

**NAMIBIA SENIOR SECONDARY CERTIFICATE**

**ENGLISH AS A SECOND LANGUAGE ORDINARY LEVEL**

**4116/4**

PAPER 4 Oral Assessment

Approx. 15 minutes

Marks 30

**2019**

**EXAMINER'S NOTES**

Great care should be taken to ensure that any confidential information given does not reach the candidates directly or indirectly.

**READ THE INSTRUCTIONS FIRST**

- This booklet contains -
  - (a) administrative guidelines on conducting the test
  - (b) the marking criteria
  - (c) copies of Cards A – E with notes for teachers/examiners.

ORDINARY LEVEL

This document consists of **13** printed pages and **3** blank pages.



Republic of Namibia

**MINISTRY OF EDUCATION, ARTS AND CULTURE**

**CONTENTS**

<b>ORAL ASSESSMENT</b>	<b>A</b>	Extra-mural activities in schools	Page 9
<b>ORAL ASSESSMENT</b>	<b>B</b>	Teenagers and pocket money	Page 10
<b>ORAL ASSESSMENT</b>	<b>C</b>	The radio	Page 11
<b>ORAL ASSESSMENT</b>	<b>D</b>	Elders in the community	Page 12
<b>ORAL ASSESSMENT</b>	<b>E</b>	Littering	Page 13

**NOTES ON CONDUCTING AND RECORDING THE TESTS****GENERAL**

1. The oral test is compulsory and the mark obtained carries a **weighting of 10%**.
2. The oral tests take place in the period before the main examination session as notified on the timetable. Each centre decides on a convenient period within these dates for its oral tests.
3. Centres must ensure well in advance of the tests that a suitable, quiet room is available and that the recording equipment is in good order.
4. Centres must adhere to the dates for completion of the oral tests and for the delivery of mark sheets and recordings to the DNEA to allow sufficient time for external moderation. It is vital that materials do not arrive late.
5. There should be only one examiner per centre where possible. Each centre will select its own examiner. This is normally a teacher within the language department, but could be someone from outside the centre. A group of neighbouring centres might choose the same teacher to conduct all their tests; in such a case each centre is still responsible for submitting its own properly completed forms and samples. (The DNEA is not responsible for any fees agreed to.)
6. Centres receive a set of Oral Assessment Cards accompanying this set of examiner's notes. Teachers/examiners responsible for conducting the oral tests should familiarise themselves with these materials before the tests are taken. These materials must remain confidential and must be kept in a secure place by the centre until the end of the examination period.
7. Each centre must send to the DNEA the following: (a) digitally voice-recorded samples on CD; (b) completed MS1 Forms; (c) completed Oral Assessment Summary Form(s).

**(a) CD-recorded sample**

Each centre must provide a sample of oral tests, recorded on CD(s). The size of the sample required is given in the instructions on the reverse side of the Oral Assessment Summary Form.

The teacher responsible for internal standardisation at the centre must ensure that the sample covers the whole mark range of the candidates at the centre, with marks spaced as evenly as possible from the top mark to the lowest mark. Where **more than one teacher** is involved, the sample must include **5 recorded interviews for each teacher**.

For instructions on recording the samples, see Section 16 below. CDs must be sent to the DNEA together with the completed documents. CDs must be clearly labelled with details of the candidates whose interviews were recorded. The sample interviews must be in the same order as the names listed on the CD cover.

### **(b) Form MS1**

The computer-printed school-based assessment mark sheet (Form MS1) has three parts:

- The top sheet must be sent to the DNEA in the separate envelope provided.
- The middle sheet (which is for the external moderator's use) must be sent separately to the DNEA together with the sample CD(s) and Oral Assessment Summary Form(s).
- The bottom sheet must be retained by the centre in case of postal loss or subsequent enquiries, until after the issuing of results.

Form MS1 is to be completed by transferring the mark for each candidate from the Total Mark column on the Oral Assessment Summary Form. This form must be submitted together with the CD and OASF.

### **(c) Oral Assessment Summary Form (OASF)**

This is a document on which the marks for each candidate are to be entered in detail. Instructions for its completion will be found on the reverse side of the form. The form must be submitted together with the recorded samples and the middle MS1 copy.

