

Japanese Language

GCE Advanced Subsidiary Level

Syllabus Code: 8281

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NOTE

1. This syllabus is available in the November examination only.

1 INTRODUCTION

Note: Centres and candidates should note that the use of dictionaries is not permitted in any assessment.

2 AIMS

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of following a course in a Language at Advanced Subsidiary Level.

- To develop the ability to understand the language from a variety of registers.
- To enable the student to communicate confidently and clearly in Japanese.
- To form a sound base of skills, language and attitudes required for further study, work and leisure.
- To develop insights into the culture and civilisation of Japan.
- To encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations.
- To further intellectual and personal development by promoting learning and social skills.

3 ASSESSMENT OBJECTIVES

The examination will assess candidates' linguistic competence and their knowledge of contemporary society by requiring them to:

- understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing;
- manipulate the target language accurately in spoken and written forms to demonstrate a capacity to choose appropriate examples of lexis and structures;
- select information and present it in the target language, to organise arguments and ideas logically.

4 TOPIC AREAS

All textual material used in the examination will be drawn from the topic areas below, with reference to the country/ies where the language is spoken. Further guidance on the Topic Areas is given in Section 7 of this syllabus.

- Human relationships
- Family
- Generation gap
- Young people
- Patterns of daily life
- Urban and rural life
- The media
- Food and drink
- Law and order
- Religion and belief
- Health and fitness
- Work and leisure
- Equality of opportunity
- Employment and unemployment
- Sport
- Free time activities
- Travel and tourism
- Education
- Cultural life/heritage
- War and peace
- The developing world
- Scientific and medical advances
- Technological innovation
- Environment
- Conservation
- Pollution
- Contemporary aspects of the country/ies where the language is spoken

5 ASSESSMENT

AVAILABILITY OF COMPONENTS

	Component 1 Speaking	Component 2 Reading and Writing	Component 3 Essay
Japanese	November only	November only	November only

RULES OF COMBINATION

Candidates for *Advanced Subsidiary Japanese Language* will take Components 1, 2 and 3.

SCHEME OF ASSESSMENT SUMMARY

	Component 1		Component 2		Component 3	
	duration	weighting	duration	weighting	duration	weighting
Advanced Subsidiary Language	20 mins	30%	1h 45 mins	50%	1h 30 mins	20%

6 DESCRIPTION OF COMPONENTS

COMPONENT 1: Speaking (20 mins) (raw marks 100)

This component description should be read in conjunction with the Marking Scheme, to be found in Section 8 of this syllabus, and the Administrative Guidance on the Speaking Test, see Section 9. There is no question paper for the Speaking Test. The information and forms required for the conduct and assessment of the test are provided in this syllabus.

Centres must appoint a local Examiner to conduct the test. The name and qualifications of the Examiner are to be notified to CIE on form NOE (see Appendix C). This information is essential for the smooth running of the moderation process. Care must be taken to complete the additional Centre details for each nominated Examiner, and any subsequent changes are to be notified to the CIE Languages Group as a matter of urgency.

It is important that the timings listed for the individual parts of the test be adhered to, within the tolerances given.

Section 1: Presentation (no more than 3½ mins) (20 marks)

The candidate is expected to give a presentation of about 3 minutes on a specific topic.

The subject matter of the presentation should be drawn from one of the topic areas listed in Section 4 and **must** be treated in such a way as to reflect a knowledge of the contemporary society or cultural heritage of a country where the language is spoken. Candidates who make no reference to the contemporary society or cultural heritage of a country where the language is spoken will have their mark for content/presentation halved (see marking scheme). There must not be a close relationship between the subject matter of the presentation and texts studied for Component 4. Centres wishing to seek advice on the acceptability of subject matter are welcome to contact the CIE Languages team.

The candidate will be expected to show evidence of the ability to present relevant facts, to express opinions and hypotheses and to put forward points for discussion.

The intention is that the candidate should have thoroughly prepared a topic in which they have a personal interest and that they give a lively and interesting presentation. Candidates may prepare a 'cue card' (about postcard size) in the language to remind them of the main points they wish to make, to bring into the examination room. Candidates may also bring in a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures and short articles. A script of their presentation is not allowed.

Examiners will only interrupt candidates to ask questions where the speech shows no sign of finishing after about 3½ minutes, or to prompt candidates having obvious difficulty in continuing with their speech.

Section 2: Topic conversation (7-8 mins) (40 marks)

The presentation will lead into a conversation about the chosen topic. During the delivery of the presentation, Examiners are likely to make notes in order to help them ask appropriate questions. Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity to do this, questions will be of the 'tell me more about...', 'why?', 'how?' variety, rather than closed questions which may be answered by 'yes/no'. When choosing a topic, candidates should be advised to consider in what ways a conversation about it might develop: if they cannot think of half a dozen questions they could be asked, it is unlikely to present a fruitful source of discussion. The Examiner's objective will be to encourage the candidate to contribute as much as possible to the conversation.

As part of this conversation section, the candidate will be required to seek information and the opinions of the Examiner and will be given every opportunity to do so.

Section 3: General conversation (8-9 mins) (40 marks)

This section will begin with fairly straightforward questions about the candidate's background and interests and will move quickly on to a more mature conversation discussing more abstract and/or current issues within the general topic areas.

The subjects covered in this section will depend on the candidate's interests and the subject of the presentation: it would not be appropriate to continue talking about the environment/green issues when the candidate has already chosen to discuss ecology for the topic. Candidates should be able to discuss some matters of current interest though it is unreasonable to assume that all candidates will be closely informed on all matters of serious contemporary concern: if the candidate seems unresponsive, the Examiner will try a change of topic.

For example, Examiners might begin the General Conversation section with questions such as 'How do you spend your spare time?', leading rapidly to matters of contemporary interest/current affairs. The type of question is important: closed questions may, of course, be used to gain some information on the candidate's interests, but 'why...?', 'how...?', 'what do you think about...?' will give the candidate scope to expand his/her responses.

Each of the 'starter' questions mentioned above could, depending on the reactions of the candidate, lead away from factual matters towards more abstract areas, for example:

- 'How long have you lived here?' could lead on to 'What do you think of the area?'→'What would attract people to the area/make them leave it?'→'What would be your ideal place to live and why?'
- 'What subjects are you studying?'→'What do you think of the way you've been taught?'→'How could it be improved?'→discussion of school/education system, comparison with other countries.

To give a possible outline of the way the General Conversation section might develop:

- 'What do you do in your spare time?'

Answer: 'Sport'

Supplementary questions – taking part?/ watching?/team/individual?

→Why?

This could develop along sport/health lines, necessity for sport in schools, success/failure of national teams

→Feelings of nationalism/nationality; drugs in sport etc, all according to the responses of the candidate. Any of these areas of discussion could lead to violence in sport→society, the need for government intervention/control→ politics etc.

Answer: 'Watch TV'

Supplementary questions – what sort of programmes/news?

