

## NAMIBIA SENIOR SECONDARY CERTIFICATE

### FOREIGN LANGUAGE GERMAN ORDINARY LEVEL

# 6112/3

PAPER 3 Speaking

Approx. 15 minutes

Marks 50

2022

No Additional Materials are required.

TEACHERS' NOTES BOOKLET

### READ THESE INSTRUCTIONS FIRST

- Each candidate's Speaking test must consist of the following three parts:
- **Part One** of the test consists of two role plays. The role play situations are set out on pages 15–20 of this booklet and must be followed carefully by the teacher/Examiner. The teacher/Examiner must play his/her role as prescribed by DNEA in order that candidates are given the opportunity to attempt all tasks. Extra tasks must not be created. Candidates should study the situations for fifteen minutes and then be prepared to act the roles assigned to them and respond to the parts played by the teacher/Examiner.
- **Part Two** of the test starts with a presentation by the candidate on a topic of his/her choice. The teacher/Examiner must allow the candidate to speak for 1–2 minutes on his/her prepared topic and then follow this up with specific spontaneous questions related to the topic. This section of the test must last about five minutes in total.
- **Part Three** of the test is a spontaneous conversation of a more general nature and must last about five minutes.
- In the interests of fairness to candidates, centres must adhere to the stipulated timings for the Topic Presentation/Conversation and General Conversation.
- The Speaking test must be marked by the Centre according to the instructions and a sample submitted for External moderation.

This document consists of **16** printed pages.



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

## STRUCTURE OF THE SPEAKING TEST

### TEACHERS' NOTES ON THE SPEAKING TEST

#### Administrative Arrangements

1. The speaking test takes place in the period before the written examination as stipulated in the timetable for October/November. Each centre decides on a convenient period within these dates for its speaking tests.

It is important that the dates given for the completion of the speaking tests and the despatch of the recordings and mark sheets by DNEA (see paragraph 6) are adhered to in order to allow sufficient time for moderation.

2. In the interests of standardisation there will only be one teacher/examiner per centre. Each centre selects its own teacher/examiner. This is normally a teacher from within the languages department but could also be someone local from outside the centre. DNEA is not responsible for any fees agreed upon. Where a centre wishes to use additional teachers/examiners because it has a large number of learners, permission to do so must be sought from the language officer of DNEA well before the start of each oral examination period. If permission is given to use more than one teacher/examiner, internal moderation must take place at the centre to ensure that all its Speaking tests are marked on the same standard. The sample should include the work of each teacher/examiner and Individual Candidate Record Cards and Oral Assessment Summary Mark Sheets should be submitted for each teacher/examiner, with learners' names and numbers clearly entered.
3. Confidential test materials are despatched approximately two to three weeks before the assessment period. These should be opened four working days before the centre's assessment starts and studied carefully by the teacher/examiner before conducting tests. Teachers/examiners who have prepared their own roles fully and are confident in what they are doing are better able to help learners who experience difficulties. Even when the materials have been opened, they remain confidential and must be kept in a secure place by the centre until the end of the examination period. Once the materials have been opened, the tests must be completed as soon as realistically possible.
4. Each teacher/examiner will be required to record all candidates and choose a sample of learners from each centre at which he or she examines. The teacher/examiner is asked to select and record ten learners if there is one examiner or five learners by each examiner if there is more than one examiner. This sample must cover as wide a range of ability as possible. Learners selected should be spread as evenly as possible across the range of marks: if there is a large range of marks, teachers/examiners should be especially careful to send tests spread across the range. This will enable the moderator to check accurately the standard of assessment.

The recording should be carried out in accordance with the instructions headed "Recording of learners" (see paragraph 9). The recordings must be sent to DNEA together with the completed two top copies of the MS1, a copy of the Individual Candidate Record Card and the Oral Assessment Summary Form (see paragraphs 5 and 6).

5. Three types of mark sheets are provided:

- (a) **An Individual Candidate Record Card** is intended as a working document, on which the marks of each section of the test are to be entered in detail as specified in the marking instructions. This form indicates the break-down of the marks in the different categories, which must be completed for each learner. The information/marks on this form must be transferred to the **Oral Assessment Summary Form**.
- (b) An **Oral Assessment Summary Form** will indicate the marks for the two tasks and the total for this component. The examiner should be very careful to check all additions. The names on this list must be in numerical order exactly as they appear on the MS1.
- (c) The total marks should then be transferred to the **Internal Assessment Mark Sheet (MS1)**.

