

JAPANESE

0519/03

Paper 3 Speaking Role Play Cards One – Nine

October/November 2016

TEACHERS' NOTES

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRSTEach candidate's Speaking Examination must consist of the following **three** parts:

Part One of the examination consists of two role plays. The role play situations are set out on pages 16–21 of this booklet and must be followed carefully by the teacher/Examiner. The teacher/Examiner must play his/her role as prescribed by Cambridge in order that candidates are given the opportunity to attempt all tasks. Extra tasks must not be created. Candidates should study the situation for fifteen minutes and then be prepared to act the roles assigned to them and respond to the parts played by the teacher/Examiner.

Part Two of the examination starts with a presentation by the candidate on a topic of his/her choice. The teacher/Examiner must allow the candidate to speak for 1–2 minutes on his/her prepared topic and then follow this up with specific spontaneous questions related to the topic. This section of the examination must last **about five minutes** in total.

Part Three of the examination is a spontaneous conversation of a more general nature and must last **about five minutes**.

In the interests of fairness to candidates, Centres must adhere to the stipulated timings for the Topic Presentation/Conversation and General Conversation.

The Speaking Examination must be marked by the Centre according to the instructions and a sample recorded for external moderation.

This document consists of **23** printed pages and **1** blank page.

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ADMINISTRATIVE ARRANGEMENTS

1 Examination period

The Speaking examination takes place before the main examination series as notified on the timetable. Each Centre decides on a convenient period within these dates for its Speaking examinations.

It is important that dates given for the completion of the Speaking examination and the despatch of recordings and mark sheets to Cambridge are adhered to in order to allow sufficient time for moderation.

2 Appointment of teacher/Examiner

Each Centre selects its own teacher/Examiner to conduct and assess the Speaking examination for its candidates. This is normally a teacher from within the Languages department, but could be someone local from outside the Centre. Cambridge is not responsible for any fees agreed.

In the interests of standardisation, there will be only one teacher/Examiner per Centre. Where a Centre wishes to use additional teacher/Examiners, permission to do so **must** be sought from the Languages Group at Cambridge 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 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. Please see paragraph 10 (Internal Moderation) for further details.

3 Materials for the Speaking examination

Confidential test materials (Teachers' Notes Booklet and Role Play Cards) are despatched by Cambridge approximately two to three weeks before the assessment period. These should be opened in the four working days before the Centre's assessment starts and studied, in secure conditions at the Centre, 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 who experience any difficulty. Once the materials have been opened, the Speaking examinations must be completed as soon as is realistically possible. Once the Centre has completed its Speaking examinations, the materials remain confidential and must be kept in a secure place by the Centre.

Please note, the role play situations **remain confidential throughout the examination period.** The Teachers' Notes Booklet and Role Play Cards must be returned to the Centre's secure room when they are not being used to prepare or conduct the live Speaking examinations.

4 Recorded sample for External moderation

The Centre must record the Speaking examination for all candidates. In order to allow Cambridge to check the standard of assessment, the Centre must then select a number of recordings to submit as its sample for External moderation, according to the instructions below. Only the recordings chosen as part of the sample for External moderation must be sent to Cambridge. The other recordings must be retained at the Centre until the result enquiry period has elapsed as they may be requested by Cambridge at a later stage.

- **Centres entering 1–16 candidates** must send the recordings of all the 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.

The recording should be carried out in accordance with the instructions headed 'Recording of Candidates' (see paragraph 9). The recording must be sent to Cambridge, together with the Moderator copy of the completed MS1 mark sheet, and copies of the completed Speaking Examination Working Mark Sheet and Cover Sheet for Moderation Sample (see pages 22 and 23).

5 Two types of mark sheet are provided

- (a) The Speaking Examination Working Mark Sheet is provided in this booklet (see page 22), to be photocopied as required. (An electronic version of the Working Mark Sheet is also available.) Candidates must be marked as they are being examined and not afterwards from a recording. The marks for each section of the examination must be entered in detail as specified in the Marking Instructions.
- (b) The total marks must then be transferred to the computer-printed Internal Assessment Mark Sheet (MS1) or to computer for Centres submitting marks electronically.