This might develop along the lines of whether the news is unbiased/censorship in general

→Films? what makes a film successful, importance of stars and why; national or international film industries, subsidies for the Arts, etc.

Documentaries?→are they merely entertainment, or a genuine educational experience? are they sensationalised?→power of the media, etc.

Candidates are required to seek information, and the opinions of the Examiner and will be given every opportunity to do so.

The General Conversation section might only cover 2/3 topic areas, but might touch on more if the Examiner has difficulty finding something the candidate is interested in, or can talk about. Candidates who cannot sustain the conversation at a level appropriate to a 17/18+ examination when given every opportunity to do so cannot expect a high mark.

Reference may be made to a candidate's reading but candidates will not be examined in detail on the content of any set books. Questions will act as stepping-stones to the discussion of wider issues.

Important Note:

It is intended that both conversation elements will be lively and spontaneous. Teachers should warn their candidates not to produce chunks of pre-learned material since CIE's Moderators will have been advised to penalise candidates who do so. Equally, Teachers who may also be conducting the final examination should guard against over-rehearsing the tests in advance. Any suspicion of collusion in the conduct of speaking tests (e.g. pre-prepared questions, candidates or Teachers using pre-determined scripts) will be dealt with in accordance with CIE's Malpractice procedures.

COMPONENT 2: Reading and Writing (1 h 45 mins) (70 marks)

Two passages in Japanese will be set which deal with related themes.

Candidates will be expected to answer specific and general comprehension questions; and to respond to a task requiring summary/comparison of issues raised in both passages. The foreign language will be used for all questions and answers.

Passages will be chosen which were written during the last twenty years, and will reflect the international scene:

- the two passages taken together will not exceed 1100 characters.
- on the first passage, the first exercise (5 marks) will be concerned with vocabulary recognition; the second exercise (5 marks) will test grammatical manipulation; there will then be a series of comprehension questions (15 marks for content; 5 for quality of language)
- on the second passage, there will be comprehension questions (15 marks for content; 5 for quality of language)
- the last question will require candidates to write about 150 characters drawing information from both passages and adding their own opinions (10 marks for items drawn from the texts; 5 for personal response to the material; 5 for quality of language).

COMPONENT 3: Essay (1 h 30 mins) (40 marks)

Six topics, selected from the topic headings listed in Section 4, will be published annually in the syllabus. A question will be set on each of the six topics from which the candidate will choose **one** and write an essay in Japanese of 600 - 800 characters. Of the 40 marks available, 24 will be for the quality of the language and 16 for the content.

Set Topics for 2005:

- 1 Contemporary aspects of Japan
- 2 Human relationships
- 3 Equality of opportunity
- 4 Cultural life/heritage
- 5 Environment
- 6 Scientific and medical progress

Topic 1 will remain constant. Topics 2 to 6 will change every year.

7 FURTHER GUIDANCE ON THE USE OF THE TOPIC LIST

Teachers are free to explore the topic areas **in any way they choose**. They may find the following examples (which are not prescriptive) a useful guide to planning courses. All these **suggestions**, and other themes chosen by the Teacher from within the topic areas, should be studied with reference to countries/communities where the language is spoken.

Human relationships; family; generation gap; young people

- *family activities; new patterns of family relationships; the status of the elderly and responsibility for their care*
- *generation gap: conflicts in the family circle; young people and the older generation; attitudes of young people to the family environment*
- *young people: young people and their peer group; young people as a target group for advertisers and politicians*

Patterns of daily life; urban and rural life; the media; food and drink; law and order; religion and belief; health and fitness

- *daily routine; school; the individual's way of life; living conditions*
- *advantages and disadvantages of urban and rural life; transport and communications; shopping; housing*
- *the role and influence of the media; the power of advertising*
- *healthy eating; fast-food; national traditions of eating and drinking*
- *violence and crime; drug-related crime; the role of the police; law-enforcement*
- *the place of religion in society; attitudes to religious belief; patterns of attendance; religious minorities*
- *healthy living; exercise; dieting, drugs, health care provision; stress; AIDS*

Work and leisure; equality of opportunity; employment and unemployment; sport; free time activities; travel and tourism; education; cultural life/heritage

- *women in society and in the workforce; equality of opportunity for minority groups*
- *preparation for work and job opportunities; career plans; qualifications and job routines; plight of the unemployed, areas of high unemployment; demise of traditional industries; possible solutions, immigrant workers*
- *individual and team sports; amateur and professional sport*
- *value of leisure; balance between leisure and work; planning leisure time*
- *tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel*
- *education systems and types of school; patterns of curriculum, relationship between education and training; further and higher education provision; examinations*
- *the world of the arts; significant figures and trends in the arts; the place of culture and the arts in the life of the nation*

War and peace; the developing world

- *conflicts in the world: ethnic, religious, ideological*
- *problems of developing countries; future trends*

Medical advances; scientific and technological innovation

- *advances in the treatment of disease; ethical issues of medical and other technologies*
- *cloning; genetic modifications; modern communications systems*

Environment, pollution, conservation

- *the individual in his/her surroundings; effect of environment on individuals; protest action to protect one's locality; ways of contributing to environmental awareness*
- *global warming, acid rain; air pollution; water pollution; noise pollution; destruction of rain forests; damage to animal world; solutions and cost implications*
- *saving endangered species and landscapes*

Contemporary aspects of the country/ies where the language is spoken

- *e.g. political, regional, social issues*

8 MARK SCHEMES

COMPONENT 1: Speaking

Section 1: Presentation

The presentation will be marked out of 20: Content/Presentation 10; Pronunciation/Intonation 5; Language 5.

Candidates who make no reference to the contemporary society or cultural heritage of a country where the language is spoken will have their mark for content/presentation halved.

Content / Presentation Knowledge of facts; ability to express opinions and raise issues for discussion.	Pronunciation / Intonation	Language
9/10 Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; Examiner's interest sustained.	5 Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.	5 Has a very good feeling for the language; speaks fluently and accurately; shows good use of relevant idiom and uses a wide range of structures and vocabulary.
7/8 Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation somewhat stilted though keeps Examiner's interest.	4 Good pronunciation, makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	4 Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
5/6 Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	3 A fair degree of accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.	3 May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
3/4 Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the Examiner's interest.	2 Intelligible but shows marked influence of mother tongue and very many errors of pronunciation.	2 Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
0/1/2 Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation.	0/1 Very poor; many gross errors; frequently incomprehensible.	0/1 Very marked hesitation; severe limitations of structures and vocabulary; thought processes basically influenced by mother tongue.

Section 2: Topic Conversation and Section 3: General Conversation

Examiners will mark out of 40 for each part: Comprehension and Responsiveness (10 marks), Accuracy (10 marks), Feel for the Language (10 marks), Range of Vocabulary and Structures (total out of 10, divided between Providing Information and Opinions and Seeking Information and Opinions - see below).

