

Cambridge IGCSE™ Japanese 0716 (for examination from 2027)
Specimen Speaking Test
Transcript, moderator comments and marks
Test 1 – Liv Jones
Role play – Card 4

Role	Video transcript	Moderator comments
Teacher/examiner	Are you ready? Great, thank you, I'll just keep these here.	After the 10-minute preparation time, the candidate hands in her notes to the teacher/examiner.
Candidate	Yes.	
Teacher/examiner	OK then, let's begin. My name is Amy Fujishiro. The candidate number is 0031, candidate name, Liv Jones. Candidate card number 4. The date is April 10 th , 2028. こんにちは。	The teacher/examiner gives the necessary administration details as set out on the instructions. The teacher/examiner then welcomes the candidate to put her at ease. This test is a demonstration for examinations from 2027. This is not assessed.
Candidate	こんにちは。	The candidate responds briefly to the teacher/examiner's welcome.
Teacher/examiner	準備はできましたか？	This is a continuation of warm up which is not assessed. The teacher/examiner slightly changes the 'Are you ready?' question from the script. As this is not assessed, this is not so important.

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Candidate	はい。	The candidate responds briefly.
Teacher/examiner	はい。では、テストを始めます。	The teacher/examiner gives a clear signal (as scripted) that the roleplay section of the test is about to start.
Candidate	はい。	
Teacher/examiner	じゃ、まずはロールプレーで始まりますね。	The teacher/examiner adds an additional remark (a repeat of the previous statement) that is not scripted. Such additions should be avoided as they may confuse candidates, as the statement could be seen as needing a response. (I'm going to....., OK?)
Candidate	はい。	The candidate responds.
Teacher/examiner	あなたは、今東京にいます。あなたは、友だちと一緒に公園に行きたいです。私は、あなたの友だちです。 いつ公園に行きましょうか?	The teacher/examiner introduces the role play scenario and sets her timer for 2 minutes. (It would not be surprising if a candidate responds はい before the first question to indicate comprehension of the scenario.) The teacher/examiner asks the first question.
Candidate	土曜日。	Communication is achieved. 2 marks can be awarded for a simple answer if communication is achieved. The answer does not need to be a full sentence to gain full marks..

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Teacher/examiner	どうやって行きますか?	The teacher/examiner does not follow the instruction to 返答に沿って対応し, but simply asks the second question.
Candidate	バスで行きましょうか?	Although this answer is framed as a question, directed at the 'friend', the relevant information is communicated. 2 marks are awarded.
Teacher/examiner	で、公園では何をしたいですか?	The instructions state that the teacher/examiner should respond appropriately. Particularly as here the candidate responds in a question form, a response (such as そうですね) would make the conversation more natural. The teacher/examiner then asks the third question. The teacher/examiner adds a linking で at the start and a は into the question itself. The card should be read exactly as it is printed; any extra elements (e.g. a single kana) which does not change the meaning, should not be added.
Candidate	私はアイスクリームが大好きだから、アイスクリームを食べたいです。	Although the answer is in the second half of the sentence, communication of the answer is clear, so 2 marks are awarded.

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		The candidate gives a reason, but this is not necessary. Just the second half of the utterance is enough for 2 marks to be awarded.
Teacher/examiner	あー、いいですね。先週の週末、どこに行きましたか？	The teacher/examiner responds appropriately to the candidate's answer. The teacher/examiner asks the first half of the fourth question. The candidate is allowed to answer this first, as indicated in the instructions.
Candidate	先週は映画館に行きました。	Communication is achieved. Even though this is probably not the most natural way to express this in Japanese, the candidate has said where she went.
Teacher/examiner	映画館。どうしてですか？	そうですね would be a more natural response than simply repeating the noun. The second half of task 4 is asked.
Candidate	友だちと一緒に行了きました。映画が大好きだからです。	The candidate's first sentence gains 0 marks, but the second sentence contains a valid answer; this, combined with the successful response to the first part of task 4 means that 2 marks are awarded. Even without the reason marker から, full marks can be given.
Teacher/examiner	明日は何をしたいですか？	The teacher/examiner asks the first half of the fifth question. The