6 Despatch of materials to Cambridge for External moderation

- (a) Marks and recordings must be returned to Cambridge as soon as all the Speaking examinations have been completed. Centres must not wait until the end of the assessment period before despatching them.
- (b) (i) The Board copy of the completed Internal Assessment Mark Sheet (MS1) must be returned to Cambridge in the separate envelope provided.

(ii) The following items must be sent to Cambridge:

- the Moderator copy of the completed Internal Assessment Mark Sheet (MS1) or a signed print-out of the marks file for Centres submitting marks electronically
- a copy of the completed Speaking Examination Working Mark Sheet
- a copy of the completed Cover Sheet for Moderation Sample
- the recorded sample
- details of Internal Moderation procedures (only for Centres permitted to use more than one teacher/Examiner).

(c) Copies of both types of mark sheet are to be retained by the Centre in case of postal losses or delays.

7 Arrangements for the examination

(a) **Quiet conditions:** Centres should ensure well in advance of the Speaking examination that a suitably quiet room will be available. Rooms which are too close to a playground, recreation room or noisy classroom are to be avoided. It is essential to exclude unnecessary background noise, e.g. lawn-mowers, phones. Notices must be displayed to prevent interruptions from people entering the room unaware that an examination is in progress.

(b) **Invigilation:** examination conditions must prevail in the area where the Speaking examination takes place, including the space set aside for a candidate to study the role play situations. Adequate supervision must be provided to ensure that each candidate can study alone and in silence and that candidates leaving the interview room do not communicate with those waiting to enter. Candidates are not allowed to bring any notes for use during their preparation time. Nor are they allowed to make notes.

(c) **The examination room:** Centres should ensure that a suitably-sized, e.g. not too big, room will be available. Candidates must be examined singly. No other person should be present during the examination, with the exception of another teacher/Examiner or an Officer from Cambridge. In those cases where it is necessary for a second teacher/Examiner to be present during the Speaking examination, only one teacher/Examiner must conduct each examination.

The teacher/Examiner should be positioned so that s/he faces the candidates when they enter the room, with a table between him/herself and the candidates. Candidates should not be positioned where they can see what the teacher/Examiner is writing on the mark sheets as this can be distracting.

Teacher/Examiners must not smoke in the examination room or in the presence of candidates. Smokers should arrange for breaks in the timetable as necessary.

8 Conduct of the examination

(a) Teacher/Examiners should do their best to put candidates at their ease, e.g. by smiling when they enter the room, and indicating where they should sit. A good teacher/Examiner will usually send a candidate out of the interview room smiling, no matter how good or bad the performance has been. However, the use of expressions such as 'very good', which candidates may interpret as a comment on performance, should be avoided.

(b) In addition, teacher/Examiners should not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers, etc.); should always appear interested, even in mundane matters; should never show undue surprise, impatience or mockery; and should never correct a candidate.

9 Recording of candidates

The Centre is responsible for supplying blank cassettes/CDs in order to record the Speaking examinations for all its candidates. The Centre is also responsible for supplying recording equipment (e.g. cassette recorder and microphone). All recording equipment, including cassettes/CDs, must be of as high a standard as possible to ensure that moderation samples are clearly audible. In order to ensure that recording levels are satisfactory for both candidates and teacher/Examiner, the equipment to be used must be tested in situ some time before the actual examination, ideally with one of the candidates.

If at all possible, external microphones should be used so that separate microphones can be used for the candidate and the teacher/Examiner. If only one microphone is used it should be placed nearer to the candidate than to the teacher/Examiner. With a softly-spoken candidate the microphone should be placed even nearer to the candidate before the start of the examination.