Comprehension & Responsiveness	Accuracy	Feel for the Language
9-10 Very good No problems of comprehension. Prompt response to Examiner's questions. Very forthcoming in developing topics: able to guide the discussion, offering/seeking opinions as appropriate.	9-10 Very good Consistently accurate. Only occasional minor slips.	9-10 Very good Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.
7-8 Good Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow Examiner's lead.	7-8 Good Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.	7-8 Good Has a very good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue.
5-6 Satisfactory Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics.	5-6 Satisfactory Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.	5-6 Satisfactory Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.
3-4 Weak Has general difficulty in understanding. Limited response to questions on the majority of topics raised.	3-4 Weak Generally inaccurate use of the language.	3-4 Weak Has scant feeling for the foreign idiom. Generally translates literally from the mother tongue.
0-2 Poor Severe problems of comprehension. Very marked hesitation. Limited responsiveness.	0-2 Poor No grasp of grammatical accuracy. Errors constant and repeated.	0-2 Poor Has no feeling for the foreign language.

Range of Vocabulary and Structures

Providing Information and Opinions	Seeking Information and Opinions*
5 Very good Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.	5 Very good More than one question asked with confidence. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. High level of accuracy, using a range of question forms.
4 Good Has sufficient range of vocabulary and structures to handle reasonably mature subjects.	4 Good Asks more than one question confidently. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Questions largely accurate, but forms may be limited.
3 Satisfactory Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.	3 Satisfactory Capable of asking a minimum of one question. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Has difficulty in formulating questions, but questions comprehensible.
2 Weak Severe limitations of vocabulary and structures restrict discussion to a very basic level.	2 Weak Severe limitations in asking questions – possibly one question only. Question(s) will probably not arise naturally or be relevant to the topic under discussion. Question(s) difficult to understand.
0-1 Poor Very restricted vocabulary. Only simple sentences and no variety of structure.	0-1 Poor Questions attempted, but incomprehensible. (1) No questions, even when prompted. (0)

* In the case of candidates who do not ask any questions by the end of the Topic Conversation, Examiners must prompt by asking *Do you have any questions to ask of me?* in the appropriate language. The same prompt should be used at the end of the General Conversation. Candidates will not be penalised for being prompted in this way.

COMPONENT 2: Reading and Writing**Quality of Language: Accuracy**

On the Reading and Writing paper, where marks are allocated for quality of language (e.g. question 3) the mark scheme must be used.

5 Very good	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4 Good	Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
3 Sound	Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
2 Below average	Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0-1 Poor	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

Marks for the quality of language will be awarded globally for the whole performance on each set of answers. With regard to **length**, a concise answer containing all mark-bearing components for content is scored on the full range of marks for language, i.e. length does not determine the quality of language mark. An answer scoring 0 for content cannot score **any** language marks, and the total available on the whole set of answers will therefore be affected. The final total for language will be reduced on the following scale:

Answer(s) worth 2 or 3 scoring 0: reduce final assessment by –1
 Answer(s) worth 4 or 5 scoring 0: reduce final assessment by –2
 Answer(s) worth 6 or 7 scoring 0: reduce final assessment by –3
 Answer(s) worth 8 or 9 scoring 0: reduce final assessment by –4

Note: A minimum of 1 mark for quality of language should be awarded if there are any content marks at all (i.e. 0 language marks only if 0 content marks).

Response to the Text (for final question)

Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to Examiners.

5 Very good	Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
4 Good	Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.
3 Sound	A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
2 Below average	Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
0-1 Poor	Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.

COMPONENT 3: Essay

Language (out of 24)	Content (out of 16)
21-24 Very good Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	14-16 Very good Detailed, clearly relevant and well illustrated; coherently argued and structured.
16-20 Good Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.	11-13 Good Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
10-15 Adequate A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	7-10 Adequate Some knowledge, but not always relevant; a more limited capacity to argue.
5-9 Poor Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.	3-6 Poor Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
1-4 Very poor Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	1-2 Very poor Vague and general, ideas presented at random.

9 ADMINISTRATIVE GUIDANCE ON THE SPEAKING TEST

This guidance should be read in conjunction with the Component description, to be found in Section 6 of this syllabus and the mark scheme to be found in Section 8. There is no question paper for the Speaking Test. The information and forms required for the conduct and assessment of the test are provided in this syllabus.

GENERAL INSTRUCTIONS

Absentees

Candidates who do not attend for examinations must be shown on the mark sheet as 'absent'. If the Examiner knows that they have withdrawn from the examination he/she should indicate this on the mark sheet. If a candidate is absent because of illness and the Examiner makes arrangements to test him/her later at another Centre, this should be noted. Care must be taken to ensure that the marks for any candidate who is transferred and examined at a Centre other than his/her own are entered on one of the blank sheets provided, the candidate's full name and candidate number and the name of the school being quoted.

Additional Candidates

If any candidate is presented for examination whose name is not on the entry form, he/she should be examined in the normal way and a separate mark sheet should be made out, bearing name, candidate number and marks.

CONDUCT OF THE SPEAKING TEST

Candidates must be examined singly. Only one Examiner is permitted to conduct the test. No other person should normally be present during the examination. In order to put candidates at their ease when they enter the room, the Examiner should smile and indicate where the candidate should sit. A good Examiner will usually send a candidate out of the interview smiling, no matter how good or bad the performance has been.

There should be no smoking in the examination room. Other recommendations: do not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers, etc); always appear interested, even in mundane matters; never show undue surprise, impatience or mockery; never correct a candidate.

ADMINISTRATIVE ARRANGEMENTS

- 1 The speaking tests take place before the main examination period, i.e. between 15 September and 15 October for the November examination. Dates for speaking tests are arranged locally.

Dates are given for the completion of the speaking tests and for the receipt of mark sheets and recordings at CIE (see paragraph 5). It is important that these dates are adhered to in order to allow sufficient time for moderation.

- 2 **Appointment of Examiners**

- (a) In the interests of standardisation there will be only one Examiner per Centre. Each Centre selects its own Examiner. This is normally a Teacher from within the Languages Department, but could be a suitably-qualified person from outside the Centre. A group of neighbouring Centres might also choose the same Examiner. CIE is not responsible for any fees agreed. Where a Centre wishes to use additional Examiners because it has a large number of candidates, permission to do so must be sought from the CIE Languages Team before the start of each oral examination period.

- (b) **All Centres** must notify CIE of the name and qualifications of their chosen Examiner on Form NOE (External). A copy of Form NOE is included in the syllabus (Appendix C) and should be photocopied by Centres, as required - one form is required for each Examiner. This information is essential for the smooth running of the moderation process. Care must be taken to complete the additional Centre details for each nominated Examiner, and any subsequent changes are to be notified to CIE as a matter of urgency.

3 Size of sample

Each Examiner will be required to record all candidates from each Centre at which he or she examines. This will enable CIE to check accurately the standard of assessment. The recording should be carried out in accordance with the instructions headed 'Recording of Candidates' (see paragraph 7).

4 Two types of mark sheet are provided:

- (a) One mark sheet (the **Working Mark Sheet**) is intended as a working document, on which the marks should be completed at the time of the conduct of the test, as specified in the Marking Instructions. Be very careful to check all additions. A copy of the Working Mark Sheet is included in this syllabus and should be photocopied by Teachers/Examiners for use in the examination, as required.
- (b) The total marks should then be transferred accurately from the Working Mark Sheet(s) to the **Internal Assessment Mark Sheet** (MS1).

