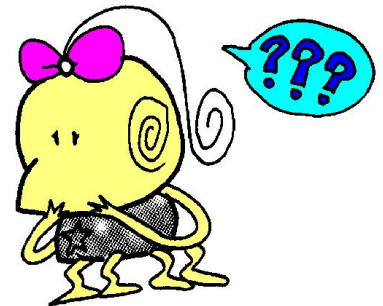


Japanese ab initio Individual Oral Exam

What you need to do for speaking

All your speaking is internally assessed and externally moderated.

Your speaking accounts for 25% of your overall grade and lasts between 7 – 10 minutes.



The Individual Oral

This is what you would call your “Speaking Exam”.

You have to do three things:

- (i) Make a presentation about a previously unseen visual stimulus. (You have 15 minutes to prepare for this and a choice of five – each relating to a different theme and labelled in Japanese with the theme) (approximately 1–2 minutes) *Please note that the choice of 5 pictures is only for the May 2021 speaking exam, and has not yet been officially confirmed by the IBO.*
- (ii) Participate in a follow up conversation about the theme of the picture. (approximately 3–4 minutes)
- (iii) Participate in a general conversation on at least one additional theme taken from the five themes around which the course is based (approximately 3–4 minutes)

The Five Themes:

アイデンティティー Identities (Personal attributes/ Personal relationships/

Eating and drinking/ Physical well-being)

けいけん
経験 - Experiences (Daily routine/ Leisure/ Holidays/ Festivals and celebrations)

ひびく
日々の暮らし - Human Ingenuity (Transport/ Entertainment/ Media/ Technology)

しゃかいせいかつ
社会生活 - Social Organisation (Neighbourhood/ Education/ The workplace/ Social issues)

わたし ちきゅう
私たちの地球 - Sharing the Planet (Climate/ Physical geography/ The environment/ Global issues)

Part I Describing a picture

What you have to do

At the beginning of the oral, your teacher will give you a choice of 2 (5 for 2021) pictures (photos or drawings), each on a different ab initio theme. You need to choose one. You then have 15 minutes (by yourself in a supervised room) to prepare. No dictionaries are allowed, but you may make notes during your preparation time, and you may bring up to 10 bullet points with you into the exam. Your notes will be collected and retained by your teacher after the exam. Your description needs to be 1 – 2 minutes long; and you will be rewarded very richly for making links to the Target Culture (Japan).

Tips for describing the picture

Step 1: Introduce your photo/picture:

TOPIC の {しゃしん} についてはなしたいとおもいます。
え

I think I would like to talk about the photo/picture of TOPIC.

OR: このしゃしん/えをしょうかいしたいとおもいます。

I think I would like to introduce this picture.

Step 2: State what the photo/picture is:

これは、*** の {しゃしん} です。
え

Step 3: Say who is in the picture and tell us something about them: for example their relationship to each other; their age; their profession or school year.

しゃしんに おとこ こ 男の子が3人います。とも 友だちで、ちゅうがくせい み 中学生に見えます。15さいぐらいです。In the picture there are 3 boys. They are friends, and they look like middle school students. They are about 15 years old.

しゃしんに 女 こ よにん 女の子が4人います。とも 友だちで、しょうがくせい み 小学生に見えます。8さいぐらいです。In the picture there are 4 girls. They are friends, and they look like primary school students. They are about 8 years old.

しゃしんに かぞく ろくにんかぞく 6人家族で、どう かあ こ おばあさんとお父さんとお母さんと子どもが3人います。In the picture there is a family. It is a 6 person family, there is a grandma, a father, a mother and three children.

Step 4: Make a comment about the weather/season, using the clothing of the people in the picture as your reason.

しゃしんの人、コートをかきていませんから、お天気はさむくないでしょう。

The people of the photo are not wearing coats; therefore the weather is probably not cold.

NB: to wear something over your arms – きる (きています)

スーツをきています He/she is wearing a suit

- to wear something over your legs – はく (はいています)

ブーツをはいています He/she is wearing boots

- to wear something over your head – かぶる (かぶっています)

ぼうしをかぶっていません He/she is not wearing a hat

Step 5: Choose an area of the picture (え) or photo (しゃしん) and say what there is there:

{ しゃしん } の { 上 (うえ) (above)
え } { 下 (した) (below)
右 (みぎ) (right)
左 (ひだり) (left)
中 (なか) (middle)
後ろ (うしろ) (behind/the back) } に*** が { あります。
います。 }

In the [position] of the photo/picture there is a ***.