Role	Video transcript	Moderator comments
		candidate is allowed to answer this first, as in task 4.
Candidate	明日はサッカーをしたいんですね。	A natural answer; 'football' is clearly communicated as the activity for tomorrow.
Teacher/examiner	だれとサッカーをしたいですか？	The second half of task 5 is asked. If a candidate gives the answer to the second half of the task as part of the answer to the first half, then the second 'sub'-question should be omitted.
Candidate	私の友だち、テリーと一緒にしたいです。	Communication is achieved over both sections and 2 marks are awarded. Given the situation (you are already speaking to a friend), the candidate really needs to say 'with another friend', but this is disregarded for this first task.
Teacher/examiner	いいですね。	A natural response. The role play has lasted under the maximum 2 minutes, but as all tasks have been completed, the role play can end and the test proceeds to the next section.

Topic conversation 1 – Card 1

Role	Video transcript	Moderator comments
Teacher/examiner	はい、じゃあ、ありがとうございます。 次の会話に行きましょう。	The teacher/examiner indicates that she is moving on to the next part of the test.
Candidate	はい。	
Teacher/examiner	では、次の会話は洋服のテーマに関して話しましょう。	The teacher/examiner introduces the theme of the first topic conversation. The timer is reset. Depending on the ability of the candidate, this introductory sentence could be simplified, e.g. まずは洋服について話しますね。 It would be advisable to use について rather than に関して here, as the latter phrase used for 'about' is not the simplest language for this level.
Candidate	はい。	The candidate acknowledges this.
Teacher/examiner	どんな洋服が好きですか？	The teacher/examiner asks the first question on the card.
Candidate	私はカジュアルの洋服が大好きだから、ジーンズが一番好きな洋服です。	There is a minor error in the candidate's response, but this is a clear, relevant answer. から to give a reason is used correctly.
Teacher/examiner	ジーンズ、そうですか。	The teacher/examiner reacts to the statement; however, it would have been better to prompt the candidate to expand on her answer. (Examples are given in the

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		instructions in the teachers' notes booklet.)
Candidate	はい。	
Teacher/examiner	学校で何を着ますか?	The teacher/examiner asks the second question on the card.
Candidate	学校では制服を着ます。それは白いシャツと黒いのスカートと靴を着ます。	The candidate expands on the initial response, but more could be said (boys' uniform? opinion? rather wear own clothes?). The second sentence is not error-free (verb used, joining of adjective to noun) and pronunciation is not totally clear (な or の?), but there is no problem in understanding the intended meaning.
Teacher/examiner	で、最近、いつ、どこで洋服を買いましたか?	The teacher/examiner asks the third question, unfortunately without acknowledging the previous answer. Whilst it would be inappropriate here to ask そのほかに about the answer to task 2 (there is a limit to the number of items you wear yourself), asking the candidate to say a little more would be suitable here to elicit an opinion. The teacher/examiner should avoid adding で or similar links that are not on the card.

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Candidate	うん、もう一度お願いします。	The candidate asks for repetition of the third question. This is always a better strategy than saying nothing.
Teacher/examiner	はい。最近、いつ、どこで洋服を買いましたか？	One repetition of the original question is permitted, so the question is repeated with no changes.
Candidate	最近はスーパーで洋服を買いました。	There is a simple and short response. There is more opportunity to build on this, but the candidate says no more.
Teacher/examiner	ああ、どうしてですか？	The teacher/examiner asks a further question (Why?) to elicit more detail. A more general prompt, e.g. もう少し詳しく.. would allow the candidate to take the topic in another direction (e.g. details of recent purchase, where supermarket is, how prices compare, etc.).
Candidate	うん、スーパーの制服....スーパーの洋服はあまり...ちょっと安いです。	The candidate starts an answer that is grammatically challenging ('not very expensive') but then has to change to the easier 'cheap'. There is opportunity for further comment, e.g. to comment on the price of an item.
Teacher/examiner	安いです。	The teacher/examiner acknowledges the answer giving the