Centres with 16 or fewer candidates will send all their recordings to Cambridge for External moderation. Centres with more than 16 candidates must select 16 recordings to send to Cambridge for External moderation, according to the instructions in paragraph 4 (Recorded sample for External moderation). Moderation samples must be recorded at normal speed onto either C90 audiocassettes or standard format CDs. **USB memory sticks, mini cassettes and mini CDs must not be used for sending the moderation sample to Cambridge. Please note that 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.**

The recording must not be stopped once a candidate's examination has started.

Each cassette/CD must be introduced **by the teacher/Examiner**, as follows:

'Cassette/CD number ...
Centre number e.g. AA111
Centre name e.g. King's College
Examination number 0519
Examination name Japanese
Name of Examiner e.g. Mr R Peters
Date i.e. date on which examination is conducted'

Each candidate must be introduced **by the teacher/Examiner**, as follows:

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

After the last recording on side A of a cassette the teacher/Examiner must announce 'No more recordings on this side. Recording continues on side B'. Cassettes must be wound on to the end before turning over or starting a new cassette.

After the last recording on each cassette, the teacher/Examiner must announce 'end of cassette number ...'; and after the last recording on the last cassette 'end of examination'.

Cassettes

Each cassette box must be clearly labelled with syllabus name, syllabus/component number, Centre name/number and candidate name/number in recording order. In addition, each cassette must be labelled with syllabus/component number and Centre number.

CDs

Each CD sleeve must be labelled with syllabus name, syllabus/component number, Centre name/number and candidate name/number in recording order. Each CD must be labelled with syllabus/component number and Centre number. CD-friendly marker pens must be used to label CDs as the use of biro, for example, may make the contents of the CD unreadable.

Each recorded file on the CD must be clearly named using the following convention:

Centre number_candidate number_syllabus number_component number.

Before cassettes/CDs are despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes must then be rewound to the start of side A.

If for any reason the cassette/CD has failed to record or there are problems with the audibility of the recordings, the Centre must contact Cambridge Customer Services immediately to seek advice.

10 Internal moderation

Centres wishing to use more than one teacher/Examiner to conduct and assess Speaking examinations must request permission from Cambridge (see paragraph 2). This will be only granted on the understanding that the following procedures are put in place to ensure that marks submitted by the Centre are consistent for all candidates, irrespective of which teacher/Examiner conducted and assessed the examination:

- The teacher/Examiners conducting and assessing Speaking examinations at the Centre must work together to ensure a common approach to the conduct of the Speaking examination and the application of the mark scheme.
- One teacher/Examiner at the Centre must take responsibility for the standardisation of the marking of teacher/Examiners at the Centre. This person must ensure that all candidates taking the 0519/03 Speaking test at the Centre are judged against the same standards and that a valid rank order of candidates for the Centre as a whole is produced. Standardisation can take various forms, but the initial marking of each candidate must be done by the teacher/Examiner as the test is being conducted and not on the basis of a recording.
- The Speaking tests of all candidates at the Centre must be recorded. A single recorded sample for External Moderation should then be produced according to the instructions in paragraph 4 (Recorded sample), with the additional requirement that the sample should, as far as possible, include equal numbers of recordings from each teacher/Examiner used at the Centre. A Speaking Examination Working Mark Sheet should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered.
- The final column on the Speaking Examination Working Mark Sheet (Internal and/or External Moderation) must be used to record the results of Internal Moderation and details of the Centre's Internal Moderation procedures must be enclosed with the materials for External Moderation.

Guidelines for the Internal Standardisation/Moderation of Cambridge IGCSE foreign language Speaking tests are available from Cambridge.

STRUCTURE OF THE EXAMINATION

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

- (a) A number of alternative Role Play Cards are supplied by Cambridge, and these should be used at random during each session of examining. The teacher/Examiner gives each candidate one card containing two role play situations (Role Play A and Role Play B). Each of these situations consists of five tasks (numbered 1–5 on the Role Play Cards). Candidates must be examined in both role play situations on the card they have been given and must complete all the tasks specified on their card. Having given the first candidate 15 minutes to prepare his/her two situations, the teacher/Examiner should hand a different card to the second candidate to prepare while the first candidate is being examined.