Step 6: Speculate about the items in the picture in the location you have chosen, using the following variations of the basic 'A is B' [AはB です] pattern:

AはBでしょう。A is probably B.

AはBかもしれません。I wouldn't be surprised if A were B.

AはBにみえます。A looks like B.

AはBだと思います。I think A is B.

For added WOW factor, insert 'In my opinion' before any of the above:

わたしのいけんでは、。。。。

ASK YOUR TEACHER THEIR OPINION!! ^{せんせい}先生は、^{おも}どう思いますか。What do you think, Ma'am?

If you have several people in the picture you want to talk about, it is probably easiest to give them names, or if it is a family, call them お父さん、お母さん、お兄さん etc.

Step 7: Go on to describe some details: (This is probably what you want to think about in your 15 minute preparation time and make some notes on).

What the people are doing Person は、* * をしています。

What you can see in the background ^{しゃしん} 写真のうしろに * * ^み が見えます。

If anything is special or unusual about the picture (eg it is a birthday)

You are allowed to go beyond just describing what you see in the picture. To do this you can

- Say what happened BEFORE the picture (tell a little story)

このまえに、みんなで ^か ^{もの} ^い 買い物に行ったかもしれません。

- Say what you think is going to happen AFTER this picture

これから、^{とも} 友だちと ^{としょかん} ^い 図書館に行くでしょう。

If you have time, link it to your own experience and tell me about your own experience / thoughts

^{わたし} 私のうちで、^{いもうと} 妹と ^{りょうり} 料理をします。

For added WOW factor, when you are describing something using an 'I' adjective, replace です (it is) with ^{おも} と思います (I think it is).

いいです (it is good) → いいと ^{おも} と思います (I think it is good).

Step 8: Make explicit links to the Target Culture

Use these four key words: ^{ぶんか} ぶんか (culture) ^{しゅうかん} しゅうかん (custom)

^{でんとう} でんとう (tradition) ^{でんとうてき} でんとうてき (traditional)

Part 2 Follow up Questions

After you have presented your picture, your teacher will ask you questions on the theme that was presented, expanding on what you have provided in the presentation for 3 - 4 minutes. You need to relate the visual stimulus to the relevant theme from the course. This discussion is likely to focus on your own experiences and opinions.

Part 3 General Conversation

Finally, you will have a general conversation of about 3 - 4 minutes, covering at least one additional theme taken from the five themes around which the course is based. Here are some of the questions you may be asked. Remember, always expand your answer.

アイデンティティー Identities

どこすに住んでいますか。そこは、どんな所ところですか。

Where do you live?

どんな家いえに住んでいますか。あなたのへやは、どんなへやですか。

What kind of house do you live in? What kind of room is your room?

何才なんさいですか。お誕生日たんじょうびはいつですか。

How old are you? When is your birthday?

たんじょうびに どんな事ことをしますか。

What kinds of things do you do on your birthday?

お国くには？ or お国くにはどちらですか。

Your country? Which is your country?

友だちのお名前なまえは何なんですか。どんな人ひとですか。

What is your friend's name? What kind of person is he/she?

かぞくは なんにんですか。だれが いますか。

Your family is how many people? Who is in it?

お父さんとうはどこにつとめていますか。

Where does your father work?

かぞくで いっしょなにに 何をしますか。

As a family, what do you do together?

お母さんかあは、毎日まいにち、いそがしいですか。

Your mother, everyday, is she busy?

うちで、どんな てつだいをしますか。

At home, what kind of help do you do?

ペットを かって いますか。

Do you look after a pet?

よくレストランいに行きますか。どんな料理りょうりが好きすですか。

Often, do you go to restaurant/s? What kind of cuisine do you like?

どんなふくすが好きすですか。ふくにお金かねをたくさんつかいますか。

What kind of clothes do you like? Do you use a lot of money for clothes?

若い人わかにとってファッションひとは大切たいせつだと思おもいますか。どうしてそう思おもいますか。

For young people, do you think fashion is important? Why do you think so?

けいけん
経験 – Experiences

しゅみは ^{なん}何ですか。いつ ^{なん}そのしゅみを ^{なん}はじめましたか。

What is your hobby? When did you start that hobby?

ひまなとき、^{なに}何をしますか。

In your free time, what do you do?

スポーツが ^す好きですか。

Do you like sports?

どんな ^{なん}スポーツを ^{なん}しますか。いつ ^{なん}しますか。

What kind of sports do you do? When do you do them?

スポーツは ^{だれと}だれと ^{なん}しますか。どこで ^{なん}しますか。

Who do you play sports with? Where do you play?

