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# SYLLABUS

Cambridge IGCSE®

Japanese

**0519**

For examination in November 2014

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# 1. Introduction

## 1.1 Why choose Cambridge?

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

### Recognition

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

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

### Excellence in education

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

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

Cambridge programmes and qualifications help Cambridge learners to become:

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

### Support in the classroom

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

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

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

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

## 1.2 Why choose Cambridge IGCSE?

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

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

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

## 1.3 Why choose Cambridge IGCSE Japanese?

Cambridge IGCSE Japanese is accepted by universities and employers as proof of linguistic ability and understanding. The Cambridge 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 Cambridge website at **[www.cie.org.uk](http://www.cie.org.uk)**

## 1.4 Cambridge International Certificate of Education (ICE)

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

Japanese (0519) falls into Group I, Languages.

Learn more about Cambridge IGCSE and Cambridge ICE at **[www.cie.org.uk/cambridgesecondary2](http://www.cie.org.uk/cambridgesecondary2)**

## 1.5 How can I find out more?

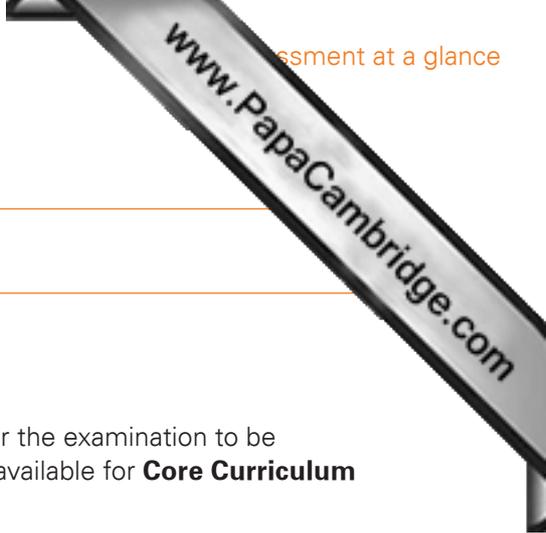
### If you are already a Cambridge school

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

### If you are not yet a Cambridge school

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

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



## 2. Assessment at a glance

### 2.1 Scheme of assessment

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
<p><b>Paper 2</b> Reading and Directed Writing 1½ hours: Sections 1, 2 and 3</p> <p><b>Paper 3*</b> Speaking 10–15 minutes</p>	<p><b>Paper 2</b> Reading and Directed Writing 1½ hours: Sections 1, 2 and 3</p> <p><b>Paper 3*</b> Speaking 10–15 minutes</p> <p><b>Paper 4</b> Continuous Writing 1¼ hours</p>

**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 Cambridge.*

### 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 Cambridge website at [www.cie.org.uk](http://www.cie.org.uk)



## 2.3 Availability

This syllabus is examined in the October/November examination series.

This syllabus is available to private candidates.

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

## 2.4 Combining this with other syllabuses

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

- syllabuses with the same title at the same level

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



### 3. Syllabus aims and objectives

#### 3.1 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 Cambridge 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:

**A01** Understand and respond to spoken language

**A02** Understand and respond to written language

**A03** Communicate in speech, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the target language accurately

**A04** Communicate in writing, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the target language accurately.

#### 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
<b>A01</b>		✓	
<b>A02</b>	✓		✓
<b>A03</b>		✓	
<b>A04</b>	✓		✓

## 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.

#### 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 Cambridge, but individual Centres are responsible for conducting the tests and for the initial assessment. This assessment is then subject to moderation by Cambridge.

Full instructions on the conduct and assessment of the Speaking examination are provided in the *Teachers' Notes Booklet* and *Role Play Booklets*. These items are despatched to Centres on the basis of their Estimated Entries and it is therefore important that Centres submit Estimated Entries for this syllabus by the deadline published in the *Cambridge Administrative Guide*. Past copies of the *Teachers' Notes Booklet* and *Role Play Booklets* can be downloaded from the Cambridge Teacher Support website.

### 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 Cambridge 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 (i) 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 and (ii) the Speaking examinations for all candidates at the Centre are recorded. The sample the Centre submits to Cambridge must include the work of each teacher/Examiner and a Speaking examination *Working Mark Sheet* must be submitted for each teacher/Examiner, with candidate names and numbers clearly entered.

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. Candidates must not have knowledge of the role play situations in advance of the examination.

In order to allow Cambridge to check accurately the standard of assessment, each Centre must record and send to Cambridge a recorded sample as follows:

- **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 spread evenly across the ability range. 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, Cambridge 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 Cambridge.** 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*).

