

NAMIBIA SENIOR SECONDARY CERTIFICATE

ENGLISH AS A SECOND LANGUAGE ORDINARY LEVEL

6109/3

PAPER 3 Speaking

Approx. 15 minutes

Marks 30

2022

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 **12** printed pages.



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

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ADDENDUM A: CONDUCTING THE SPEAKING EXAMINATIONS

1 General

The speaking test takes place in the period before the main examination timetable (for papers 1 and 2). Each centre decides on a convenient period advised by DNEA for its Speaking tests.

Centres must ensure well in advance of the tests that a suitably quiet room is available and that recording equipment is in good order.

Centres must adhere to dates for completion of the Speaking tests as advised by the DNEA and for the receipt of mark sheets and recordings to allow sufficient time for external moderation. It is vital that material does not arrive late.

There should be only one examiner per Centre where possible. Each Centre will select its own examiner. This is normally a teacher within the Second Language department, but could be someone local from outside the Centre. A group of neighbouring Centres might choose the same examiner to conduct all their tests; in such a case each Centre is still responsible for submitting properly completed forms and samples of recorded interviews. (If a person not related to the Centre is used to conduct the Speaking tests, the DNEA will not be held responsible for paying such a person for his/her services).

Centres with large numbers of learners using more than one examiner must make arrangements for their examiners to undertake internal moderation so that a common standard is applied to all learners.

Each Centre must send the following to the DNEA: (1.1) a digitally recorded sample on CD or USB; (1.2) completed MS 1 Forms; (1.3) completed Speaking Assessment Summary Form(s). Examiners should take care to adhere to instructions given on the forms regarding their completion and return.

1.1 Sample

All speaking tests must be recorded. Each Centre must provide a sample of the speaking tests, to be recorded on CDs or USBs. The size of the sample required is given in the instructions on the back of the Speaking Assessment Summary Form.

The examiner responsible for internal standardisation at the Centre must ensure that the sample is representative of the whole mark range of the learners at the Centre, with marks spaced as evenly as possible from the top mark to the lowest mark. Where there is more than one examiner involved, the sample must include, in equal number learners tested by all examiners.

For instructions on recording the speaking tests see section 1.3 below. CDs/USBs must be clearly labelled with details of the learners whose tests have been recorded.

1.2 MS 1 Form

This is a computer-printed mark sheet, which is completed by transferring the mark for each learner from the Total Mark column on the Speaking Assessment Summary Form. It consists of two parts:

- the first page/top copy together with the sample CDs/USBs, the Speaking Assessment Summary Form and the other relevant documents should be placed in the envelope and sent to the DNEA;
- the second page/last copy remains at the Centre in case documents get lost or for future reference, until after the results have been published.

1.3 Speaking Assessment Summary Form

This is a document on which marks for each learner are to be entered in detail. Instructions for its completion will be found on the reverse side of the form.

Examiners should carefully check that all marks have been correctly calculated. The Speaking Assessment Summary Form must show the breakdown of marks for all the learners, not just those selected for the sample. Please put an asterisk (*) against the names of learners whose interviews have been recorded on the CD.

The sample CDs/USBs along with the completed MS 1 form and Speaking Assessment Summary Forms should be returned as specified as soon as the Speaking tests have been completed. Examiners do not need to wait until the final date of the assessment period before sending them to the DNEA.

2 Conducting the Speaking tests

The tests should proceed as follows:

- Step 1** Introduction: Start the digital voice recorder. Give the learner's number and name. Welcome the learner and explain briefly what is going to happen in the course of the test.
- Step 2** Warm-up section: Conduct a general conversation by asking the learner a few questions about herself/himself, the school, etc. to give the learner time to get used to the examination situation. The purpose of this section of the test is to put learners at ease. As a guide, about 2-3 minutes should be spent on this section.
- Step 3** Preparation: Hand the Speaking Assessment card to the candidate. Any necessary explanation should be given at this point, followed by a short preparation period (approximately 2-3 minutes), when the learner can ask questions. The learner may not make notes during this period.
- Step 4** Main part of the test: Conversation based on the Speaking Assessment Card. Either the examiner or the learner may start the conversation. All prompts should be used in the order in which they appear on the card. Do not allow learners to deliver speeches or monologues at any point during the test. This section of the test should last approximately 6-9 minutes.

The total duration of the Speaking test, from the beginning of Step 1 to the end of Step 4, should be approximately 10-15 minutes.

Note that while Step 1 to Step 4 must be recorded, only Step 4 is to be assessed.

The Speaking test must be conducted in English throughout.

Examination conditions must prevail in the area where the Speaking tests take place. Adequate supervision must be provided to ensure that learners leaving the room for the Speaking tests do not communicate with those waiting to enter.

No other person should be present during the Speaking test, with the exception of another Teacher/Examiner, Moderator or representatives of the DNEA. Candidates must be assessed individually.

Learners are not allowed to bring any notes into the examination room, nor are they allowed to consult dictionaries.

A range of Speaking Assessment Cards is provided, and the examiner (not the learner) chooses the card to be used for each learner. As wide a variety as possible of the cards should be used during the Speaking tests at the Centre. In order that learners 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 learner 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 prompts in such cases.

The examiner should be positioned so that s/he is facing the learner, with a table or desk in between. Learners should not be able to see notes made on Speaking Assessment Summary Forms or similar paperwork.

3 Recording the speaking tests

Centres must ensure that their recording equipment is in good working order. Only digital voice recorders must be used. The recorder and the CD(s)/USB(s) should be tested on site, sometime before the actual Speaking tests, ideally with one of the learners. Where possible it is advisable to use a recorder with external microphones so that separate microphones can be used for learner and examiner. If only one microphone is used it should be placed facing the learner.

