- Above all else, please be consistent in your marking. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. If you are unsure of the mark to award, err on the side of generosity.



# 9. Appendix C: Speaking Examination Marking Instructions

## Table A – Mark Scheme for Test 1: Role Plays (30 marks)

In this part of the Speaking examination the teacher/Examiner plays the part of a patient and well-disposed foreigner with no knowledge of the candidate's first language.

The Role Plays test the ability of candidates to communicate needs, information, requests, etc., in plausibly life-like situations. Intelligibility is therefore more important than grammatical or syntactic accuracy. However, only verbal communication is assessed: credit is not given for gestures, facial expressions or other non-verbal forms of communication.

Candidates are required to give natural responses, not necessarily in the form of full sentences. The use of appropriate register and correct idiom is rewarded.

Each of the ten Role Play tasks (five tasks in Role Play A and five in Role Play B) completed by the candidate is assessed on the scale below. When awarding marks, teacher/Examiners should start at the bottom of the Mark Scheme and work upwards.

An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors (adjective endings, use of prepositions, etc.) 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

### Notes

- 1 If there are two elements in a task and only one is completed, then a maximum of one mark only may be awarded.
- 2 Short utterances, if appropriate, can be worth three marks – especially in Role Play A.

# 9. Appendix C: Speaking Examination Marking Instructions

Table B – Mark Scheme for Test 2: Topic Presentation/Conversation and Test 3: General Conversation (2 × 30 marks)

As detailed in Table B, each of Tests 2 and 3 is marked on two scales:

- **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, and presentation of material in the topic.

- **Scale (b): Linguistic content**

This assesses the linguistic content of the candidate's answers in terms of the complexity, accuracy and range of structures, vocabulary and idiom.

Category		Mark
Outstanding	(a) A spontaneous interchange between candidate and Examiner. Responds confidently to all question types. Fluent. Not necessarily of native speaker standard. (b) Very accurate use of structures, vocabulary and idiom with occasional errors in more complex language. Not necessarily of native speaker standard.	14–15
Very good	(a) Generally understands questions first time, but may require occasional re-phrasing. Can respond satisfactorily to both straightforward and unexpected questions. (b) Wide range of mostly accurate structures, vocabulary and idiom.	12–13
Good	(a) Has no difficulty with straightforward questions and responds fairly well to unexpected ones, particularly when they are re-phrased. (b) Good range of generally accurate structures, varied vocabulary.	10–11
Satisfactory	(a) Understands straightforward questions but has difficulty with some unexpected ones and needs rephrasing. Fairly fluent, but some hesitation. (b) Adequate range of structures and vocabulary. Can convey past and future meaning: some ambiguity.	7–9
Weak	(a) Has difficulty even with straightforward questions, but still attempts an answer. (b) Shows elementary, limited vocabulary and faulty manipulation of structures.	4–6
Poor	(a) Frequently fails to understand the questions and has great difficulty in replying. (b) Shows very limited range of structures and vocabulary.	0–3

# 9. Appendix C: Speaking Examination Marking Instructions

Table C – Mark Scheme for Impression (10 marks)

A mark out of 10 is awarded for Impression.

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.	1–2

# 9. Appendix C: Speaking Examination Marking Instructions

## 9.1.2 Completing the Speaking Examination *Working Mark Sheet*

The Speaking examination *Working Mark Sheet* can be found on the next page and should be photocopied as required.

- 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 the computer-printed *Internal Assessment Mark Sheet (MS1)* or CAMEO at a later stage (ie in candidate number order, where this is known).
- 3 (a) Test 1 Role Plays**

Enter the Role Play Booklet 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 Presentation/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.
- 4** Add the marks and enter the total in the column headed 'Total Mark'. Please double check the addition as even small errors can create problems.
- 5 Internal Moderation**

Where Centres with large numbers of candidates have been given permission by CIE to use more than one teacher/Examiner to conduct and assess the Speaking examination for their candidates, Internal Moderation must be carried out at the Centre. This is in order to ensure that marks submitted by the Centre are consistent for all candidates, irrespective of which teacher/Examiner conducted and assessed the examination. The final column on the *Working Mark Sheet* (Internal and/or External moderation) should be used to record the results of Internal Moderation, and details of Internal Moderation procedures should be enclosed with the materials for External Moderation.



# 9. Appendix C: Speaking Examination Marking Instructions

## 9.2 Arrangements for external moderation

- University of Cambridge International Examinations (CIE) sends a computer-printed *Internal Assessment Mark Sheet (MS1)* to each Centre (in early October for the November examination) showing the names and candidate numbers for each candidate. Transfer the total mark for each candidate from the *Working Mark Sheet* to the *MS1 Mark Sheet*.
- The top copy of the *MS1 Mark Sheet* must be sent in the envelope provided to arrive as soon as possible at CIE. It must arrive no later than 15 November for the November examination.
- As an alternative to the submission of the *MS1 Mark Sheet*, Centres may submit coursework marks in electronic format on floppy disk or CD-ROM. Electronic files of marks must be created using CAMEO.
- Complete the *Cover Sheet for Moderation Sample* which can be found on the next page and should be photocopied as required.
- Record a sample of the candidates' work as specified in this syllabus and in the *Teachers' Notes Booklet* which you will receive at the time of the examination. Send the recordings with a copy of the completed *Working Mark Sheet* and *Cover Sheet for Moderation Sample*, and the Moderator copy of the *MS1 Mark Sheet*, to reach CIE by no later than 15 November. If marks have been submitted to CIE as an electronic file, a signed print-out of the marks file should be submitted in place of the second copy of the form *MS1*. Once the Speaking examination has been completed, do **not** wait until the end of the assessment period before sending these items.

# Cambridge IGCSE Japanese (0519/3): Cover Sheet for Moderation Samples

A copy of this cover sheet must be completed by the Centre and enclosed with the Moderation documentation and recorded sample to be despatched to CIE.

Centre name:  Centre number:

**1 Tick to confirm that the required moderation documents are enclosed:**

- (i) Moderator copy of MS1 **or** printout of Internal Marks Report from CAMEO.
  - (ii) Copy of completed Working Mark Sheet(s) (WMS).\*
- (\* One WMS per Examiner in Centres using more than one Examiner)

If any other documents are enclosed for CIE's attention, please list them below:

.....

**2 Tick to confirm that documentation has been checked for arithmetical and transcription errors:**

- (i) Addition of marks on WMS has been checked and Total Mark is correct for each candidate.
- (ii) Total Mark for each candidate has been correctly transferred to the MS1 or CAMEO.

**3 Tick to confirm that the recording quality of Moderation samples has been checked:**

- All sample recordings are clearly audible.
- Samples are recorded on standard size CDs/cassettes and recorded at normal speed.
- Digital recordings only: each candidate saved individually and files saved as .mp3.

**4 Tick to confirm that the correct number of candidates has been submitted for moderation:**

**For Centres with 16 or fewer candidates, the following are enclosed:**

- Recordings of the complete Speaking test for all candidates.

**For Centres with 17 or more candidates, the following are enclosed:**

- (i) Recordings of the complete Speaking test for 6 candidates across the range
- AND**
- (ii) Recordings of the complete Speaking test for the first 10 candidates by candidate number.

**5 CENTRES USING MORE THAN 1 EXAMINER — tick to confirm Internal Moderation procedures:**

- Internal moderation carried out and details of Internal Moderation procedures enclosed.

Materials checked by:  (name) Date:   
 (signature)

# 10. Appendix D: Continuous Writing (Paper 4)

## 10.1 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.



# 10. Appendix D: Continuous Writing (Paper 4)

## 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 or 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.