Role	Video transcript	Moderator comments
		candidate the opportunity to, for example, give an example of price.
Candidate	はい。	The candidate does not react to the prompt.
Teacher/examiner	そうですか。学校の制服の良い点と悪い点は何だと思えますか？	The teacher/examiner asks the fourth question from the card. This is a more challenging question, asking for personal opinion.
Candidate	もう一度お願いします。	The candidate asks for repetition of the question.
Teacher/examiner	はい。学校の制服の良い点と悪い点は何だと思えますか？	As stated in the instructions a single repetition of the original question is permitted. The question is repeated with no changes.
Candidate	良い点は毎日同じの制服を買います...着ます。悪い点はちょっと面白くないです。	The candidate gives one positive and one negative. Again, the language used is simple, although the negative form of おもしろい is conjugated correctly here. The first idea needs to be expanded as wearing the same clothes could be seen as a negative. The opportunity to use と思えます(as in the question) is missed.
Teacher/examiner	そうですね。	Rather than agree, the teacher/examiner should use a prompt to allow the candidate to build on the first response.

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Candidate	はい。	
Teacher/examiner	将来ファッションはあなたにとって大切になるとおもいますか？	The teacher/examiner asks the final question on the card. This is a challenging question that needs the candidate to consider content, as well as language.
Candidate	うん、はい。 自分、自分の表現をできるです。	Accuracy is not so good here, but the meaning can be understood. However, the candidate seems to be talking about the present, as opposed to the future that the question asks about.
Teacher/examiner	どうしてですか？	Asking 'why' does not really follow on from the candidate's response. It would be more suitable to ask for more details.
Candidate	あの、自分のスタイルを...いいです。	The candidate struggles to convey her meaning.
Teacher/examiner	スタイルがいいです。	The teacher/examiner acknowledges the previous utterance, but in so doing corrects the candidate's Japanese. Although sometimes unavoidable to allow the conversation to continue, the teacher/examiner should try not to correct the candidate's language or indicate an error has been made by the candidate.
Candidate	はい。	

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Teacher/examiner	そうですか。もう少し話してください。	Further details are asked for.
Candidate	じゃあ、私はジーンズとカジュアルの洋服が好きだから、ファッションは...うん、あ...分かりません。	The candidate repeats her answer to question 1; however, the last clause is unclear. Casual clothing is also fashion.
Teacher/examiner	はい。大丈夫です。ええと...洋服の好きな色は何ですか？	The teacher/examiner attempts to put the candidate at ease ('It's OK'). The teacher/examiner adds one of her own questions as indicated on the card. This question is on the correct topic but is easier than the previous two questions. As the candidate seems to be struggling, it is a good idea here to offer something that is easier to respond to.
Candidate	一番好きな色はピンクです。私はピンク、ピンクのセーターがあります。それは一番好きなセーターです。	A nice, relevant answer. The level of language is simple. Pronunciation of いろ is unclear.
Teacher/examiner	そうですか。	The teacher/examiner prompts the candidate to say more.
Candidate	毎日着たいんですね。でも学校にできません。	The candidate expresses an opinion. The meaning is clear, despite the error.
Teacher/examiner	ああ、そうですね。	
Candidate	買いません...着ません	The candidate decides to change the verb she uses.

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Teacher/examiner	分かりました。	
Candidate	はい。	
Teacher/examiner	はい、ありがとうございました。	The teacher/examiner indicates the end of the topic conversation.