6. **Dispatch and return of mark sheets and recorded sample:**

- (a) Mark sheets and recordings are to be returned to DNEA once all the speaking tests have been completed. The deadline for receipt by DNEA of these items is stipulated on the timetable for the examination. Do not wait until the end of the assessment period to dispatch them.
- (b) The first two copies of the complete Internal Assessment mark Sheet (MS1), a copy of the Oral Assessment Summary Form, the Individual Candidate Record Cards of the sample learners and the recorded sample must be sent to DNEA not later than the dates scheduled on the examination timetable.
- (c) Copies of all three types of forms are to be retained by the centre in case of postal losses or delays.

7. **Arrangements for the examination**

- (a) Examination conditions must prevail in the area where the speaking test takes place, including the space set aside for a learner to prepare. Appropriate supervision must be provided to ensure that each learner can study alone and in silence and that learners leaving the interview room do not communicate with those waiting to enter.
- (b) Learners are not allowed to bring in any notes for use during their preparation time.
- (c) Requests for special consideration for learners with specific problems must be made on Special Consideration forms.
- (d) Learners must be examined singly and not in pairs. No other person should be present during the examination with the exception of another teacher/examiner or an officer from DNEA.

- (e) As teacher/examiner you should be positioned so that you will be facing the learners when they enter the room, with a table between you and the learners. Please do not allow learners to sit in a position where they can see what you are writing on the mark sheets as this can be distracting.
- (f) In order to put learners at ease, smile when they enter the room, and indicate where they should sit. A good teacher/examiner will usually send a learner out of the interview room smiling, no matter how good or bad the performance has been.
- (g) **Please** do not smoke in the presence of learners. Smokers should arrange for breaks in the timetable if necessary, and to smoke elsewhere than in the interview room.
- (h) **Do** not walk about or distract learners in any way (e.g. doodling or fiddling with papers, etc.); always appear interested, even in mundane matters; never show undue surprise, impatience or mockery; **never correct a learner or comment on his/her performance.**

## 8. Important points to keep in mind

Learners should be expected to give natural replies to questions; their answers need not therefore be in the form of complete sentences. The teacher/examiner should avoid questions inviting simply “yes” and “no” by using a variety of interrogatives, e.g. When? How? Why? How many? How long? With whom? With what? etc.

Questions should be adjusted to the learner’s ability. Learners should be prompted and encouraged where necessary and long silences should be avoided. On the other hand, do not interrupt a learner unless you are sure that he or she cannot complete the answer. Incorrect answers should never be corrected, nor answers supplied when none are given. Questions should be rephrased (rather than repeated) in an attempt to maintain the dialogue.

The use of vocabulary or phrases from the learner’s first language should be avoided, except in the case of particular institutions, e.g. names of examinations, types of schools, etc.

Beware of talking too much and giving the learner credit for what you have in fact said yourself. The onus is on the learner to show that he or she can converse appropriately in the language, but at the same time it is up to the teacher/examiner to make sure that the learner is given every opportunity to do so by following up any opening given.

## 9. Recording of learners

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

Voice recorders must be used and centres are responsible for ensuring good quality recordings. The voice recorder should be tested in situ some time before the actual test, ideally with one of the learners. CDs will be supplied by DNEA. Where possible it is advisable to use a voice recorder with external microphones so that separate microphones can be used for the learner and the teacher/examiner. If only one microphone is being used, it should be placed facing

the learner. For a soft-speaking learner the microphone should be placed nearer to the learner before the start of the test. Adjustments to the volume control during an examination should normally be avoided.

It is important to avoid long gaps between recordings. It is advisable for the teacher/examiner to state the following at the end of the CD, "No further recordings".

Each CD should be introduced in the specific foreign language by **the teacher/examiner as follows:**

Centre Number e.g. NAE09

Centre Name e.g. King's College

Syllabus Number e.g. 1232

Examination Name NSSCO German/Portuguese Foreign Language

Name of Examiner e.g. Mr H Schmidt

Date of examination e.g. 15th September 2021

Each learner should be introduced by **the teacher/examiner as follows:**

Candidate Number e.g. 047

Candidate Name e.g. Jane Doe

Role Play card Number e.g. 2

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

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

The contents of each CD should be clearly labelled.