おんがくが ^す好きですか。どんな ^{なん}おんがくが ^す好きですか。

Do you like music? What kind of music do you like?

何を ^{なん}しましたか。何を ^{なん}見ましたか。

What did you do? What did you see?

休みのとき、^{やす}何を ^{なん}するのが ^す好きですか。

When on holiday, what do you like doing?

天気は ^{てんき}どうでしたか。あなたの ^{くに}国の ^{てんき}天気とくらべて、どうですか。

What was the weather like? Compared with the weather in your country, how was it?

何を ^{なん}食べ ^たましたか。What did you eat?

どんな ^{なん}おみやげを ^か買 ^かいましたか。What kind of souvenirs did you buy?

その ^{くに}国は ^{なん}どんな ^{くに}国 ^{なん}ですか。何で ^{なん}ゆうめい ^{なん}ですか。That country was what kind of country? For what is it famous?

その ^{くに}国 ^{なん}について、^{おも}どう ^{なん}思 ^{なん}いましたか。About that country, what do you think?

よく ^{かぞく}家族 ^{りょこう}と ^い旅行 ^{なん}に行 ^{なん}きますか、^{とも}友 ^いだち ^すと ^{なん}行 ^{なん}く ^{なん}ほう ^{なん}が ^{なん}好き ^{なん}ですか。

Do you often with your family go on holiday? Do you prefer to go with your friend/s?

今年 ^{ことし}の ^{なつやす}夏 ^{なん}休 ^{なん}みに ^{なん}どこ ^{なん}か ^{なん}行 ^{なん}きますか。だれ ^{なん}と ^{なん}行 ^{なん}きますか。何を ^{なん}しますか。

This year's summer holiday, will you go anywhere? With whom will you go? What will you do?

しょうらい、^{くに}どの ^い国 ^{なん}に行 ^{なん}って ^{なん}み ^{なん}たい ^{なん}です ^{なん}か。どう ^{なん}して ^{なん}です ^{なん}か。

In the future, which country would you like to try going to? Why?

学校 ^{がっこう}の ^{りょこう}しゅう ^いがく ^い旅行 ^{なん}に行 ^{なん}きました ^{なん}か。どこ ^{なん}に行 ^{なん}きました ^{なん}か。どう ^{なん}でした ^{なん}か。

Did you go on a school trip? Where did you go? How was it?

あなたの ^{くに}国 ^{なん}で、^{しんねん}クリスマス ^{こと}(新年) ^{なん}には、^{なん}どんな ^{なん}事 ^{なん}を ^{なん}し ^{なん}ます ^{なん}か。

In your country, on Christmas (New Year), what kind of things do you do?

あなたの国には、どんな行事がありますか。何をしますか。何がおもしろい
ですか。

In your country, what kind of events do you have?

日々の暮らし- Human Ingenuity

今日の若い人はテレビを見過ぎていると思いますか。

Today's young people watch too much TV do you think?

よく読書をしますか。どんな本が好きですか。さいきん、どんな本を読みま
したか。

Often, do you read? What kind of books do you like? Recently, what kind of book/s
are you reading?

どうやって学校に来ますか。

How do you come to school?

日本のしんかんせんにのったことがありますか。

Have you ever been on the Bullet Train?

イギリスの電車より日本の電車のほうが好きですか。

Compared to UK trains do you like Japanese trains?

ときどき映画を見に行きますか。

Do you sometimes go to see a film?

一番好きな映画は、何ですか。

What is your favourite film?

ユーチューブを見ますか。それともテレビを見ますか。

Do you watch Youtube, or do you watch TV?

ひまな時にテレビゲームをよくしますか。

In your spare time do you play video games?

社会生活 – Social Organisation

学校で、何を勉強していますか。

At school, what are you studying?

一番好きな科目は、何ですか。どうしてですか。

What is your favourite subject? Why?

一番むずかしい科目は、何ですか。どうしてですか。

What is your hardest subject? Why?

じゅぎょうは何時なんじから何時なんじまでですか。

Lessons are from what time (o'clock) to what time (o'clock)?

ホカリルに せいふくが ありますか。

Do you have a uniform at Hockerill?

せいふくについて、どうおも思いますか。

About uniforms, what do you think?

がっこう学校でスポーツをしますか。どんなスポーツチームがありますか。

At school, so you do sports? What kind of sports teams are there?

がっこう学校に、どんな きそくが ありますか。

At school, what kind of rules are there?