Topic conversation 2 – Card 5

Role	Video transcript	Moderator comments
Teacher/examiner	では、次の会話に行きましょう。次の会話のテーマはコミュニケーションとテクノロジーです。	The teacher/examiner introduces the theme of the Topic Conversation 2. The language used to introduce the new topic is simpler than before. The teacher/examiner resets the timer. Setting the timer for each conversation avoids problems with timing and ensures that each conversation lasts between 3.5 and 4 minutes.
Candidate	はい。	The candidate acknowledges the new topic.
Teacher/examiner	では始めましょう。毎日どのくらいインターネットを使いますか？	The teacher/examiner signals that she is about to start. The first question is asked, as written on the card.
Candidate	うん、毎日2時間ぐらいインターネットを使います。	The candidate gives a simple response. The information given is fine, but the candidate just follows

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		<p>the sentence pattern of the question.</p> <p>There is a lot more that could be said to expand this answer, e.g. what you do on the internet, where you use it, home internet 'rules', etc.</p>
Teacher/examiner	<p>どんなソーシャルメディアを使いますか？</p>	<p>The teacher/examiner asks the second question on the card.</p> <p>Before going on to the next question, the teacher/examiner should acknowledge the candidate's answer, and ask an extension question to encourage the candidate to say more.</p> <p>If it is clear that the candidate may struggle with the more challenging questions later on, it is in the candidate's interests to have the opportunity to say more at this stage.</p>
Candidate	<p>ソーシャルメディアでは、毎日インスタグラムを使います。私の友だちと一緒に話せます。と、絵を見ることが好きです。</p>	<p>This is a good reply from the candidate: three sentences and some complex Language are used.</p> <p>Teachers should ensure that their learners can use 'joiners', so that mistakes originating from the candidate's first language, such as using と, are avoided.</p>
Teacher/examiner	<p>そうですね。</p>	<p>The teacher/examiner acknowledges the response,</p>

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		perhaps hoping that more will be said. Pictures of what, for example?
Candidate	写真、写真を見ることが好きです。	The candidate recalls the word 写真, but then repeats a previous sentence.
Teacher/examiner	写真、分かりました。ソーシャルメディアの良い点と悪い点は何だと思えますか？	The teacher/examiner acknowledges the candidate's rephrasing but does not add an extension question. The teacher/examiner then asks the third question on the card.
Candidate	良い点は....便利です。と、友だちと話せることがあります。でも、悪い点はちょっと無駄ことです。時間が無駄です。	The candidate, despite inaccurate language, successfully communicates relevant information.
Teacher/examiner	そうですね。最近、いつ、何のためにインターネットを使ったか、話してください。	The teacher/examiner acknowledges the candidate's answer, but recognises that she is struggling, so decides to move on to the fourth question.
Candidate	もう一度お願いします。	The candidate asks for repetition of the question.
Teacher/examiner	最近、いつ、何のためにインターネットを使ったか、話してください。	The question can be repeated once in its original form.
Candidate	あ...あ...うん、ごめんなさい。わかります。質問が分かりません。	The candidate signals that the question is too difficult for her to understand, but uses Japanese to express this, rather than resort to English. (Candidates should be

Role	Video transcript	Moderator comments
		equipped with the necessary meta-language to deal with the exam.)
Teacher/examiner	はい。最近インターネットを使いましたか？	The teacher/examiner asks the first alternative question.
Candidate	はい。うん、先週の月曜日にインターネットを使いました。勉強しました。学校の勉強しました。インターネットを使いました。	The candidate is able to give a clear answer. The language used, whilst accurate, contains no complex language, however. The sentences are all relatively simple.
Teacher/examiner	そうですね。	The teacher/examiner acknowledges the candidate's answer.
Candidate	はい。	
Teacher/examiner	ううん、もうちょっと話してください。	The teacher/examiner asks for more to be said. This is good practice as it gives the candidate more opportunity to give more detail around the topic. The two other alternative questions (Why? And What for?) would not follow here, so the decision to ask simply for more information is a good one.
Candidate	うん、英語の勉強しました。私は**インターネットに映画、英語を見ました。	The candidate's response begins well, but the えいご・えいが confusion obscures the meaning. (Watched a film for English on the internet?)
Teacher/examiner	分かりました。将来、最も重要なテクノロジーは何だと思えますか？	The teacher/examiner acknowledges the candidate's