Candidates may not make written notes during their preparation time. They may take the Role Play Card they have prepared into the examination room. However, they may not take the Role Play Card away with them once the Speaking examination is over.

Teacher/Examiners should note that although the timing for the role plays is given as five minutes, the actual time it takes to complete them will often be less and will vary from candidate to candidate.

- (b) For each role play situation, the role of the teacher/Examiner is specified on pages 16–21 of this booklet. Usually, the teacher/Examiner has to initiate the dialogue. The teacher/Examiner is to assume the role of a well-disposed native speaker with no knowledge of the candidate's first language.

Teacher/Examiners must prepare the situations carefully and ensure that they play their role as prescribed by Cambridge in order that candidates are given the opportunity to attempt all the required tasks. The teacher/Examiner must not create extra tasks, nor must s/he omit tasks.

- (c) Each situation must be carried out in full. If the candidate cannot handle one of the tasks set, the teacher/Examiner should not leave too long a pause, but should lead the candidate on to the next task.
- (d) Should a candidate miss out a task, the teacher/Examiner should try to guide him/her back to it, in as natural a way as possible, e.g. by repeating or rephrasing a question if the candidate does not complete the task at the first attempt or gives an ambiguous response. It does not matter to Moderators that this may lead to tasks occurring in a different order, as long as they are all attempted. However, teacher/Examiners must ensure that when rephrasing a task they do not change its nature, e.g. if the task requires the candidate to produce a particular vocabulary item and this is in fact supplied by the teacher/Examiner, no credit can be given.

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

Test 2: Topic Presentation/Conversation (about 5 minutes) 30 marks

- (a) This part of the examination starts with a one to two minute presentation by the candidate on a topic of their choice which they will have prepared in advance. 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 five minutes.
- (b) It is not expected that all candidates within a Centre will prepare the same topic. Candidates must be 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 not be allowed to present 'Myself' or 'My life' as topics as these can often pre-empt the General Conversation section.

- (c) 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.
- (d) The teacher/Examiner must allow candidates to speak for one to two minutes uninterrupted on their chosen topic before starting the Topic Conversation. Where a candidate has been talking for two minutes and shows no sign of finishing his/her Topic Presentation, the teacher/Examiner must interrupt and start the Topic Conversation.
- (e) 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: once the discussion of the prepared Topic begins, candidates must not be allowed to deliver a prepared monologue or a series of obviously prepared replies.
- (f) The teacher/Examiner must try to extend the candidate as far as possible by giving him/her the opportunity to provide opinions and justifications and use a variety of time frames. **Candidates who do not show that they are able to use past and future time frames accurately cannot be awarded a mark in the Satisfactory band or above for Language** (see Table C of the Marking Instructions). In order to extend the candidate as far as possible, the teacher/Examiner should probe, explore, ask for explanations, enlargements, descriptions (how? when? why? tell me a bit more about... etc.).

For mark scheme, see Tables B and C of the Marking Instructions.

Test 3: General Conversation (about 5 minutes) 30 marks

- (a) The teacher/Examiner must indicate to the candidate the point of transition from Topic Conversation to General Conversation.

It can be helpful to ease the candidate into the General Conversation either by starting out from a point of interest noted earlier, or by asking a couple of general 'starter' questions relating to the candidate's everyday life.

Questioning in the General Conversation must not cover the same material as the Topic Conversation, e.g. if the candidate has talked about sport in the Topic Conversation, it is not appropriate for the teacher/Examiner to return to this topic in the General Conversation.

The General Conversation must last the stipulated five minutes for each candidate. Some candidates may dry up after a few minutes, but it is important to persevere with the conversation (e.g. by complete changes of subject), so that they are given every opportunity to do themselves justice.