5 Despatch and return of mark sheets and recorded sample

Mark sheets and recordings are to be returned to CIE once all the speaking tests have been completed. The deadline for receipt by CIE of these items is 31 October for the November examination. Do not wait until the end of the assessment period before despatching them.

- (i) The Board copy of the completed Internal Assessment Mark Sheet (MS1) must be returned to CIE in the separate envelope provided.
- (ii) The Moderator copy of the completed Internal Assessment Mark Sheet(s) (MS1), a copy of the completed Working Mark Sheet(s) and the recorded sample must be sent to reach CIE no later than 31 October for the November examination.

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

6 Arrangements for the examination

Examination conditions must prevail in the area where the examination takes place. Adequate supervision should be provided to ensure that candidates leaving the interview room do not communicate with those waiting to enter.

7 Recording of candidates

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

Care should be taken to ensure the good quality of recordings. The cassette recorder to be used should be tested before the actual test. It is essential that new unrecorded cassettes are used. Where possible it is advisable to use a cassette recorder with external microphones so that separate microphones can be used for the candidate and the Examiner. If only one microphone is being used, it should be placed facing the candidate. With a softly-spoken candidate the microphone should be placed nearer to the candidate before the start of the test. Adjustments to the volume control during an examination should normally be avoided.

Recording should be done as unobtrusively as possible and candidates should not be made to feel that they are being singled out in anyway. It should be emphasised that the recording is being carried out to check the Examiner not the candidate.

The recording should begin at the start of side 1 and care should be taken to avoid long gaps and extraneous noise. Both sides of each cassette should be used before beginning a new cassette. It is helpful if, at the end of examining on each side of a cassette, the Teacher/Examiner states 'No further recordings on this side'. If C90 cassettes are used it should be possible to fit two speaking tests on each side of the cassette.

The Examiner should introduce each cassette with the following information: Centre Number, Centre Name, Examination Number, Examination Name, Name of Examiner, Date, e.g.

'WY 312
International School
8281
AS level Japanese
Mr R Peters
September 17 2005'

Each candidate should be introduced as follows:

'Candidate Number e.g. 047
Candidate Name e.g. *Jane Williams*'

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

Once a test has begun the cassette should run without interruption. On no account should you stop and re-start the cassette during a test.

The contents of each cassette should be clearly labelled.

Before the cassette is despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes should then be rewound to the start of side 1. If by accident it is discovered that a candidate has not been recorded, there is no requirement to redo the test. In such a case, however, a letter must be sent to CIE detailing the problems, a copy of which should be included with the tape.

COMPLETING THE WORKING MARK SHEET

Appendix B contains the Working Mark Sheet for the Speaking Test in Advanced and Advanced Subsidiary Level Languages (other than English). Teachers/Examiners should copy this for use in the examination, as required. The form should be completed in ink. The following instructions should be read in conjunction with the Marking Scheme for Component 1 and the Administrative Guidance on the Speaking Test also contained in this syllabus.

- 1 Complete the information at the head of the form.
- 2 List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet (MS1) at a later stage (i.e. in candidate index number order, where this is known).
- 3 Enter the marks for the Presentation, Topic Conversation and General Conversation in the appropriate columns.
- 4 Add the marks to give a total out of 100. Enter this figure in the 'Total' column.
- 5 Check all additions.

ARRANGEMENTS FOR EXTERNAL MODERATION

- 6** Centres* will receive a computer-printed mark sheet (MS1) showing the names and index numbers for each candidate. Transfer the total mark for each candidate from the Oral Examination Summary Mark Sheet (overleaf) to the computer-printed mark sheet (MS1). The marks should be entered in pencil following the instructions on the back of the MS1. Care must be taken to ensure that the marks entered are identical to those on the Working Mark Sheet(s).
- 7** The top copy of the computer-printed mark sheet (MS1) must be despatched in the envelope provided to arrive at CIE as soon as possible but no later than 31 October for the November examination.
- 8** All candidates' work must be recorded as specified in the Administrative Guidance on the Speaking Test (see above) and the recordings sent with a copy of the Working Mark Sheet and the moderator copy of the computer-printed mark sheet (MS1) to reach CIE by 31 October for the November examination.

APPENDIX A: EXAMINATION RUBRICS

The following list is not exhaustive or prescriptive. It serves, in conjunction with previous examination papers, to illustrate the instructions and settings likely to be encountered in the examination rubrics. Individual items which will be specific to particular examinations are not included in these lists, which are intended to be generic in nature.

The list provides a collection of items likely to be specific to each component.

Reading

テキストの中の_____のことばと同じいみのものを、A-Dから えらんで、□の中に ○を
入れなさい。

下のひょうげんをつかって、文を作りなさい。テキストと同じ文を書いてはいけません。

テキストを読んで、下のしつものに日本語で答えなさい。テキストの文と全部、同じ文で答えて
はいけません。自分のことばで書いてください。

テキストを読んで、下の文の中で、テキストのないようとあう文には○を、あわない文には×を
()に入れなさい。

下の二つのてんについて、げんこうよう紙に、日本語で150字以下で書いてくださ
い。

Writing

つぎのトピックから一つえらんで、600字～800字で日本語の作文を書きなさい。

APPENDIX B: DEFINED CONTENT

KANJI REQUIREMENT

255 kanji (including 50 for IGCSE kanji)

IGCSE Kanji (assumed knowledge at AS Level)

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

AS Kanji 2004

田 山 川 近 家 間 車 週 母 父 事 見 電 每
 曜 々 飲 朝 昼 買 売 夕 思 物 言 作 友 来
 樂 文 自 番 帰 魚 洋 店 食 茶 強 勉 高 教
 通 赤 英 国 公 立 私 長 色 話 書 読 聞 字
 万 百 千 気 午 体 走 休 紙 切 知 外 多 化
 花 道 住 所 東 京 北 南 西 少 天 後 好 雨
 夏 秋 冬 春 肉 耳 足 青 回 同 品 市 正 米
 森 林 白 黒 部 屋 室 交 遠 空
 会 社 古 新 海 広 場 答 寺 明 泊 地 船 雪
 風 町 方 村 夜 歩 鳥 信 台 仕 州 羊 癸 都
 牛 待 全 安 心 駅 銀 体 島 員 止 元 持 園
 音 乗 親 和 洗

GRAMMAR AND STRUCTURES

NB A knowledge of all grammar and structures required for IGCSE is assumed.