Before the CD is despatched, spot checks must be made to ensure that every learner is clearly audible.

### **Structure of the examination**

The Speaking Test will last 15 minutes. For 15 minutes while the previous learner is being tested, the next learner is able to prepare for the role play which forms part of the test.

**The** sequence of the test is as follows:

#### **Part 1: Role Plays** (approximately 5 minutes, 30 marks)

A number of alternative Role Play Cards will be given to the teacher/examiner to allocate to candidates during each session of examining. Each candidate is given **one** card containing two role play situations, each of which consists of five tasks.

Each candidate is examined in both role play situations on the card they have been given. The first role play (Role Play A) is more straightforward than the second (Role Play B). Candidates should be allowed approximately 15 minutes to prepare their two role play situations. They may not take any written notes into the preparation room nor may they make any notes during their preparation time. Candidates should have a copy of the Role Play Card they have prepared to refer to in the examination room but must not be allowed to take it away with them after the test.

Each role play situation specifies the roles of the teacher/examiner and candidate. Teachers/examiners must conduct the role plays in accordance with the instructions and script provided in the *Teachers' Notes Booklet*. They must prepare the situations carefully and play their role exactly as prescribed. As marks can only be awarded for the stipulated tasks, the teacher/examiner must not omit tasks, alter tasks or create extra tasks. If a candidate misses out a task, the teacher/examiner should try to guide him/her back to it, in as natural a way as possible. It does not matter that this may lead to tasks occurring in a different order, as long as they are all attempted.

For the Mark Scheme, see the Appendix, Table A.

## **Part 2: Topic Presentation/Conversation** (approximately 5 minutes, 30 marks)

This part of the test starts with a one to two minutes' presentation by the candidate on a topic of his/her choice which s/he will have prepared in advance. The teacher/examiner will follow up the presentation with specific spontaneous questions on the topic, bringing the total time for the Topic Presentation and Topic Conversation to approximately five minutes.

Candidates are encouraged to choose a topic in which they have a personal interest. Suitable subjects might be, for example, 'School life', 'Hobbies and pastimes' (general or specific), 'My country', 'Life in another country', 'My ambitions', 'Holidays'. Topics dealing with politics or social and economic issues are ambitious for this level of achievement and may disadvantage candidates if they do not possess the linguistic skills and maturity of ideas which such topics necessitate.

Candidates should be encouraged to prepare different topics within a Centre and should not be allowed to present 'Myself' or 'My life' as topics, as these can often pre-empt the General Conversation section. **Candidates may use illustrative material, e.g. photographs, if this seems appropriate to their topic. However, they are not allowed to make or use written notes of any kind. Furthermore, illustrative material must not contain any words or notes of any kind.**

The teacher/examiner will allow the candidate to speak for one to two minutes uninterrupted on his/her chosen topic before starting the Topic Conversation. Where a candidate has been talking for two minutes and shows no sign of finishing his/her Topic Presentation, the teacher/examiner must interrupt and start the Topic Conversation.

In the Topic Conversation, candidates should be able to respond to the teacher/examiner's questions in a spontaneous and natural manner. It is the extent to which candidates can manipulate their prepared material according to the needs of the teacher/examiner that determines their marks: once the discussion of the prepared topic begins, candidates must not be allowed to deliver a prepared monologue or a series of obviously prepared replies.

The teacher/examiner **must** try to lead the candidate into using other tenses. For a mark of 7 or above to be awarded for Language, candidates must show that they can use past and future tenses accurately and teacher/examiners need to ask questions which allow them to do this. In order to extend the candidate as far as possible, the teacher/examiner should probe, explore, ask for explanations, justifications, enlargements, descriptions (*how? when? why? tell me a bit more about... etc.*).

A mark for impression (out of 5 marks) is awarded while conducting this part of the test.

For the Mark Schemes, see the Appendix, Table B, Table C and Table D.

### Part 3: General Conversation (approximately 5 minutes, 30 marks)

The Topic Conversation will lead into a spontaneous discussion of a more general nature. The teacher/examiner will announce the transition to the General Conversation and should ease the candidate into the General Conversation by starting out from any point of interest noted earlier or by asking a couple of general 'starter' questions relating to the candidate's everyday life, e.g. school, home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies. All candidates can reasonably be expected to have the command of vocabulary and idiom necessary for this.