- (b) The teacher/Examiner should aim to cover **two or three** of the Defined Content Examination Topics in this section of the examination (these are listed in the Syllabus Content section of the syllabus booklet). With weaker candidates, it may be necessary to cover a greater number of topics superficially, but with more able candidates, the teacher/Examiner should ask a series of linked questions on just two or three topics, in order to explore these in greater depth. Examples of suitable topics are school (subjects, number of periods, times, games, etc.), home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies. All candidates can reasonably be expected to have the command of vocabulary and idiom necessary to discuss these topics.

Precise factual information or knowledge is not required, and candidates should not be penalised for lack of such knowledge. The teacher/Examiner should be ready to pass on quickly to another topic if candidates are obviously out of their depth. Teacher/Examiners should try to avoid questions which might embarrass or upset a candidate.

- (c) Candidates are expected to give natural replies to questions so their answers need not be in the form of complete sentences. However, candidates whose conversation consists largely of monosyllabic or disjointed replies cannot gain much credit for such a performance, and it is therefore the teacher/Examiner's responsibility to avoid questions inviting answers of simply 'yes' or 'no'. Instead, the teacher/Examiner must use a variety of question types and interrogative adverbs, ranging from a basic level of simple questions which demand short predictable responses, e.g. when? how many? how long? with whom? with what? how? etc. to more searching questions such as why? tell me about... what do you think about?
- (d) 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 explain and justify their opinions and use a variety of time frames (themes could be past visits to other countries, plans for the future, etc.). **Candidates who do not show that they are able to convey past and future meaning accurately cannot be awarded a mark in the Satisfactory band or above for Language** (see Table C of the Marking Instructions). More able candidates may not be able to do themselves justice if the more stretching questions are avoided.
- (e) Candidates should be prompted and encouraged where necessary and long silences should be avoided. However, a candidate should not be interrupted unless it is clear that he or she cannot complete the answer. Incorrect answers should never be corrected, nor answers supplied when none are given. Questions should be rephrased (rather than repeated) in an attempt to maintain the dialogue.
- (f) The use of vocabulary or phrases from the candidate's first language should be avoided, except in the case of particular institutions e.g. names of examinations, types of school, etc.
- (g) The teacher/Examiner must avoid talking too much and limiting the amount of time available to the candidate to show what s/he can do. The onus is on the candidate to show that he or she can converse adequately in the language, but at the same time it is up to the teacher/Examiner to make sure that the candidate is given every opportunity to do so by following up any opening given.

For mark scheme, see Tables B and C of the Marking Instructions.

Test 4: Impression 10 marks

At the end of the examination, the teacher/Examiner must make an assessment of the candidate's pronunciation, intonation and fluency based on the candidate's overall performance in the Speaking examination.

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

MARKING INSTRUCTIONS

Use the Speaking Examination Working Mark Sheet (see page 22: to be photocopied as required).
(An electronic version of the Working Mark Sheet is also available.)

Test 1 Role Plays. 30 marks. Use Table A.

Enter the mark for each task in the ten columns 1–10 of the Speaking Examination Working Mark Sheet.

Test 2 Topic Presentation/Conversation. 30 marks. Use Tables B and C.

- (i) Award a mark out of 15 for Communication using Table B.
Enter the mark in column 11.
- (ii) Award a mark out of 15 for Language using Table C.
Enter the mark in column 12.

Test 3 General Conversation. 30 marks. Use Tables B and C.

Mark as for Test 2 using Tables B and C.
Enter marks out of 15 in columns 13 and 14.

Test 4 Impression. 10 marks. Use Table D.

Enter the mark (maximum 10) in column 15.

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

Marking: General Principles

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

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

In this part of the 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 the candidates to communicate needs, information, requests, etc., in plausibly life-like situations. Intelligibility is therefore more important than grammatical or syntactic accuracy. However, verbal communication only 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 tasks to be performed in the role plays will be assessed using the mark scheme below. Marks may not be awarded for the completion of tasks other than those specified by Cambridge in the Role Play Cards/Teachers' Notes Booklet, nor for tasks that are omitted.