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

1 Plain Forms

- A The Copula – Plain Forms**
(present and past, affirmative and negative)
だ、だった、じゃない、じゃなかった
だろう
- B All Verb Plain Forms**
(present and past, affirmative and negative)
(Godan, Ichidan and Irregular)
～る、～た、～ない、～なかった
- C い Adjectives Plain Forms**
(present and past, affirmative and negative)
～い、～かった、～くない、～くなかった

2 Structures using any appropriate plain form of verb

- ～つもり expressing intention
- ～とき when
- そう(だ) reporting hearsay
- ため(に) expressing purpose
- noun modification descriptions
- ～ので expressing reason
- はずだ expressing expectation

3 Structures using the present affirmative plain (dictionary) form

- ～と if/when
- ～の/～こと nominaliser
- ～まえ(に) before
- ～ことができる ability (potential)
- (いる) あいだ while

4 Structures using the past affirmative plain form base

- ～た あと(で) after
- ～たら when/if (conditional)
- ～た ことがある expressing past experience
- ～たほうがいい
- ～たらいい

5 Structures using the present negative plain base

- ～ないで without doing . . .
- ～ないでください giving negative instructions
- ～なければならぬ expressing obligation
- ～なくても いい expressing absence of obligation
- ～ないほうが いい

6 Structures using the へて form

- へて いる あいだ while
- へて みる trying to do something
- へては いけない expressing prohibition
- へて おく
- へて しまう
- へても/でも

7 Structures using こと

- へこと nominaliser
- へことができる ability (potential)
- へる ことがある sometimes
- へた ことがある expressing past experience
- へことに する making a decision
- へことに なる expressing obligation

8 Structures reporting hearsay, thoughts, questions, etc

- へと おもう reporting thoughts
- へと いう/へと かく reporting statements
- へか (きく) indirect questions
- へかどうか (きく) indirect questions
- そう(だ) reporting hearsay
- へによると according to . . .

9 Structures using the verb or adjective stem

- へすぎる too much
- へながら while
- へかた way to do something
- へやすい easy to do
- へにくい difficult to do

10 Structures expressing Giving and Receiving

- あげる/さしあげる/ (やる)
- くれる/くださる
- もらう/いただく
- へてあげる/へてさしあげる/へてやる
- へてくれる/へてくださる
- へてもらう/へていただく
- へてほしい

11 Structures expressing doubt or probability

- へだろう probably
- へかもしれない maybe

12 Structures using question words + particle

- Question word + か
- Question word + も+ positive verb
- Question word + も+ negative verb

13 Structures expressing comparisons

- より comparative
- ほど + negative comparative
- いちばん superlative
- どちらの ほうが... which is more...?
- と おなじ (ぐらい) だ (about) the same as
- と ちがう different from

14 Structures expressing limitation

- だけ only
- しか...ない only

15 Structures expressing similarity or appearance

- Stem そうだ it looks like . .
- Noun のよう (に) like . . .

16 Structures giving additional information

- ~し、~し . . . , and (what's more) . . .
- ~について concerning . . .
- ~んだ/~のだ adding an explanation

17 Expressing a changing situation

- もう+ negative no longer

18 Expressing a continuing state or action

- まだ+ affirmative still

Particles (in addition to those prescribed for IGCSE)

しか	only (with negative)	にちようびに <u>しか</u> ひまがない
ずつ	each	いちまい <u>ずつ</u> とってください
で	within	じゅっふん <u>で</u> いける
	for the purpose of	しゅうがくりょこう <u>で</u> いった
	because of	かぜ <u>で</u> やすんだ
とか	used to join phrases which are a sample list	りょうりのばんぐみ <u>とか</u> うたのばんぐみをみる
など	and so on. .	なみやみかん <u>など</u> をたべる
までに	by/no later than	げつようび <u>までに</u> だしてください
も	as many as	さんじゅうにん <u>も</u> きた
	not even (+ negative)	いちど <u>も</u> いっていない

DEFINED VOCABULARY LIST

Knowledge of all vocabulary required for IGCSE is assumed.

VOCABULARY	KANJI	MEANING
FAMILY LIFE		
一かいだて		-storey building
一し	市	-City
一じょう		counter for tatami mats
あかちゃん	赤ちゃん	baby
あかるい	明るい	light, bright
アルバイト (を する)		to work on a casual basis
いそがしい		busy
いっしょうけんめい	一生けんめい	with one's best effort
いとこ		cousin
かじ	家事	housework
ガス		gas
かたづける		to tidy up
かない		(my) wife
かならず		without fail, always
かんけい		connection, relation
きたない		dirty
きゅうしょく	きゅう食	school lunch
キリストきょう	キリスト教	Christianity
ぎんこういん	銀行員	bank employee
きんじょ	近所	neighbourhood
くらい		dark
けす		to turn off
けっこん (する)		marriage, (to get married)
けっこんしき		wedding ceremony
こたつ		kotatsu (foot warmer)
こと	事	thing
ごみ		rubbish
ざぶとん		cushion (for tatami floor)
ざんぎょう (する)		to work overtime
しかし		however
しぬ		to die
しばふ		lawn
しばふを かる		to cut the lawn
じぶん	自分	(one)self
じむしょ	事む所	office
しゅふ		housewife
しょくじ	食事	meal
しょくどう	食どう	dining room/cafeteria
しんせつ (な)	親切 (な)	kind
すぐ		immediately
ストーブ		heater
せわ (を する)		(to give assistance), to look after
そうしき		funeral
そふ		(my) grandfather
そぼ		(my) grandmother
だす	出す	to put out, to send (a letter)
だんち		housing estate, housing complex
たんぼ	田んぼ	rice field, paddy field
ついている / (が) ついている		to be included / attached

つける		to turn on, to switch on
ちかく	近く	vicinity
てがみ (を だす)	手紙	letter
できている		to be made of
てつだう		to help / assist
でんき	電気	electricity, light
でんとうてき (な)		traditional
とき	時	when
とこのま	とこの間	tokonoma, alcove
としより / おとしより	お年より	elder, older
なおす		to repair / correct / fix
にほんま	日本間	Japanese-style room
はたけ		field
ばんぐみ		programme
ひとりっこ	一人っ子	an only child
ひるま	昼間	daytime
ふく		to wipe
ふすま		fusuma, Japanese sliding-door
ふたご		twins
ぶんか	文化	culture
ほか (の)		other
まご / おまごさん		grandchild
まじめ (な)		serious, earnest, diligent
まで (に)		until, till
まわり / (の) まわり (に)		around
みがく		to polish
むすこ (さん)		son
むすめ (さん)		daughter
もちろん		of course
やちん		rent
やね		(sloped) roof
ゆうがた	夕方	evening
ゆっくり / ごゆっくり する		to relax / take your time
ようま	洋間	western-style room
(ご) りょうしん	りょう親	parents
れんが		brick
ろうか		corridor
わかい		young
わしつ	和室	Japanese-style room
わらう		to laugh

EATING AND DRINKING

一さま		person (honorific)
一ずつ		each
一たち		plural for people
(ご) あいさつする		greetings, to greet
あがる	上がる	to go up, to enter house
あじ (が) する		to taste
あそび (に いく)		(to go) to play / to visit
ある ひ	ある日	one day
いう	言う	to say, to be called
いちご		strawberry
いつか		some day
いみ		meaning
ガスレンジ		gas stove
カップ		(coffee/tea) cup