The teacher/examiner should aim to cover **two or three** of the Defined Content Examination Topics in this section of the test (listed in the Subject Content section of this syllabus). With weaker candidates, it may be necessary to cover a greater number of topics superficially, but with more able candidates, the teacher/examiner should ask a series of linked questions on just two or three topics, in order to explore these in greater depth. Precise factual information or knowledge is not required and candidates must not be penalised for lack of such knowledge. Questions must be adjusted to the candidate's ability and the teacher/examiner should be ready to move on quickly to another subject if candidates are obviously out of their depth.

Candidates are expected to give natural replies to questions; their answers need not be in the form of complete sentences. The teacher/examiner should avoid asking questions which can be answered with 'yes' or 'no' and should instead use a variety of question types and interrogative adverbs, ranging from a basic level of simple questions which demand short predictable responses, e.g. *when? how many? how long? with whom? with what? how?*, etc. to more searching questions such as *why? tell me about... what do you think about...?* Questions should be adjusted to the candidate's ability. However, as in the Topic Conversation, the teacher/examiner must try to extend the candidate as far as possible by giving him/her the opportunity to explain and justify his/her opinions.

As in the Topic Conversation, the teacher/examiner must try to lead the candidate into using other tenses (themes could be visits to other countries, plans for the future, etc.) and s/he can then be extended as far as possible. For a mark of 7 or above to be awarded for Language, candidates must show that they can use past and future tenses accurately and teacher/examiners need to ask questions which allow them to do this. For the Mark Scheme, see the *Appendix, Table B and Table C*.

### Marking instructions for the Speaking test

#### General principles

- You are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be of native speaker standard to be given maximum marks within any single category.
- Adopt a positive approach: award marks based on what the candidate can do rather than deducting marks for errors.
- Above all, be consistent in your marking. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. If you are unsure of the mark to award, err on the side of generosity.

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

The teacher/examiner should adopt a 'best-fit' approach. For each of the assessment criteria, Communication (Table B), Language (Table C) and Impression (Table D), the teacher/examiner must select the set of descriptors provided in the Mark Scheme that most closely describes the quality of the work being marked. As the teacher/examiner works upwards through the Mark Scheme, s/he will eventually arrive at a set of descriptors that fits the candidate's performance.

When s/he reaches this point, the teacher/examiner should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

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

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

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

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

**Impression** is awarded: **5 marks** for the Topic Presentation/conversation and **5 marks** for the General conversation separately (*see Table D*).

At end of each Speaking test based on the candidate's overall performance, the teacher/examiner awards a mark for pronunciation, intonation and fluency.

### **TABLE A: Mark Scheme for Paper 3 (Role play– 30 marks)**

In this part of the Speaking test, the teacher/examiner plays the part of a patient and well-disposed foreigner with no knowledge of the candidate's first language.

The Role Plays test the ability of candidates to communicate needs, information, requests, etc., in plausibly life-like situations. Intelligibility is therefore more important than grammatical or syntactic accuracy.

However, only verbal communication is assessed: credit is not given for gestures, facial expressions or other non-verbal forms of communication.

Candidates are required to give natural responses, not necessarily in the form of full sentences. The use of appropriate register and correct idiom is rewarded.

Criteria	Mark
<ul style="list-style-type: none"> <li>An accurate utterance which not only conveys the meaning, but which is expressed in native idiom and appropriate register.</li> <li>Minor errors (adjective endings, use of prepositions, etc.) are tolerated. The utterance is intelligible, and the task of communication is achieved.</li> </ul>	3
<ul style="list-style-type: none"> <li>The language used is not necessarily the most appropriate to the situation and may contain inaccuracies which do not obscure the meaning</li> <li>A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.</li> </ul>	2
<ul style="list-style-type: none"> <li>Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.</li> <li>Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.</li> </ul>	1
<ul style="list-style-type: none"> <li>Nothing comprehensible.</li> </ul>	0