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

NB 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 When awarding marks, teacher/Examiners should start at the bottom of the mark scheme and work upwards:

0 = nothing of worth communicated

1 = partial communication

2 = all points communicated – but with some linguistic inaccuracies – meaning clear

3 = meaning clear and accurately conveyed.

3 Short utterances, if appropriate, can be worth three marks.

**TABLES B and C – Tests 2 and 3: Topic Presentation/Conversation and General Conversation
(2 x 30 marks)**

Each of Tests 2 and 3 is awarded two marks, a mark out of 15 for Communication and a mark out of 15 for Language (see Tables B and C).

It is important that teacher/Examiners award marks positively. In order to ensure that they reward achievement rather than penalise failure or omissions, teacher/Examiners should get in the habit of starting at the bottom of the mark schemes and working upwards through the descriptors when awarding marks.

The teacher/Examiner should adopt a 'best-fit' approach. For each of the two assessment criteria, Communication (Table B) and Language (Table C), the teacher/Examiner must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As the teacher/Examiner works upwards through the mark scheme, s/he will eventually arrive at a set of descriptors that fits the candidate's performance. When s/he reaches this point, the teacher/Examiner should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

When awarding the marks for the Topic Presentation/Conversation the teacher/Examiner may find that the quality of the work produced in the presentation is superior to that produced in the conversation (or vice versa). In such cases, the teacher/Examiner will need to award a mark that takes into account both the strengths and weaknesses of the performance.

To select the most appropriate mark within each set of descriptors, teacher/Examiners should use the following guidance:

- If most of the descriptors fit the work, then the teacher/Examiner will award the middle mark in the band.
- If the descriptors fully fit the work (and the teacher/Examiner had perhaps been considering the band above), the highest of the three marks will be awarded.
- If there is just enough evidence (and the teacher/Examiner had perhaps been considering the band below), then the lowest mark in the band will be awarded.

Where there are only two marks within a band, the choice will be between work which in most respects meets the descriptors and work which just meets the descriptors.

TABLE B – Mark Scheme for Communication

This assesses the candidate's response in terms of comprehension of the teacher/Examiner, immediacy of reaction/response, and successful transmission of messages (including presentation of material in the topic).

Outstanding	• A spontaneous interchange between candidate and Examiner. Candidate responds fully and confidently to all question types. • Can justify and explain routinely. • Very consistent performance. Not necessarily of native speaker standard.	14–15
Very good	• Generally understands questions first time, but may require occasional rephrasing. Can respond satisfactorily to both straightforward and unexpected questions. • Regularly develops own ideas and opinions and provides justifications.	12–13
Good	• Has no difficulty with straightforward questions and responds satisfactorily to some unexpected ones. • Communicates essential elements and can expand occasionally. • Regularly expresses opinions with some simple justifications.	10–11
Satisfactory	• Understands most straightforward questions, but has difficulty with some unexpected ones and needs some rephrasing. • Communicates most of the essential elements. • Can convey simple, straightforward opinions.	7–9
Weak	• Has difficulty with many straightforward questions, but still attempts an answer. • Communicates simple pieces of information.	4–6
Poor	• Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates a few facts.	1–3
	Communicates no relevant information.	0

TABLE C – Mark Scheme for Language

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

Outstanding	• Very accurate use of a wide range of structures, vocabulary and idiom with occasional errors in more complex language. • Not necessarily of native speaker standard.	14–15
Very good	• Wide range of mostly accurate structures and vocabulary.	12–13
Good	• Good range of generally accurate structures, varied vocabulary.	10–11
Satisfactory *	• Adequate range of structures and vocabulary. Can use past and future time frames accurately. Some ambiguity.	7–9
Weak	• Some manipulation of structures and awareness of verbs, though often faulty and/or incomplete. Shows elementary, limited vocabulary.	4–6
Poor	• Shows very limited range of structures and vocabulary.	1–3
	Nothing coherent or accurate enough to be comprehensible.	0

* Candidates who do not show that they are able to use past and future time-frames accurately cannot be awarded a mark in the Satisfactory band or above for Language.