## Structure of the Speaking Examination

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

Cambridge 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). Candidates should be allowed approximately 15 minutes to prepare their two role play situations. They may not take any written notes into the preparation room nor may they make any notes during their preparation time. Candidates should have a copy of the Role Play Booklet they have prepared to refer to in the examination room but must not be allowed to take it away with them after the examination.

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. The teacher/Examiner will follow up the presentation with specific spontaneous 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. 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.

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.

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 a spontaneous conversation of a more general nature. The teacher/Examiner will announce the transition to the General Conversation and should ease the candidate into the General Conversation by starting out from any point of interest noted earlier or by asking a couple of general 'starter' questions relating to the candidate's everyday life, e.g. school, home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies.

The teacher/Examiner should aim to cover two or three of the Defined Content Examination Topics in this section of the examination (listed in the Curriculum Content section). With weaker candidates, it may be necessary to cover a greater number of topics superficially, but with more able candidates, it is preferable to ask a series of linked questions on two or three topics, in order to explore these in greater depth. Precise factual information or knowledge is not required, and candidates must not be 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. Questions should be adjusted to the candidate's ability. However, as in the Topic Conversation, the teacher/Examiner must try to extend the candidate as far as possible by giving them the opportunity to provide opinions and justifications.



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.

### 4.3 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 Cambridge website at [www.cie.org.uk](http://www.cie.org.uk) 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.

## 5.2 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 Cambridge 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 how ideas relate 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>

### 5.3 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  Food, health and fitness	Home life	A1
		School routine	A2
		Eating and drinking	A3
		Health and fitness	A4
			A5
<b>Area B</b>	<b>Personal and social life</b> Self, family and personal relationships  Holidays and special occasions	Self, family, pets, personal relationships	B1
		House and home	B2
		Leisure, entertainments, invitations	B3
		Eating out	B4
		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  Natural and made environment  People, places and customs	Home town and geographical surroundings	C1
		Shopping	C2
		Public services	C3
		Natural 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  Language and communication in the work place
Future career plans	D2		
Employment	D3		
Communication	D4		
Language at work	D5		
<b>Area E</b>	<b>The international world</b> Tourism at home and abroad  Life in other countries and communities  World events and issues	Holiday travel and transport (see also C9)	E1
		Geographical surroundings (see also C1)	E2
		Weather (see also C5)	E3
		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

## 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 Cambridge 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 Cambridge 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 Cambridge 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 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 Cambridge 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 (i) 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 and (ii) the Speaking examinations for all candidates at the Centre are recorded. The sample the Centre submits to Cambridge 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.

#### **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 Cambridge'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 Cambridge 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

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?*.

**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** 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 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 prepared 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.

### **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.

**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.

##### 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

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

**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

**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

### 9.1.2 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 easy transfer of information to the *Internal Assessment Mark Sheet (MS1)* or to computer at a later stage (i.e. 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**

Centres with large numbers of candidates are required to request permission from Cambridge if they wish to use more than one teacher/Examiner to conduct and assess the Speaking examination for their candidates. This permission is only granted on the understanding that 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 must be enclosed with the materials for External Moderation.



## 9.2 Arrangements for external moderation

- University of Cambridge International Examinations (Cambridge) 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 Internal Assessment Mark Sheet*.
- The top copy of the *MS1 Internal Assessment Mark Sheet* must be sent in the envelope provided to arrive as soon as possible at Cambridge. It must arrive no later than 15 November for the November examination.
- As an alternative to the submission of the *MS1 Internal Assessment Mark Sheet*, Centres may submit Speaking marks in electronic format. Details of how to submit Speaking marks electronically are provided in the *Cambridge Administrative Guide*.
- 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 Internal Assessment Mark Sheet*, to reach Cambridge by no later than 15 November. If marks have been submitted to Cambridge as an electronic file, a signed print-out of the marks file must 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 marks file if marks submitted electronically.

(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 Cambridge'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 computer.

### 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:

Copy of permission from Cambridge to use more than 1 Examiner enclosed.

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

Materials checked by:

(name)
(signature)

Date:

## 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.

## 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.

## 11. Appendix E: Additional Information

### 11.1 Guided learning hours

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

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

### 11.2 Recommended prior learning

We recommend that candidates who are beginning this course should have previously achieved a level corresponding to the requirements of the Key Stage 3 programme of study for Modern Foreign Languages within the National Curriculum for England.

### 11.3 Progression

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

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

### 11.4 Component codes

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

### 11.5 Grading and reporting

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

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

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

- ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
- ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
- ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
- ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
- ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
- ... no marks receives a percentage uniform mark of 0%.

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

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

## 11.6 Access

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

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

## 11.7 Support and resources

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

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

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