**The candidates' names on the OASF MUST be in the same order as they appear on the MS1.**

Please be careful to check all mark additions. The Oral Assessment Summary Form must show the breakdown of marks for all the candidates, not just those selected for the sample. Please put an asterisk (\*) against the names of candidates whose interviews were recorded on the CD(s).

8. The sample CD(s) along with completed MS1 and Oral Assessment Summary Form should be returned to the DNEA as soon as the oral tests have been completed at the centre. Please do not wait until the end of the assessment period before sending them.

## **CONDUCTING THE ORAL TESTS**

9. The oral tests should proceed along the following lines:
  - (A) The Oral Assessment Card may be given to candidates to prepare approximately 10 minutes before he/she is examined in a room where he/she is isolated. (E.g. while candidate A is being examined, candidate B can prepare for the examination.) The candidate may not make notes during this period.
  - (B) Start the digital voice recorder. Give the candidate's name and number.  
Welcome the candidate.

- (C) Warm-up section: Conduct a general conversation by asking the candidate a few questions about himself/herself, the school, etc. to give him/her time to get used to the examination situation. The purpose of this section of the test is to put candidates at ease. As a guide, 2-3 minutes should be spent on this section.
- (D) The Oral Assessment Card. Any necessary explanation should be given at this point. The candidate is now at liberty to ask questions.
- (E) Main part of the test: conversation based on the Oral Assessment Card. Either the examiner or the candidate may start the conversation. (The notes in this booklet on each card give some suggestions about questions and prompts which might be used.) This section of the test should last 6-9 minutes.

**The total duration of the oral test, from the beginning of (C) to the end of (E), should be approximately 15 minutes.**

**Note that while (B) to (E) must be recorded, only (E) is to be assessed.**

**The oral test must be conducted in English throughout.**

10. Examination conditions must prevail in the area where the oral tests take place. Adequate supervision must be provided to ensure that candidates leaving the room after the oral tests do not communicate with those waiting to enter.
11. No other person should be present during the oral test, with the exception of another teacher/examiner, moderator or representative of the DNEA. **However, in cases where another teacher/person is present, this teacher/person must not play an active part in the interview.**
12. **Candidates may only be examined singly.** Only candidates that are not part of the sample may be examined in pairs.
13. Candidates are not allowed to bring any notes into the examination room, nor are they allowed to consult dictionaries.
14. A range of Oral Assessment cards is provided, and the examiner (not the candidate) chooses the card to be used for each candidate. As wide a variety as possible of the cards should be used during the oral tests at the centre. To ensure that candidates are given every chance to do themselves justice, the Assessment Card should be selected with care. **Remember that the test is one of spoken language, not subject knowledge: if it becomes apparent that the candidate finds the topic difficult or inappropriate it is perfectly permissible to move into more productive areas. There is no need to stick rigidly to the examiner's prompts in such cases.**
15. The examiner should be positioned so that he/she is facing the candidate, with a table or desk between them. Candidates should not be able to see notes made on Oral Assessment Summary Forms or similar paperwork.

## RECORDING THE SAMPLE

- 16.** Centres must ensure that their recording equipment is in good working order. Only CDs must be used. The recorder and the CD should be tested on site, some time before the actual oral tests, ideally with one of the candidates. The warm-up section of the test also provides an opportunity to check audibility. Where possible it is advisable to use a recorder with external microphones so that separate microphones can be used for candidate and examiner. If only one microphone is used it should be placed facing the candidate. It is important to check audibility levels before recording begins; adjustments to the volume control during an examination should normally be avoided. Care should be taken to avoid extraneous noise and long gaps. Checks should be made throughout the oral testing session to ensure that voices on the CD are clearly audible.

Once the oral test has begun the CD should run without interruption.

The CD should begin with a clear statement by the examiner as follows:

“Centre Number:	[e.g.]	AZ 999
Centre Name:	[e.g.]	Abcxyz Academy
Examination:	4116	English as a Second Language
Examiner Name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	01 September 2019”

Each candidate taped on the sample should be clearly indicated on the recording by the teacher as follows:

“Candidate Number:	[e.g.]	0021
Candidate Name:	[e.g.]	Abdi Zachariah”

At the end of the whole sample the examiner should state clearly “End of Sample”.