からい		hot (peppery/spicy)
ぎゅうにく	牛にく	beef
こうばん	交番	police box
コップ		(lemonade/juice) glass
こめ／おこめ	お米	uncooked rice
こんど	今ど	this time, next time
さいきん	さい近	recently, lately
さいふ		wallet
さがす		to look for
さがる	下がる	to go down, to drop
さしあげる	さし上げる	to give (honorific)
しお		salt
しおからい		salty
しつもん (する)		(to ask a) question
しつれい (な)		impolite, rude
じゅんび (する)		(to make) preparations
しょうゆ		soy sauce
すいか		watermelon
すう		to smoke
すごい		great / fantastic (slang)
すっぱい		sour
すてき (な)		wonderful, gorgeous
すばらしい		wonderful
せつめい (する)		(to give an) explanation
そろばん		abacus
たく		to boil (rice)
たのしみ (にする)	楽しみ	to look forward to
たのむ		to ask/request
たばこ		cigarettes
ちゅうかりょうり	中かりょうり	Chinese cooking
ちゅうもん (する)	ちゅう文	(to place) an order, to order
(お) つけもの		pickles
つつむ		to wrap
つめたい		cold (to the touch)
つれていく	つれて行く	to accompany, to take someone
つれてくる	つれて来る	to accompany, to bring someone
ていしょく	てい食	set menu
でかける	出かれる	to go out, to depart, to leave
てんいん	店員	shop assistant
でんしレンジ	電子レンジ	microwave oven
どう やって		How about..., how, in what manner?
とうふ		tofu, bean curd
とくべつ (な)		particular
とんカツ		pork cutlet
なくなる／～ (が) なくなる		to pass away, to disappear
なべ		pot
なま	生	raw
ならぶ		to line up, to queue
なんめい	何名	How many people? (honorific)
におい		smell
にがい		bitter
にんぎょう	人ぎょう	doll
ねだん		price
のみもの	飲み物	a drink
のり		seaweed
はじめて		for the first time

はらう		to pay
はんぶん	半分	half (of something)
びっくりする		to be surprised
ぶたにく		pork
ぶどう		grape
フライにする		to deep fry
フライパン		frying pan
ほんとう (に)	本とう (に)	true, real
ほんとう (の)	本とう (の)	truly, really
もうすぐ		straightaway
もの	物	thing
やきとり		yakitori, Japanese-style fried chicken
やく		to fry
やる		to do (plain language), to give (e. g. to a dog)
(お) ゆ		hot water
ゆうしょく	夕食	evening meal, dinner
ようしょく	洋食	western-style food/meal
よう		to get drunk
よっぱらう		to get drunk, to drink too much
よぶ		to call/summon/invite/name
ラム		lamb('s meat)
ワイン		wine
わかす		to boil (water) to heat (the bath water)
	おやつ	snacks
かんがえ		thought, idea
かんがえる		to think, to consider
じどうはんばいき	自どうはん売き	automatic vending machine
しらせる		to inform, to tell
だいぶん	大分	considerably, a lot
ちかがい	地下がい	underground shopping centre
ちゅうしょく	昼食	lunch
ちようしょく	朝食	breakfast
はんぶん	半分	half
みつける	見つける	to find
めしあがる		to eat (honorific)
やわらかい		soft

THE JAPANESE SCHOOL SYSTEM

ーさい		-festival
ーてん		marks
いっぱい		full, one-container full
うつくしい		beautiful
おこる		to get angry
がいこくご	外国語	foreign language
がいこくじん	外国人	foreigner
かえす		to return, give something back
かじ	火事	house fire
かす		to lend
がっき	学き	term
かていか	家ていか	home economics
かもく		(school) subject
かりる		to borrow
ぎじゆつ		technology
きそく		rule, regulation
きびしい		strict, tough, harsh

きまる		to be decided
ぎむきょういく	ぎむ教いく	compulsory education
きょういく	教いく	education
きょうかしょ	教か書	textbook
きょうし		teacher
きょうみ (が ある)		interest (to be interested in)
クラブかつどう		club activity
けいざい	けいざい	Economics
けど		but
けれど		but
けれども		however
けんがく (する)	見学 (する)	(to go on) a study visit
こうつう	交通	traffic, transport
こうりつ	公立	public
こくご	国語	national language, Japanese
こくりつ	国立	national
こたえ	答え	an answer
こたえる	答える	to answer/reply
ことば		language, word
ごみばこ		rubbish bin
こわい		scary, frightening, strict, afraid
さいしょ		the first one
さくぶん	作文	essay
さらいねん	さ来年	the year after next
じかんわり	時間わり	(school) timetable
しき		ceremony
しけん (に おちる)		(to fail) an examination
しけん (に とおる)		(to pass) an examination
しけん (を うける)		(to sit) an examination
じこ (に あう)		(to have) an accident
しっぱい / (に) しっぱい (する)		failure/to fail
しふく	私ふく	mufti/one's own clothes
しゃかい	社会	Social Studies
しゃかいがく	社会学	Social Sciences
じゆう	自ゆう	freedom (free time)
しゅうがくりょこう	しゅう学りょ行	school trip
じゆうじかん	自ゆう時間	leisure time/free period
じゅぎょう		lesson
じゅぎょうちゆう	じゅぎょう中	during a lesson
じゅく		cram school
しょうじ		calligraphy
しょくいんしつ	しょく員室	staffroom (at school)
じょしこうこう	女子高校	Girls High School
しりつ	市立	municipal
しりつ	私立	private
すくない	少ない	few, not many
せいせき		results, marks
せいど		educational system
せいぶつ	生物	Biology
せんたくかもく		option subject
せんもんがっこう	せんもん学校	specialist educational institute
そつぎょう		graduation
そつぎょう する		to graduate
そつぎょうしき		graduation ceremony
そのうえ	その上	furthermore
そんなに		that (+ adjective), that much
そんなに(+ negative verb)		not that much

たいいくさい	体いくさい	sports festival
たいかい	大会	big event
だいたい	大体	generally, on the whole
ただしい	正しい	correct
たてもの	たて物	building
たとえば		for example
たぶん	多分	perhaps
たんきだいがく	たんき大学	Junior College (2 years)
だんしこうこう	男子高校	Boys High School
だんだん		gradually
たんだい		Junior College (2 years)
つうちひよう		timetable
テキスト		textbook
できるだけ		as much as possible
とおる／一（に）とおる通る		to pass (an exam)
どくしょ	読書	reading
とくに		particularly, especially
とじる		to close (book/ eyes), to shut
なおす		to cure, make better, mark (an essay)
ながさ	長さ	length
にゅうがくする	入学する	to start school
にゅうがくしき	入学しき	entrance ceremony at school
にゅうがくしけん	入学しけん	entrance examination
ばいてん	売店	stand, stall, kiosk
はくぶつかん		museum
はじめに		at first, firstly, first of all
はずかしい		shy, embarrassed
はつおん	はつ音	pronunciation
びじゅつ		Art, Fine Arts
ひっしゅうかもく		compulsory subject, core subject
ふくしゅう (する)		(to do) revision
ふつう (の)		normal, ordinary
ぶつり		Physics
ぶんかさい	文化さい	cultural festival
ぶんぼう	文ぼう	grammar
ほとんど (の)		almost all, almost, most
まもる		to obey, to preserve, to keep (a rule)
もし		if
もんだい		problem
やく		about, round about
やぶる		to tear/rip/break (rules)
ようちえん	ようち園	kindergarten
よって、一に よって		depending on-, it depends on -
よびこう	よび校	preparatory school for university
よろこぶ		to be glad, to be pleased
りゅうがく (を) する	りゅう学する	to study abroad/overseas
りゅうがくせい	りゅう学生	overseas student
りょう		dormitory, hostel, boarding house
ろうにん (する)	ろう人	to prepare to re-sit entrance exam