**TABLE B: Mark Scheme for Paper 3**

**Speaking: Topic Presentation/ Conversation and General Conversation – Communication(15 marks)**

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

<b>Outstanding</b>	<ul style="list-style-type: none"> <li>Spontaneous interchange between candidate and examiner. Candidate responds fully and confidently to all question types.</li> <li>Can justify and explain routinely.</li> <li>Very consistent performance. Not necessarily of native speaker standard.</li> </ul>	<b>14–15</b>
<b>Very good</b>	<ul style="list-style-type: none"> <li>Has no difficulty with straightforward questions and responds satisfactorily to some unexpected ones.</li> <li>Communicates essential elements and can expand occasionally.</li> <li>Regularly expresses opinions with some simple justifications.</li> </ul>	<b>12–13</b>
<b>Good</b>	<ul style="list-style-type: none"> <li>Generally understands questions first time, but may require occasional rephrasing. Can respond satisfactorily to both straightforward and unexpected questions.</li> <li>Regularly develops own ideas and opinions and provides justifications.</li> </ul>	<b>10–11</b>
<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Understands most straightforward questions, but has difficulty with some unexpected ones and needs some rephrasing.</li> <li>Communicates most of the essential elements.</li> <li>Can convey simple, straightforward opinions.</li> </ul>	<b>7–9</b>
<b>Weak</b>	<ul style="list-style-type: none"> <li>Has difficulty with many straightforward questions, but still attempts an answer.</li> <li>Communicates simple pieces of information.</li> </ul>	<b>4–6</b>
<b>Poor</b>	<ul style="list-style-type: none"> <li>Frequently has difficulty understanding the questions and has great difficulty in replying.</li> <li>Communicates a few facts.</li> </ul>	<b>1–3</b>
	<ul style="list-style-type: none"> <li>Communicates no relevant information</li> </ul>	<b>0</b>

**TABLE C: Mark Scheme for Paper 3****Speaking: Topic Presentation/Conversation and General Conversation) – Language (15 marks)**

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

<b>Outstanding</b>	<ul style="list-style-type: none"> <li>Very accurate use of a wide range of structures, vocabulary and idiom with occasional errors in more complex language.</li> <li>Not necessarily of native speaker standard.</li> </ul>	<b>14–15</b>
<b>Very good</b>	<ul style="list-style-type: none"> <li>Wide range of mostly accurate structures and vocabulary.</li> </ul>	<b>12–13</b>
<b>Good</b>	<ul style="list-style-type: none"> <li>Good range of generally accurate structures, varied vocabulary.</li> </ul>	<b>10–11</b>
<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Adequate range of structures and vocabulary. <b>Can use past and future tenses accurately.</b> Some ambiguity.</li> </ul>	<b>7–9</b>
<b>Weak</b>	<ul style="list-style-type: none"> <li>Some manipulation of structures and awareness of verbs, though often faulty and/or incomplete. Shows elementary, limited vocabulary.</li> </ul>	<b>4–6</b>
<b>Poor</b>	<ul style="list-style-type: none"> <li>Shows very limited range of structures and vocabulary.</li> </ul>	<b>1–3</b>
	<ul style="list-style-type: none"> <li>Nothing coherent or accurate enough to be comprehensible.</li> </ul>	<b>0</b>

**TABLE D: Mark Scheme for Paper 3: Impression**

- Impression on the Topic presentation/conversation is marked out of 5
- Impression on the General conversation is marked out of 5

This mark scheme assesses the candidate's performance during each of the conversations in terms of pronunciation, intonation and fluency.

Very good pronunciation, intonation and fluency; an occasional slight mistake or hesitation. Not necessarily of native speaker standard.	<b>5</b>
Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	<b>4</b>
A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.	<b>3</b>
Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.	<b>2</b>
Many gross errors; frequently incomprehensible.	<b>1</b>
Nothing comprehensible.	<b>0</b>

**Role Play Cards****For Role Play Cards: One, Two and Three****Role Play A****Kandidat/in: Sie selbst  
Lehrer/in: der Vater/die Mutter**

Sie möchten gerne einen neuen Sport machen. Führen Sie ein Gespräch und überzeugen Sie Ihre Eltern warum Sie diesen Sport machen wollen.