がっこう学校では、どんな ぎょうじぎょうじがありますか。

At school, what kind of events are there?

がっこう学校でクラブ かつどうなをしていますか。いつ、何をしますか。

At school, do you have club activities? When, what do you do?

まいにち毎日 しゅくだいを たくさん しますか。

Everyday, do you do a lot of prep?

いちばん一番おもしろい先生せんせいは、だれですか。どうしてですか。

Who is your most interesting teacher? Why?

しょうらいは、どんな しごとを したいですか。

In the future, what kind of job do you want to do?

がっこう学校を そつぎょうなしてから、何をしますか。どの大学だいがくで、何を勉強なしますか。

After graduating from school, what will you do? At which university , what will you study?

くに がっこうあなたの国の学校と、ホカリルは にていますか。

Schools in your country and Hockerill, are they similar?

アルバイトをしていますか。そのお金かねは、何なにに使つかいますか。

Do you have a part-time job? What do you use the money for?

こうこうせい高校生のアルバイトは、いい事ことだおもと思いますか。どうしてですか。

Do you think it is a good thing for a senior high school student to have a part-time job? Why?

よく買かい物ものに行いきますか。どこいに行なって、何かを買かいますか。

Often, do you go shopping? Where do you go (and) what do you buy?

さいきん最近、何なにか買かいましたか。

Recently, did you buy anything?

まちあなたの町まちはどんな 所ところですか。若い人わかは何ひとがなできますか。

Your town is what kind of place? Young people can do what?

しょうらい、どんな^{ところ} ^す所に住みたいですか。どうしてですか。

In the future, what kind of place do you want to live? Why?

あなたの^{くに} ^{ところ}国はどんな所ですか。かんこうきゃく^{なに} ^みは何を見ますか。

Your country is what kind of place? Sightsee-ers look at what?

^{わたし} ^{ちきゅう}私たちの地球 – Sharing the Planet

あなたの^{くに} ^{てんき}国の天気はどうですか。どの^{いちばんず} ^{きせつ}きせつが一番好きですか。

How is your country's weather? Which season is your favourite?

^{きょう} ^{てんき}今日のお天気は、どうですか。

How is the weather today?

あつ^{てんき} ^すいお天気が好きですか。

Do you like hot weather?

かん^{おも} ^{きょう}きょうについてどう思いますか。

How do you think about the environment?

リサイクルをしますか。

What do you recycle?

どうやってかん^{おも} ^{きょう}きょうをまもりますか。

How do you protect the environment?

かん^{いちばんおお} ^{きょう}きょうについて、一番^{なん} ^{だい}大きい^{なん} ^{だい}もんだいは、何ですか。

Key Question Words

You MUST know all of these question words

When	いつ
Where	どこ
Who	だれ
What	なん・なに
Why	どうして
How much money	いくら
Which	どの
Which one	どれ
Which (out of a pair), where	**と**と、どちら (のほうが)
How (formal)	いかが
How	どう
How many , How old	いくつ
Why (formal)	なぜ
What kind of	どういう
By what method	どうやって

What kind of	どんな
Who (formal)	どなた
How much (quantity)	どのぐらい
What kind of	どのような
Why (informal), by what means	なんで

What to do if you get stuck

Don't just say nothing! Say:

もういちど、おねがいします。 to ask for the question again.

If you can identify the word you don't know, ask

「***」のいみは、何^{なん}ですか。 What's the meaning of ***?

If you need time, say

ちょっと まって ください。 Please wait a moment.

A drawn out

そうですねえ。 also buys you time.

If you want to say "I'm thinking about my answer", you could say

しつもんは わかりますが、 こたえを ちょっと かんがえています。

Grammatical Structures to try to include

Try NOT to repeat just ...ました。 ...ました。 ...ました。 with the occasional かったです。

You MUST include:

A sentence including a て、て link.

I did and.....

A かったです。

The past tense of an i adjective.

A から

For giving a reason

verb たり verb たり します/しました。

I do/did things like this and that

An opinion using ^{おも}と思います。 or ^{おも}と思いました。 I think...