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 Speaking testing session to ensure that voices are clearly audible. Once the Speaking test has begun the recording should run without interruption.

At the end of the recording the examiner should state “No further recordings”.

Each recording should begin with a clear statement by the examiner as follows:

“Centre Number:	[e.g.]	NA 999
Centre Name:	[e.g.]	Independence Senior Secondary School
Examination:	4116	Ordinary Level English as a Second Language
Examiner Name:	[e.g.]	Ms Z. Angula
Date:	[e.g.]	01 September 2022”

Each learner recorded should be clearly indicated by the examiner as follows:

“Learner Number:	[e.g.]	1234
Learner’s Name:	[e.g.]	Ndopu Witbooi”

At the end of the recording the examiner should state clearly **“End of recording”**. Before the Cd or USB is dispatched, spot checks must be made to ensure that every learner is clearly audible. The contents of each CD or USB must be clearly labelled.

4 General advice

Please bear in mind the following when marking:

Be objective. Do not allow any knowledge of a learner's personality and attitude to influence objective assessment. For example, knowledge that a learner is very conscientious in his/her homework is irrelevant in assessing her Speaking test. If the learner's performance is affected because s/he 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. Speaking Test examiners must not make any separate allowance themselves in such cases.

Be realistic. Remember that it is not necessary for a learner to be of native speaker standard to be given maximum marks within any single category. But knowledge of a learner's first language must not lead an examiner 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 learners 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 learners can do, not penalising them for what they cannot do. (This does not mean that matters of accuracy in, for example, grammar and pronunciation are to be overlooked, but is a reminder that an NSSCO Speaking test is intended to credit positive achievement).

To conduct Speaking tests effectively, good examiners:

- always put learners at ease from the outset (smiling as learners enter the room, indicating where they should sit etc.), while maintaining a clear sense that the Speaking test is being conducted in a formal examination situation;
- never walk about or distract learners;
- 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 learners by asking 'open' questions which allow learners to respond at length, not a series of 'closed' questions prompting yes/no answers;
- never indicate their opinion of the learner's performance during or after the Speaking test - a good examiner will normally send a learner out of the test smiling, no matter how good or bad the learner's performance has been.

ADDENDUM F: Speaking assessment criteria grid

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

Mark	Structure	Vocabulary	Development and fluency
9-10	The learner uses a range of structures accurately and consistently, and is confidently in control of the structures used.	The learner uses a sufficient range of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated.	The learner shows sustained ability to maintain a conversation (and contribute) at some length. The learner responds to a change of direction in the conversation, demonstrating the ability to expand and develop the topic and contribute original ideas. Pronunciation and intonation are clear.
7-8	The learner uses a range of structures that are generally accurate (and used) with some confidence. Errors will occur when attempting to use more complex sentences.	The learner uses a sufficient range of vocabulary to convey information and ideas with competence and some confidence.	The learner maintains a competent conversation, responding relevantly and at length, using some original ideas. Frequent prompting is unnecessary. Pronunciation and intonation are generally clear.
5-6	The learner uses simple structures securely, but has difficulty venturing beyond them.	The learner uses a sufficient range of vocabulary to convey simple ideas and information clearly, but not entirely successfully.	The learner makes an attempt to respond to questions and prompts. Effort is needed to develop the conversation which will not be entirely successful. Pronunciation and intonation are not always clear, but the candidate can be understood.
3-4	The learner uses very simple, limited structures with errors which restrict communication.	The learner uses a restricted range of vocabulary and has difficulty in conveying simple ideas. There is likely to be hesitation, repetition and searching for words.	The learner has to be encouraged to go beyond responses which are brief and widely spaced. The candidate struggles to develop a conversation. Pronunciation and intonation cause some communication difficulty.
1-2	The learner attempts a response, but rarely achieves communication	The learner has insufficient vocabulary to convey even simple ideas.	The learner's responses are so brief that little is communicated. Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
0	No response.	No response.	No response.

Speaking Card A: Inspiration

People get inspiration from many sources.

Discuss the topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- an occasion when you felt inspired by something
- how parents inspire young children
- the opinion that social media can inspire you to do something
- the idea that anyone can be inspirational
- how you can inspire the Namibian youth if given a chance to do so.

You may introduce related ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

Speaking Card B: Free time

People desire free time for various reasons.

Discuss the topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- your favourite free time activities
- whether sport is work or a free time activity
- how important it is to have regular free time
- whether teenagers and their parents enjoy the same free time activities
- the idea that free time for young children should always be structured.

You may introduce related ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

Speaking Card C: The future

Some people are unsure about the future whereas others look forward to it.

Discuss the topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- your plans for the long break after your examinations
- the place(s) you would like to live in, in the future and why
- the career you would like to pursue in the future
- the view that some careers should be avoided in future
- the opinion that the future of Namibia lies in the hands of the Namibian child.

You may introduce related ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

Speaking Card D: Playing games

Both children and adults play games.

Discuss the topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- the games you enjoy playing and why
- what games you may want introduced at your school and why
- the positive and negative impact of games on people
- the opinion that games can be educational
- the view that video games are more popular than playing against other players.

You may introduce related ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

Speaking Card E: The environment

The rural areas and the city are environments that in many cases are different.

Discuss the topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- describe where you live
- activities in the city/rural areas that people may/may not like
- whether pollution has an effect on daily life in both environments
- ways to make these two environments more attractive for young people
- the view that the city is the best place for studying.

You may introduce related ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

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