**E1 Begrüßen Sie Ihren Sohn / Ihre Tochter und fragen Sie: “Was möchtest du denn gerne machen?”**

**C1 (i)** Begrüßen Sie Ihre Mutter / Ihren Vater **und**  
**(ii)** sagen Sie, welchen Sport Sie machen wollen.

**E2 (i) Fragen Sie: “Wo möchtest du diesen Sport treiben?”**

**C2 (i)** Erklären Sie genau, wo Sie den Sport treiben möchten.

**E3 Fragen Sie: “Wird das Training an einem Wochentag oder am Wochenende sein?”**

**C3** Sagen Sie, wann das Training sein wird.

**E4 Fragen Sie: “Welche Kleidung brauchst du für diesen Sport?”**

**C4** Sagen Sie, welche Kleidung Sie für den Sport brauchen.

**E5 Sagen Sie: “Wer soll für diesen Sport bezahlen?”**

**C5** Fragen Sie Ihren Vater / Ihre Mutter ,ob Sie Geld für das Training und die Kleidung bekommen können.

**E6 Äußern Sie sich dazu und beenden Sie das Gespräch.**

**For Role Play Cards: Four, Five and Six****Role Play A**

**Kandidat/in: Sie selbst**  
**Lehrer/in: Der Vater/ Die Mutter**

Sie möchten am Samstagabend mit Freunden in eine Pizzeria in der Stadt gehen. Sie besprechen Ihren Plan am Morgen beim Frühstück mit Ihren Eltern.

**E1 Begrüßen Sie Ihre Tochter/Ihren Sohn mit „Guten Morgen“ und fragen Sie: „Na, hast du schon Pläne für heute?“**

**C1 (i) Begrüßen Sie den Vater / die Mutter und**  
**(ii) sagen Sie, was Sie am Samstagabend machen möchten.**

**E2 Reagieren Sie darauf und fragen Sie: „Wann wollt ihr denn Pizza essen gehen?“**

**C2** Sagen Sie, wann genau Sie in die Pizzeria gehen.

**E3 Fragen Sie: „Und wie wollt ihr zur Pizzeria kommen, mit einem Taxi oder mit unserem Auto?“**

**C3** Sagen Sie, wie Sie zur Pizzeria kommen.

**E4 Fragen Sie: „Und was wollt ihr nach dem Besuch in der Pizzeria noch machen?“**

**C4** Erklären Sie, was Sie nach dem Besuch in der Pizzeria noch machen werden.

**E5 Sagen Sie: „Ich hoffe ihr habt einen schönen Abend.“**

**C5** Fragen Sie, ob Sie etwas extra Geld für den Abend bekommen können.

**E6 Äußern Sie sich zu ihrer/seiner Frage und beenden Sie das Gespräch.**

**For Role Play Cards: Seven, Eight and Nine****Role Play A**

**Kandidat/in: Sie selbst**  
**Lehrer/in: Ihr Vater/ Ihre Mutter**

Sie wollen sehr gerne ein Haustier haben. Sie besprechen das Thema mit Ihrer Mutter/ Ihrem Vater nach der Schule.

**E1 Begrüßen Sie Ihren Sohn / Ihre Tochter: „Hallo, wie geht's?“**

**C1 (i)** Begrüßen Sie Ihre Mutter/ Ihren Vater **und**  
**(ii)** sagen Sie, welches Haustier Sie gerne haben möchten.

**E2 Fragen Sie: „Und warum möchtest du eigentlich ein Haustier haben?“**

**C2** Sagen Sie, warum Sie ein Haustier haben möchten.

**E3 Fragen Sie: „Und wo soll das Haustier schlafen?“**

**C3** Sagen Sie, wo das Haustier schlafen soll.

**E4 Sagen Sie: „Möchtest du das Haustier lieber zu deinem Geburtstag oder zu Weihnachten bekommen?“**

**C4** Sagen Sie, wann Sie das Haustier bekommen möchten.

**E5 Sagen Sie: „Ich bin sicher, dass wir das machen können.“**

**C5 (i)** Bedanken Sie sich bei Ihrem Vater / Ihrer Mutter **und**  
**(ii)** fragen Sie ihn/Sie, ob er/ sie selbst als Kind ein Haustier hatte.

**E6 Äußern Sie sich dazu und beenden Sie das Gespräch.**

**For Role Play Cards: One, Four and Seven****Role Play B****Kandidat/in: Sie selbst****Lehrer/in: Ihre Großmutter / Ihr Großvater**

Sie sind bei Ihren Großeltern zu Besuch. Beim Frühstück sprechen Sie über Ihre Zukunftspläne.