LEISURE ACTIVITIES

一たい一		-versus-, -to-
あつめる		to collect
あぶない		dangerous
アマチュア		amateur
あんぜん (な)	安全 (な)	safety, safe

いけばな	生け花	flower arrangement
おおく (の)	多く (の)	many
かさ		umbrella
かち		a win
かつ		to win
かぶき		kabuki theatre
カラオケ		karaoke
からだ	体	body, health
カレンダー		calendar
きぶん (が いい)	気分 (がいい)	feeling good
きぶん (が わるい)	気分 (がわるい)	feeling bad
きみ		you (male speaker)
きめる		to decide
きもち (が いい)	気持ち (がいい)	a good feeling
きもち (が わるい)	気持ち (がわるい)	a bad feeling
きょうみ (を もつ)	持つ	interest (to be interested in)
きる	切る	to cut
くださる	下さる	to give (to me/us) (honorific)
くれる		to give (to me/us)
ゲームを する		(to play) a game
けが (を する)		injury, (to get injured)
げき		a play/drama
けっか		result, outcome
コーチ		coach (sport)
こしょう		pepper
このごろ		recently, these days
ゴールデンウィーク		Golden Week
これから		from now on
じゃんけん (を する)		(to play) scissors, paper, stone
しょうせつ	小せつ	a novel
じだい	時代	era, age, time period
しゅうかん		custom
ジョギング (を する)		to jog, to do jogging
しょどう	書道	calligraphy
ずっと		much more, all the time
すもう		sumo wrestling
ぜひ		definitely
せんしゅ		athlete, player
だから		therefore
たてる		to build
たのしむ	楽しむ	to enjoy
チーム		team
どう / (か) どう (か)		how/whether or not
ドラマ		drama
トランプ (を する)		(to play) cards
なげる		to throw
にる		to look like, to resemble
にんき	人気	popularity
にんきが ある	人気がある	to be popular
はさみ		scissors
ばん、あなたの ばん		(your) turn
ひきわけ		a draw
ひどい		too much, over the top, incredible!
プロ		professional
ぼん、おぼん		Obon Festival
まけ		a loss
まける		to lose

まつり、おまつり		festival
もっと		more
ゆうえんち	ゆう園地	amusement park, recreation ground
ゆかた		yukata, light summer kimono
リラックスする		to relax

LAND AND PEOPLE

一おく		one hundred million
一かい	海	Sea of
一がわ	川	River
一けん		Prefecture
一こ		Lake
一じよ	一所	place
一じょう		Castle
一ど		degree
一パーセント		percent
一はんきゅう	半きゅう	Hemisphere
一よう	洋	Ocean
アイヌじん	アイヌ人	Ainu
アジア		Asia
あつまる		to gather
おきなわ		Okinawa
おんせん		spa, hot pool, hot spring
かいがい	海外	overseas
かいがん	海がん	coast
かざん	火山	volcano
かず		a number
かわる		to change
かんこうぎょう		tourism
かんこうち		tourist area
かんさい	かん西	Kansai District
かんじる		to feel
かんとう	かん東	Kanto District
きおん	気おん	temperature
きこう		climate
きせつ		season
きた	北	north
きゅうしゅう	九州	Kyushu Island
きょうと	京都	Kyoto
くうき	空気	air
くもる		to become cloudy
(に/と) くらべる		to compare (with)
こうがい	こう外	suburb
こうぎょう	工ぎょう	industry, manufacturing industry
こうじょう	工場	factory
こうずい		flood
こまる		to be at a loss
さかん (な)		prosperous, flourishing, thriving
しこく	四国	Shikoku
しぜん (な)		nature, natural
しま	島	island
しまぐに	島国	island country
しまじま	島々	islands

しゅうきょう		religion
しゅと	しゅ都	capital city
しろ		castle
じんこう	人口	population
しんじる		to believe
しんとう		Shinto
せいじ		politics
せいひん	せい品	manufactured goods
せかい		world
せきたん		coal
せきゆ		oil
たいふう	台風	typhoon
たいへいよう	たいへい洋	Pacific Ocean
ため		for, purpose, reason
ちほう	地方	region
ちゅうしん	中心	centre
ちょうど		exactly, just
つなみ		tidal wave, tsunami
つゆ		rainy season, monsoon season
てきとう (な)		suitable
てんきよほう	天気よほう	weather forecast
とうきょうタワー	東京タワー	Tokyo Tower
とし	都市	city
とち	土地	ground, piece of land
とれる／～が とれる		to grow, to harvest
ながれる／～が ながれる		to flow
にし	西	west
にほんかい	日本海	Sea of Japan
のうぎょう		agriculture
のこる		to be left behind, to remain
のち		later
はってん (する)		development, to develop/prosper
はれる		to clear up, to become fine
はんたい		opposite
はんたい する		to oppose
ひがし	東	east
びじゅつかん		art gallery, Museum of Fine Art
びわこ		Lake Biwa
ぶっきょう		Buddhism
へいや		a plain
へいわ		peace
へる		to decrease in number
ふえる		to increase in number
ほう	方	side, direction
ほそながい	ほそ長い	long and narrow
ほっかいどう	北海道	Hokkaido
ほど		not as -, not as much as-
ほんしゅう	本州	Honshu
まんなか		right in the middle, centre
みなと		harbour
みなみ	南	south
みんしゅく		minshuku
むかし		a long time ago
むら	村	village
めずらしい		rare, unusual, novel
もくざい	木ざい	timber

ゆしゅつ する	ゆ出する	to export
ゆたか (な)		wealthy, rich, abundant
ゆにゆう する	ゆ入する	to import
らく (な)	楽 (な)	comfortable, easy
らくのう		dairy farming
ラッシュアワー		rush hour
りんぎょう	林ぎょう	forestry
わかれる	分かれる	to divide