Try to include a selection of the following:

Verb dict form + ^{まえ} 前に	eg ^た 食べる ^{まえ} 前に	Before I eat
Verb ta form + ^{あと} 後で	eg ^た 食べた ^{あと} 後で	After I ate
Verb masu stem + ながら	eg 食べながら	Whilst I am eating
Verb te form + います	eg 食べています。	I am eating (continuous)
Verb te form + みます	eg 食べてみます。	To try to do something
plain form verb + つもりです	eg 食べるつもりです。	I intend to eat
plain form verb + よていです	eg 食べるよていです。	I plan to eat
plain form verb + でしょう	eg 食べるでしょう。	I will probably eat.
plain form verb + かもしれません	eg 食べるかもしれません。	I may eat.
Plain negative (nai) form + なければいけません	eg 食べなければいけません。	You (I) have to eat.
A comparative	eg すしはなっとうよりおいしいです。	Sushi is, compared to natto, delicious. (Sushi is more delicious than natto)
A superlative	eg 学校のかもくで、日本語が ^{にほんご} 一番 ^{いちばん} おもしろいです。	Amongst school subjects, Japanese is the most interesting.
The linking from of an i adjective using	くて ^{わたし} 私の ^{ふる} うちは古くてせまいです。	My home is old and cramped.

If you're feeling really ambitious, you can use two of the above on top of each other!

Individual Oral Assessment Criteria

Assessment criteria are used to assess the individual oral, which is awarded a total of 30 marks and makes up 25% of your final grade. There are four assessment criteria.

Criterion A: Language	12 marks
Criterion B1: Message—visual stimulus	6 marks
Criterion B2: Message—conversation	6 marks
Criterion C: Interactive skills—communication	6 marks
Total 30 marks	

Individual oral: Productive and interactive skills

Criterion A: Language

How successfully does the candidate command spoken language?

- To what extent is the vocabulary appropriate and **varied**?
- To what extent are the grammatical structures **varied**?
- To what extent does the accuracy of the language contribute to effective communication?
- To what extent do pronunciation and intonation affect communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-3	Command of the language is limited. Vocabulary is rarely appropriate to the task or is often repetitive or formulaic. Limited basic grammatical structures are used. Language contains errors in basic structures. Errors consistently interfere with communication. Recurrent mispronunciations and imprecision in intonation interfere with communication.
4-6	Command of the language is partially effective. Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication. Pronunciation is sometimes unclear and obviously influenced by other language(s). Imprecision in intonation may interfere with communication.
7-9	Command of the language is mostly effective and accurate. Vocabulary is appropriate to the task. A variety of basic grammatical structures is used, with some attempts to use more complex structures. Language is mostly accurate in basic structures, but errors occur in more complex structures. Errors rarely interfere with communication. Pronunciation and intonation are influenced by other language(s), but do not interfere with communication.
10–12	Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Occasional errors are minor and do not interfere with communication. Pronunciation and intonation are generally consistent and clear, and facilitate communication.

Criterion B1: Message—visual stimulus

How relevant are the ideas to the selected stimulus?

- How well does the candidate engage with the stimulus in the presentation?
- How well are the ideas **linked to the target culture(s)**?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The presentation is mostly irrelevant to the stimulus. The presentation is limited to descriptions of the stimulus, or part of it. These descriptions may be incomplete. The presentation is not clearly linked to the target culture(s).
3-4	The presentation is mostly relevant to the stimulus. With a focus on explicit details, the candidate provides descriptions and basic personal interpretations relating to the stimulus. The presentation is mostly linked to the target culture(s).
5-6	The presentation is consistently relevant to the stimulus and draws on explicit and implicit details. The presentation provides both descriptions and personal interpretations relating to the stimulus. The presentation makes clear links to the target culture(s).

Criterion B2: Message—conversation

How relevant are the ideas in the conversation?

- How **appropriately and thoroughly** does the candidate respond to the questions in the conversation?
- To what depth are the questions answered?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The candidate consistently struggles to address the questions. Some responses are appropriate and are rarely developed. Responses are limited in scope and depth.
3-4	The candidate's responses are mostly relevant to the questions. Most responses are appropriate and some are developed. Responses are mostly broad in scope and depth.
5-6	The candidate's responses are consistently relevant to the questions and show some development. Responses are consistently appropriate and developed. Responses are broad in scope and depth, including personal interpretations and/or attempts to engage the interlocutor.

Criterion C: Interactive skills—communication

To what extent does the candidate understand and interact?

- How well can the candidate express ideas?
- How well can the candidate **maintain a conversation?**

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	Comprehension and interaction are limited. The candidate provides limited responses in the target language. Participation is limited. Most questions must be repeated and/or rephrased.
3-4	Comprehension and interaction are mostly sustained. The candidate provides responses in the target language and mostly demonstrates comprehension. Participation is mostly sustained.
5-6	Comprehension and interaction are consistently sustained. The candidate provides responses in the target language and demonstrates comprehension. Participation is sustained with some independent contributions.