**E1 Begrüßen Sie die Kandidatin /den Kandidaten und fragen Sie:**

**„Welche Pläne hast du für die Zukunft?“**

**C1 (i) Begrüßen Sie den Großvater / die Großmutter und**

**(ii) sagen Sie, welchen Beruf Sie für Ihre Zukunft planen.**

**E2 Sagen Sie: „Den Beruf finde ich interessant!“ [PAUSE]**

**Fragen Sie: „Warum willst du gerade diesen Beruf machen?“**

**C2 (i) Reagieren Sie erfreut und**

**(ii) erklären Sie, warum Sie diesen Beruf machen wollen.**

**E3 Fragen Sie: „Wie lange wird es dauern, diesen Beruf zu erlernen?“**

**C3 Beantworten Sie die Frage.**

**E4 Fragen Sie: „Und wo auf der Welt möchtest du den Job ausüben?**

**Warum gerade dort?“**

**C4 Erklären Sie, wo (in welchem Land, in welcher Stadt) Sie arbeiten möchten und warum gerade dort.**

**E5 Sagen Sie: „Das ist ja wirklich interessant.“**

**C5 Fragen Sie, ob Ihr Großvater / Ihre Großmutter früher einmal im Ausland gearbeitet hat?**

**E6 Äußern Sie sich dazu und beenden Sie das Gespräch.**

**For Role Play Cards: Two, Five and Eight****Role Play B****Kandidat/in: Sie selbst****Lehrer/in: Manager/in in einem Touristenbüro.**

Sie sind vor drei Tagen in Namibia zum ersten Mal angekommen und möchten sich verschiedene Sehenswürdigkeiten in Namibia anschauen. Sie besuchen ein Touristenbüro.

**E1 Begrüßen Sie den Touristen / die Touristin und fragen Sie ihn/sie:****„Wie kann ich Ihnen denn helfen?“.****C1 (i) Begrüßen Sie den Manager / die Managerin und****(ii) sagen Sie, was Sie in Namibia machen wollen.****E2 Fragen Sie: „Mit welchem Transportmittel wollen Sie denn hier in Namibia reisen?“****C2 Beantworten Sie die Frage.****E3 Fragen Sie: „Was haben Sie denn bis jetzt schon in Namibia gemacht und gesehen?“****C3 Sagen Sie, was Sie schon in Namibia gemacht und gesehen haben.****Nennen Sie 2 Dinge.****E4 „Werden Sie auf Ihrer Reise im Hotel übernachten oder lieber campen?“****C4 (i) Reagieren Sie unentschlossen und****(ii) Sagen Sie, wo Sie schlafen möchten, und warum.****E5 Fragen Sie: „Und haben Sie sonst noch irgendwelche Fragen?“****C5 Stellen Sie eine Frage, zum Beispiel über Tiere / Pflanzen, usw.****E6 Äußern Sie sich dazu und beenden Sie das Gespräch.**

**For Role Play Cards: Three, Six and Nine****Role Play B****Kandidat/in: Sie selbst****Lehrer/in: der /die Restaurantmanager/in**

Sie wollen als Kellner/in in einem Restaurant arbeiten. Sie sprechen mit dem Manager / der Managerin.

**E1 Begrüßen Sie den Kandidaten/die Kandidatin****und fragen Sie: „Wie kann ich Ihnen helfen?“****C1 (i) Begrüßen Sie den Manager / die Managerin und****(ii) sagen Sie, was Sie wollen.****E2 Fragen Sie: „Warum wollen Sie bei uns im Restaurant arbeiten?“****C2 Beantworten Sie die Frage.****E3 Fragen Sie: „Wo haben Sie bis jetzt schon gearbeitet?“****C3 Erklären Sie, welche Jobs Sie bis jetzt schon gemacht haben. Nennen Sie 2 Dinge.****E4 Sagen Sie: „Ja, Sie können bei uns arbeiten.“****Fragen Sie: „Wann könnten Sie denn mit der Arbeit anfangen?“****C4 (i) Reagieren Sie erfreut und****(ii) sagen Sie, wann Sie mit der Arbeit anfangen können.****E5 Fragen Sie: „Haben Sie noch Fragen zu diesem Job?“****C5 Stellen Sie eine Frage, zum Beispiel über Bezahlung oder Überstunden.****E6 Äußern Sie sich dazu und beenden Sie das Gespräch.**

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