Before the CD is despatched, spot checks must be made to ensure that every candidate is clearly audible. The contents of each CD must be clearly labelled. The order of the names on the CD must correspond with the order of the recordings.

## GENERAL ADVICE

### 17. Please bear the following in mind when marking:

**Be objective.** Do not allow any knowledge of a candidate's personality and attributes to influence objective assessment. (For example, knowledge that a candidate is very conscientious in her homework is irrelevant in assessing her oral test.) If the candidate's performance is affected because he/she faces difficult circumstances or personal problems at the time of the test, this is a matter to be dealt with via Special Considerations procedures, for which Examination Officers at centres complete separate documentation. Oral test examiners must not make any separate allowance themselves in such cases.

**Be realistic.** Remember that it is not necessary for a candidate to be of native speaker standard to be given maximum marks within any single category. But knowledge of a candidate's first language must not lead a marker to ignore particular habitual errors and overlook inaccuracy.

**Be consistent.** It is important that the marking criteria are applied in the same way for all the candidates at the centre, so that a reliable rank order for the centre is obtained.

**Be positive.** Marking the test should be seen as giving credit for what candidates can do, not penalising them for what they cannot do. (This does not mean that matters of inaccuracy in, for example, grammar and pronunciation are to be overlooked, but is a reminder that an NSSCO oral test is intended to credit positive achievement.)

### 18. To conduct oral tests effectively, good examiners should –

- always put candidates at their ease from the outset (smiling as candidates enter the room, indicating where they should sit, etc.), while maintaining a clear sense that the oral test is being conducted in a formal examination situation
- never walk about or distract candidates
- always appear interested, even in mundane matters
- never interrupt with their own views
- never correct mistakes
- never show undue surprise or impatience
- never give the impression that there must be “right” answers to questions
- always bring the best out of their candidates by asking “open” questions which allow candidates to respond at length, not strings of “closed” questions prompting yes/no answers
- never conduct the oral test as if it is a test of knowledge
- never indicate their opinion of candidates' performance during or after the oral test – a good examiner will normally send a candidate out of the test smiling, no matter how good or poor the candidate's performance has been.
- never pose questions of a personal/private nature, e.g. “Do you have a girlfriend/boyfriend?”

## Marking criteria

Give a mark out of 10 for each category (structure, vocabulary and fluency) and then add these marks to give an overall total out of 30.

Mark	Structure	Vocabulary	Development and fluency
9-10	The candidate demonstrates ability to use a variety of structures accurately and consistently. The candidate is confidently in control of the structures used.	The candidate shows enough command of vocabulary to respond with some precision. Shades of meaning are achieved and some sophisticated information/ideas are communicated.	The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of conversation. Pronunciation and intonation are clear.
7-8	Structures will be generally sound, but will not be used entirely accurately or with consistent confidence. There will be some errors in attempting to use more complex sentences.	The candidate has a sufficient range of vocabulary to convey information and ideas with competence and some confidence.	The candidate responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation. Pronunciation and intonation are generally clear.
5-6	The candidate can use simple structures securely but has difficulty venturing beyond them.	Vocabulary conveys simple ideas and information clearly. Errors are noticeable, however, and only partial competence is achieved.	The candidate makes an attempt to respond to questions and prompts. Effort will need to be made to develop the conversation; only partial success will be achieved. There is some lack of clarity of pronunciation and intonation, but it is unlikely to impede communication.
3-4	Structures will generally be very simple, limited and with errors, which will restrict communication.	Vocabulary is not wide or varied and there will be difficulty in conveying simple ideas. There is likely to be hesitation, repetition and searching for words.	Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond the short responses and struggles to develop a conversation. Pronunciation and intonation cause some communication difficulty.
1-2	Attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made during the discussion.	Vocabulary will generally be inadequate to convey even simple ideas.	Responses are so brief that little is communicated. The candidate hardly engages in a conversation. Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
0	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.



## A Extra-mural activities in schools

### Candidate's notes

Extra-mural activities are activities that take place outside the formal learning of the classroom.

Discuss this topic with the examiner.