TABLE D – Impression (10 marks)

This assesses the candidate's performance across the whole Speaking examination in terms of pronunciation, intonation and fluency.

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
Nothing comprehensible.	0

For Role Play Cards One, Two, Three. Role Play A.

A

先生 = レストランの人
 せいと = あなた

あなたは 今 ^{とも} 友だちと レストランに います。 レストランの 人と 話しています。

先生： 「いらっしゃいませ。 何を 飲みますか。」

せいと1: (i) あいさつして ください。

(ii) ^{なに}何が ^の飲みたいか こたえて ください。

先生： 「何を 食べますか。」

せいと2: ^た何が 食べたいか こたえて ください。

先生： 「トマトサラダと ポテトサラダと どちらが いい ですか。」

せいと3: どちらのサラダが いいか えらんで ください。

先生： 「わかりました。 デザートは どう しますか。」

せいと4: デザートについて こたえて ください。

先生： 「わかりました。」

せいと5: (i) ^いおれいを 言って ください。

(ii) レストランについて 一つ しつもんして ください。

(^{やす}e.g. ^ひ休みの日・トイレ)

先生： せいとの しつもんこに こたえてから 会話を おわらせて ください。

For Role Play Cards Four, Five, Six. Role Play A.

A

先生 = としょかんの 人
 せいと = あなた

あなたは としょかんで ^{ほん}本を かりたいです。 としょかんの 人と ^{はな}話しています。

先生： 「こんにちは。」

せいと1: (i) あいさつして ください。

(ii) どんな ^{ほん}本を さがしているか ^{はな}話して ください。

先生： 「わかりました。 日本語と 英語と どちらの 本が いい ですか。」

せいと2: どちらの ^{ほん}本が いいか こたえて ください。

先生： 「国は どこですか。」

せいと3: あなたの ^{くに}国は どこか ^{げん}言ってください。

先生： 「今 何才 ですか。」

せいと4: ^{なんさい}何才か こたえて ください。

先生： 「わかりました。 今日から 本を かりることが できます。」

せいと5: (i) おれいを ^い言ってください。

(ii) としょかんについて ^{ひと}一つ しつもんして ください。

(e.g. ^{じかん}時間・^{なに}何さつ)

先生： せいとの しつもんに こたえてから 会話を おわらせて ください。

For Role Play Cards Seven, Eight, Nine. Role Play A.

A

先生 = りょうがいしゃの 人
 せいと = あなた

あなたは 北海道^{ほっかいどう}に 行きたい^い です。 りょうがいしゃの 人と 話^{はな}しています。

先生： 「こんにちは。 どこに 行きますか。」

せいと1: (i) あいさつして ください。

(ii) どこに 行くか^い こたえて ください。

先生： 「いつ 行きますか。」「いつ^い 行きますか。」

せいと2: いつ 行くか^い こたえて ください。

先生： 「ホテルか りょかんか どちらに とまりたい ですか。」

せいと3: どちらの ばしょに とまりたいか こたえて ください。

先生： 「そこで 何が したい ですか。」

せいと4: 何がしたいか^{なに} こたえて ください。

先生： 「わかりました。」

せいと5: (i) おれいを 言^いってください。

(ii) 北海道^{ほっかいどう}について 一つ^{ひと} しつもんして ください。

(e.g. 食^たべ物^{もの}・天^{てん}気^き)

先生： せいとの しつもん^{しつもん}に こたえてから 会話を おわらせて ください。

For Role Play Cards One, Four, Seven. Role Play B.