TRAVEL AND TOURISM

一きつ		bank note
一せん		line (for trains etc)
一ちやく	一着	arriving in, arriving at
一はく/ぱく	一泊	counter for overnight stays
一ばんせん	一番せん	track, platform
一ゆき	一行き / 一行	bound for
あく (あいている)		to be open/vacant/empty
あずかる		to receive, to be entrusted with something
あずかりじよ	あずかり所	place for safekeeping
あずける		to deposit, to entrust someone with something
あんない (する)		to guide/show around
あんないじよ	あんない所	information bureau
いっぱく (する)	一泊する	to stay overnight
うけつけ		reception, information desk
うんてんしゅ	うんてん手	a driver
おうふく (する)		to go and return
おす		to push
おもいだす	思い出す	to remember
おもいで (に なる)	思い出 (に なる)	to have memories of
おれい (の てがみ)	おれい (の 手紙)	thank you (letter)
がいこく	外国	foreign country, abroad
がいこくご	外国語	foreign language
がいこくじん	外国人	foreigner
かいさつぐち	かいさつ口	wicket gate
かいしゃいん	会社員	company employee
ガイド		guide
ガソリン		petrol, gasoline
ガソリンスタンド		petrol station
かたみち	かた道	one-way
かなしい		sad, sorrowful
きゅうこう		express train
きんえん (せき)		non-smoking (seat)
けいかく (を たてる)		to make a plan
けいけん		experience
こうくう		airline, Air-
こくさい	国さい	international
こわす		to break something
こわれる		to be broken, to break
さいご		the last one
じこくひょう	時こくひょう	timetable (for transportation)
じどうけんばいき		automatic ticket vending machine
しまる		to be closed, to close
しゃちょう	社長	company president

(お) じゃま (する／になる)		to be a nuisance
じゅうぶん	十分	enough, sufficient
しゅっぱつ (する)		departure, (to depart)
しょうかい、ごしょうかいする		introduction, (to introduce)
しょうひぜい		consumption tax (like GST)
しょうらい	しょう来	future
しらべる		to check/examine/research
ぜいかん		customs
(お) せわ (に なる)		to be taken care of
たいし		ambassador
たいしかん		embassy
ためる		to save up
だんたいりょこう		group tour, group travel
つきあたり		T-junction, end of the street
つづく		to be continued/to continue (nature0)
つづける		to continue
ていねい (な)		polite, careful, considerate
でぐち	出口	exit
でんきせいひん	電気せいひん	electrical appliances
とうちゃく (する)		arrival, to arrive
ところで		by the way
一として		as a -
とちゅう		on the way
とっきゅう		limited express (train)
とめる	止める	to stop something
とりい		Shinto gateway
ながす		to let flow, to let water out
のりかえる	乗りかえる	to change trains
のりもの	乗り物	transport, means of transport
はず		ought to, expectation
パスポート		passport
ビザ		visa
ひつよう (な)		necessity, necessary
ひめじじょう		Himeji Castle
びんぼう (な)		poor
ふつうでんしゃ	ふつう電車	local train
へん		vicinity
ペンション		pension (type of accommodation)
ホーム		platform
ホームステイ (する)		homestay
まず		first, at first
まよう／みちにまよう	道に まよう	to lose one's way, to get lost
まんいん	まん員	full, packed (with people)
みおくる	見おくる	to see someone off
みずぎ	水着	swimwear, swimsuit, togs
むかえにいく／くる	むかえに行く／来る	to go/come to meet/ collect someone
もみじ		maple tree (autumn colours)
やっと		at last
ユースホステル		youth hostel
ようもう		wool
よやく (する)		to make a reservation/booking
りょこうがいしゃ	りょこう会社	travel agency
わすれもの (を する)	わすれ物 (を する)	something left behind/ lost

JAPAN AT WORK

いちにちじゅう	一日中	all day long
おじぎ (を する)		to bow
かいぎ	会ぎ	meeting
きかい		machine, machinery
きゅうきゅうしゃ	きゅうきゅう車	ambulance
きゅうじつ	休日	annual holiday, a day off
きゅうりょう		salary
ぎょぎょう		fishing industry
こういん	工員	factory worker
こうがい	公がい	pollution
こうこく (する)	広こく (する)	advertisement, poster, to advertise
さびしい		sad
さんぎょう		industry
しげん		resources
じどうしゃ	じどう車	car, automobile, vehicle
しばらく		for a while
じむいん	じむ員	office worker, clerk
しょくいん		staff member, staff
ストレス (が たまる)		stress, to become stressed
ぜいきん	ぜいきん	tax
それで		therefore
たいしょく (する)		retirement, to retire
たりる		to be sufficient
つらい		hard, mentally painful
ていねんたいしょく	てい年たいしょく	to retire at the age limit
でまえ (をとる)	出前 (をとる)	to have a meal delivered
(に) とおる	通る	to pass
(を) とおる	通る	to travel via
(に) とって		as for -
とどける		to deliver
なくす、を なくす		to lose something
なるほど		I see!
パート		part time
ふえる		to increase in number
ぼうえき		trade
ボーナス		bonus
まあまあ (の)		so-so
むり (な)		unreasonable, difficult
うんてんめんきょ		driver's licence
ようじ		business, engagement

COMMUNICATION AND THE MEDIA

〜かた	〜方	by way of, care of
〜く		ward (in a city)
〜ちょうめ	〜 (丁) 目	Block (in a town or city)
いそぐ		to hurry
いらっしゃる		to go, to come, to exist (honorific)
えはがき		picture postcard
かじ	火事	house fire
きって	切手	stamp
けいたいでんわ	けいたい電話	mobile phone
こうくうびん		air mail
こうしゅうでんわ	こうしゅう電話	public telephone
こづつみ		parcel
じゅうしょ	住所	address

つごう (が いい)		opportunity, convenient
つごう (が わるい)		inconvenient
つたえる		to convey a message
でんごん		message
でんわちょう	電話ちょう	telephone directory
ねんがじょう		New Year's card
はがき		postcard
(お) はなしちゅう	(お) 話し中	busy, engaged (phone)
ふうとう		envelope
へんじ (を する)		reply, (to reply)
やくそく		promise, to make an appointment
ゆうびん		post, mail
よてい		plan, programme, expectation
(に/と) れんらくする)		to contact/inform someone
メール		e-mail
メモ		note/message

This form must reach The Languages Team, CIE, Syndicate Buildings, Cambridge, by 1 September for the November examination.

**GENERAL CERTIFICATE OF EDUCATION
AS LEVEL
NOMINATION OF ORAL EXAMINER IN JAPANESE LANGUAGE**

Centre Number							
Centre Name							
Language	JAPANESE			Level of Examination		AS Level	
Syllabus Number	8	2	8	1	Date	November 2005	

(Separate forms should be used for each Examiner.)

NAME OF EXAMINER		
OCCUPATION		
QUALIFICATIONS		
NAMES/CENTRE NUMBERS OF OTHER CENTRES AT WHICH S/HE WILL EXAMINE AND NUMBERS OF CANDIDATES	Centre Name(s)/Number(s)	No. of Candidates

Statement to be signed by the person who has made the nomination shown above.

I certify that to the best of my knowledge the person I have nominated on this form is well qualified to undertake the work. The nominee has agreed to undertake the work.

SIGNED _____ DATE _____

OFFICIAL POSITION _____