You may wish to consider such things as:

- the type of extra-mural activities that are offered at your school
- the extra-mural activities that you take part in, and why
- the ways in which learners can be encouraged to take part in the extra-mural activities
- how you fit extra-mural activities into your responsibilities as a learner
- the suggestion that the government should enforce extra-mural activities in all schools.

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.

### Notes for teacher/examiner

#### Phase 1: Initial task

Hand the assessment card to the candidate and go through the instructions to make sure the candidate understands what has to be done.

The candidate should be given a few minutes to read through the task and prepare. No written notes should be made.

#### Phase 2: Warm-up

Ask the candidate a few questions about himself/herself, the school, etc. to give him/her time to get used to the examination situation. Do not mark this phase.

#### Phase 3: Development

Discuss the ideas and suggestions with the candidate.

**B Teenagers and pocket money****Candidate's notes**

Pocket money is a small amount of money that parents/guardians give to their children for buying things that they want.

Discuss this topic with the examiner.

You may wish to consider such things as:

- the type of things you spend your pocket money on, and why
- whether pocket money should be linked to doing chores around the house
- the challenges of giving pocket money to teenagers
- the view that pocket money helps young people develop a good habit of budgeting
- the suggestion that it is the duty of parents/guardians to prepare young people for the real world of money and responsibility.

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.

**Notes for teacher/examiner****Phase 1: Initial task**

Hand the assessment card to the candidate and go through the instructions to make sure the candidate understands what has to be done.

The candidate should be given a few minutes to read through the task and prepare. No written notes should be made.

**Phase 2: Warm-up**

Ask the candidate a few questions about himself/herself, the school, etc. to give him/her time to get used to the examination situation. Do not mark this phase.

**Phase 3: Development**

Discuss the ideas and suggestions with the candidate.

**C The radio****Candidate's notes**

Radio plays an important role in communication.

Discuss this topic with the examiner.

You may wish to consider such things as:

- the types of radio programmes you like to listen to and why
- the important role that the radio plays in your society
- reasons why some people choose to listen to certain events on radio than attending the event
- the idea that advertisements should never be aired on radio
- the suggestion that radios may not be relevant in a digital age.

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.

**Notes for teacher/examiner****Phase 1: Initial task**

Hand the assessment card to the candidate and go through the instructions to make sure the candidate understands what has to be done.

The candidate should be given a few minutes to read through the task and prepare. No written notes should be made.

**Phase 2: Warm-up**

Ask the candidate a few questions about himself/herself, the school, etc. to give him/her time to get used to the examination situation. Do not mark this phase.

**Phase 3: Development**

Discuss the ideas and suggestions with the candidate.

**D Elders in the community****Candidate's notes**

It is really difficult to imagine life without elders.

Discuss this topic with the examiner.

You may wish to consider such things as:

- an elderly person you admire, and why
- the advantages of having elders in the family
- whether elders should learn from the younger generation
- the attitude of young people towards elders in our community
- the view that elders should be taken care of at home rather than at old age homes.

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.

**Notes for teacher/examiner****Phase 1: Initial task**

Hand the assessment card to the candidate and go through the instructions to make sure the candidate understands what has to be done.

The candidate should be given a few minutes to read through the task and prepare. No written notes should be made.

**Phase 2: Warm-up**

Ask the candidate a few questions about himself/herself, the school, etc. to give him/her time to get used to the examination situation. Do not mark this phase.

**Phase 3: Development**

Discuss the ideas and suggestions with the candidate.

## **E Littering**

### **Candidate's notes**

Many people throw rubbish anywhere in public places.

Discuss this topic with the examiner.

You may wish to consider such things as:

- places you know which are littered, and why
- reasons why people litter
- whether a busy public place can be free from litter
- how important it is to keep public places clean
- the view that it is the responsibility of all citizens to help with littering problem.

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.

### **Notes for teacher/examiner**

#### **Phase 1: Initial task**

Hand the assessment card to the candidate and go through the instructions to make sure the candidate understands what has to be done.

The candidate should be given a few minutes to read through the task and prepare. No written notes should be made.

#### **Phase 2: Warm-up**

Ask the candidate a few questions about himself/herself, the school, etc. to give him/her time to get used to the examination situation. Do not mark this phase.

#### **Phase 3: Development**

Discuss the ideas and suggestions with the candidate.

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