B

先生 = 銀行の人
せいと = あなた

あなたは ^{ぎんこう}銀行の ^みカードを ^み見つけることが ^{ぎんこう}銀行の ^{ひと}人と ^{はな}話して
ください。

先生： 「こんにちは。 どう しましたか。」

せいと1: (i) あいさつして ください。

(ii) どうして ^{ぎんこう}銀行に ^き来たか ^きせつめいして ください。

先生： 「どこで ^{つか}カードを ^{つか}使いましたか。」

せいと2: しつもんこたえて ください。

先生： 「もう 少し ^きせつめいして ください。」

せいと3: ^{つか}カードを ^{つか}使った ^{ふた}ときについて ^{ふた}せつめいを ^{ふた}二つ ^{ふた}して ください。

先生： 「新しい ^きカードを ^き作りましょうか。」

せいと4: ^{あた}新しい ^{あた}カードを ^{つく}作る ^きために ^きどのくらい ^{じかん}時間が ^きかかるか ^き聞いて
ください。

先生： 「一週間 ^きかかります。 ^きうちに ^きカードを ^きおくります。」

せいと5: ^{ぎんこう}銀行の ^{ひと}人の ^きこたえを ^き聞いて ^{おも}どう ^{おも}思いましたか。 (^{ふた}二つ ^い言って
ください。)

先生： ^きせいとが ^き言ったことに ^きこたえてから ^き会話を ^きおわらせて ください。

For Role Play Cards Two, Five, Eight. Role Play B.

B

先生 = デパートの人
 せいと = あなた

あなたは 冬休みに^{ふゆやす} デパートで アルバイトが したいです。 デパートの 人と^{ひと}
 話^{はな}して ください。

先生： 「こんにちは。」

せいと1: (i) あいさつして ください。

(ii) 何を^{なに} したいか^い 言って ください。

先生： 「アルバイトを したことが ありますか。」

せいと2: しつもん^{しつもん}に こたえて ください。

先生： 「あなたの いい てんについて 話してください。」

せいと3: あなたの いい てんを^{ふた} 二つ^い 言って ください。

先生： 「水曜日に おそくまで しごとが できますか。」

せいと4: どうして おそくまで しごとしなければならないか^き 聞いて ください。

先生： 「この デパートは 水曜日 九時まで です から。」

せいと5: (i) こたえを^き 聞いて どう^{おも} 思いましたか。

(ii) どうして できないか^い 言って ください。

先生： せいとが 言ったことに こたえてから 会話を おわらせて ください。

For Role Play Cards Three, Six, Nine. Role Play B.

B

先生 = 友だち

せいと = あなた

あなたは ^{にほん}日本の ^{ちゅうがっこう}中学校に ^{りゅうがく}りゅうがくしました。 ^{じぶんの}じぶんの ^{くに}くに ^{かえ}帰ってきて
^{にほんご}日本語の ^とクラスの ^{とも}友だちと ^{はな}話しています。

先生： 「こんにちは。 元気 ですか。」

せいと1: (i) あいさつして ください。

(ii) どうして ^{にほん}日本に ^い行ったか ^い言って ください。

先生： 「どのくらい ^{りゅうがく}りゅうがくしましたか。」

せいと2: しつものに こたえて ください。

先生： 「どうして ^{りゅうがく}りゅうがくしましたか。」

せいと3: ^{りゅうがく}りゅうがくの ^{りゅうを}りゅうを こたえて ください。(二つ ^{ふた}りゅうを ^い言って ください。)

先生： 「私も ^{日本に}日本に ^{行きたい}行きたい です。」

せいと4: どうして ^い行きたいか ^き聞いて ください。

先生： 「もっと ^{日本語が}日本語が ^{上手に}上手に ^{なりたいから}なりたいから です。 どうやったら ^{日本に}日本に ^{行くことが}行くことが ^{できますか。}できますか。」

せいと5: (i) ^{とも}友だちの ^{こたえを}こたえを ^き聞いて どう ^{おも}思いましたか。

(ii) どうしたら ^{いいか}いいか おしえて ください。

先生： せいとが 言ったことに こたえてから 会話を おわらせてください。

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