Role	Video transcript	Moderator comments
		answer, then decides to move onto the last question on the card.
Candidate	もう一度お願いします。	The candidate asks for repetition of the question.
Teacher/examiner	はい。将来、最も重要なテクノロジーは何だと思えますか？	The question can be repeated once with no changes to the script.
Candidate	うん、インターネットとソーシャルメディアは...ちょっと分かりません。	The candidate's answer breaks down, so she signals lack of comprehension.
Teacher/examiner	将来、一番大切なテクノロジーは何ですか？	The teacher/examiner asks the first alternative question.
Candidate	一番大切なテクノロジーはAIです。毎日使いますからです。	The simpler form of the question enables the candidate to give a clear answer, with an additional simple reason, using から correctly.
Teacher/examiner	ああ、どうしてですか？	The teacher/examiner asks an extension question.
Candidate	便利です、と、時間の無駄（mudu）じゃない。	Two reasons are given. The language is quite basic; there is some inaccuracy, pronunciation is unclear. These ideas are not new, they are recycled from question 3.
Teacher/examiner	分かりました。	The teacher/examiner indicates the end of the test.
Candidate	はい。	
Teacher/examiner	That is the end of the test.	
Candidate	ありがとうございました。	Closing thanks.

Role	Video transcript	Moderator comments
Teacher/examiner	ありがとうございました。	Closing thanks. Using the mark scheme the teacher/examiner adds the marks to the Working Mark Sheet.

Mark scheme	What went well / Even better if ...	Mark awarded
Role play – Task 1	A single noun is provided and this is enough to achieve full marks.	2 out of 2
Role play – Task 2	The candidate frames her answer as a question, which is possible as long as the answer is clear.	2 out of 2
Role play – Task 3	The candidate gives a reason for the chosen activity. The second half of the sentence, without the reason, would be enough to gain 2 marks.	2 out of 2
Role play – Task 4	In Japanese it would be more natural to say 'went to see a film', but a place has been named. (1 mark) The 'went with a friend' is not an answer to 'why?', but a reason is then given, so communication is achieved. (1 mark)	2 out of 2
Role play – Task 5	The candidate gives a clear answer to each part of the task – football/with friend Terry - so 1 mark is given for each part.	2 out of 2
Topic conversations		
Communication	<p>What went well:</p> <p>Generally, the candidate responded satisfactorily to the questions.</p> <p>The alternative questions were needed twice.</p> <p>The information in the answers is consistently relevant. When the candidate did not understand the question on the first hearing, she asked for repetition, rather than guessing the meaning.</p>	10 out of 15

Mark scheme	What went well / Even better if ...	Mark awarded
	<p>There was some limited development of ideas (e.g. details of school uniform, explaining use of Instagram), as well as simple reasons ('because I like...').</p> <p>Even better if ...:</p> <p>Answers needed to be further developed to gain more marks. The candidate needed to give information without waiting for a prompt from the teacher/examiner.</p> <p>Answers should have included more opinions, with explanation/reasons given for them.</p> <p>The candidate's performance matches the descriptors for Level 10–12, but the lack of development of ideas/opinions, etc., as well as the repetition of some language, puts it to the bottom of that band, closer to 'Satisfactory' than 'Very good'.</p>	
Quality of Language	<p>What went well:</p> <p>Some listed structures were used, as well as a reasonable variety of vocabulary.</p> <p>The candidate's language was generally grammatically accurate.</p> <p>Pronunciation was generally good.</p> <p>Even better if ...:</p> <p>A wider range of structures listed in the syllabus used.</p> <p>A greater accuracy when using more complex language.</p> <p>Although some of the descriptors in Level 7–9 do not entirely match this candidate's performance, e.g. structures/vocabulary with frequent errors - the range of structures could not be described as 'good', thus awarding a mark in the 10–12 level is not appropriate. Since there is no clear evidence for this candidate being closer to either the 'weak' or the 'good' band, a mark in the middle of Level 7–9 was given.</p>	8 out of 15
Total mark awarded = 28 out of 40		