

**NAMIBIA SENIOR SECONDARY CERTIFICATE**

**FOREIGN LANGUAGE PORTUGUESE ORDINARY LEVEL**

**4122/3**

PAPER 3 Speaking

Approx. 15 minutes

Marks 50

**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) marking grid
- (c) copies of Cards A – E with Notes for Teachers/Examiners

**LEIA AS INSTRUÇÕES ANTES DE COMEÇAR O EXAME**

Este folheto contém:

- (a) guia administrativo para conduzir o exame
- (b) correção
- (c) cópias dos cartões A – E com as Notas dos Professores/Examinadores

This document consists of **12** printed pages.



Republic of Namibia

**MINISTRY OF EDUCATION, ARTS AND CULTURE**

## EXAMINER'S NOTES ON 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 dispatch of the recordings and mark sheets to 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 be someone local from outside the centre. DNEA is not responsible for any fees agreed. 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 at 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 to 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 dispatched 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 his/her first tests. Teachers/examiners that have prepared their own roles fully and are confident in what they are doing are better able to help learners who experience difficulty. 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 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 (3 good, 4 middling, 3 weak): if there is a large range of marks, teachers/examiners should be especially careful to send tests spread across the range, not just the top 2, middle 2 and bottom 2. 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 candidates" (see paragraph 8). 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 and must be completed for each candidate. 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. Be very careful to check all additions. The names on this list must be in numerical order exactly as they appear on the MS 1.
- (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 before dispatching 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 arrive at 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 candidate to prepare. Adequate supervision must be provided to ensure that each candidate can study alone and in silence and that learners leaving the interview room do not communicate with those waiting to enter.
- (b) Requests for special consideration for learners with specific problems must be made on Special Consideration forms.
- (c) 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.
- (d) 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.
- (e) In order to put learners at their 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. Avoid, however, the use of expressions such as “very good”, which a learner may interpret as a comment on performance.
- (f) 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.
- (g) Other recommendations: 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.

## 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. You should take care to 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 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 adequately 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 CANDIDATES

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 classrooms are to be avoided. It is essential that unnecessary background noise should be excluded.

Digital voice recorders must be used and centres are responsible for ensuring good quality of recordings. The digital voice recorder and the CD(s) to be used should be tested in situ some time before the actual test, ideally with one of the candidates. It is essential that new unrecorded CDs are used. These will be supplied by DNEA.

Each CD should be introduced in Portuguese by the teacher/examiner as follows:

“Centre Number e.g. NA E09

Centre Name e.g. King’s College

Syllabus Number: 4122

Examination Name NSSCO Portuguese Foreign Language

Name of Examiner e.g. Mr H Schmidt

Date of examination e.g. September 15th 2019”

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

“Learner Number e.g. 047

Learner Name e.g. Jane Doe

Stimulus Number 2”

At the end of the sample, please state “End of sample”.

**Once the test has begun, the CD should run without interruption.**

**On no account should you stop and re-start the CD during the test.**

The contents of each CD should be clearly labelled.

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

## 10. STRUCTURE OF THE EXAMINATION

The Speaking Test will last 15 minutes. For 15 minutes while the previous candidate is being tested, the candidate is able to prepare for the discussion on a picture which forms part of the first task of the test. During the preparation of the picture stimulus, the learner is allowed to make short notes on a sheet of paper provided. The learner may refer to these notes during the test. They must be handed in after the end of the test and attached to the Individual Candidate Record Card for Oral Assessment.

The sequence of the test is as follows:

(a) **A short warm-up session** (1 – 2 minutes) of personal questions (no marks awarded for this session).

(b) **Picture stimulus** (6 – 7 minutes) **20 Marks – Marking Grid 1**

A choice will be made from five pictures. The teacher/examiner will choose one for the learner to prepare and discuss in the oral exam. The learner responds to a series of short questions relating to the picture already prepared on the picture stimulus.

**A conversation develops from the picture.** The teacher/examiner pursues the theme of the picture so as to develop a conversation, asking the learner to develop certain issues and apply them to his/her own circumstances.

(c) **Presentation of topic chosen by the learner from Topics A-E on the Topic List** (5 – 6 minutes) **30 Marks – Marking Grid 2**

Learners are required to prepare **one topic only**. Learners should be encouraged to choose a topic in which they have a personal interest. Learners should be encouraged to choose different topics within the centre and should not be allowed to present 'Myself' or 'My life' as topics as these can become too general. Learners may use illustrative material, e.g. photos, if this seems appropriate to their topic, but are not allowed to use written notes of any kind.

The task will start with the teacher/examiner asking the learner the title of his/her topic and then inviting them to tell the teacher/examiner more about it. The learner must show quality of preparation, but must not be allowed to deliver a prepared monologue or a series of obvious prepared replies. This part of the test should last approximately two minutes.

The next three - four minutes will be a discussion on the topic chosen by the learner. You, as teacher/examiner, must try to lead the candidate into using a variety of tenses as learners who do not show that they are able to convey past and future meaning cannot be awarded a mark of four and above (See Marking Grid 2). In order to extend the learner as far as possible you should probe, explore, ask for explanations, enlargements, descriptions (How? When? Why? Tell me a bit more about, etc).

## ADDENDUM C1: MARKING GRID: Picture Stimulus (Task 1) 20 marks

Award a mark out of 5 in each of the 4 categories and add to get a mark out of 20.

<b>Marks</b>	<b>Response to stimulus</b>	<b>Comprehension &amp; responsiveness</b>	<b>Accuracy</b>	<b>Fluency</b>
<b>5</b>	Exceptional level of interest, response and understanding.	No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing the conversation.	Consistently accurate. Only occasional minor slips.	Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from mother tongue.
<b>4</b>	Good level of interest, response and understanding.	Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming, but tends to follow examiner's lead.	Accuracy generally good, but with more frequent errors than with the best learners. Shows a sound basic understanding of grammatical usage.	Has a good feeling for the language and shows competent use of relevant idiom. Avoids significant influence of mother tongue.
<b>3</b>	Fair level of interest, response and understanding.	Understands basic questions and concepts, but has some difficulty with more complicated ideas. Some hesitancy in response. Needs encouragement to develop topics.	Shows a fair understanding of basic grammatical usage, but is prone to make many slips and reveal significant gaps in knowledge of grammar.	Despite occasional fluent and idiomatic use, handling of the language is generally rather pedestrian and lacking in fluency. Thought processes and expression influenced by the mother tongue.
<b>2</b>	Limited understanding and a poor level of response.	Has general difficulty in understanding. Limited response to questions on a majority of topics raised.	Generally inaccurate use of grammar, though still manages to get meaning across.	Has little feeling for the foreign language and production is laboured and halting. Much translation from mother tongue.
<b>0-1</b>	Fails to grasp the significance of the issues raised by the picture.	Severe problems of comprehension. Very marked hesitation. Extremely limited response.	Lack of awareness of grammar even at most basic level. Errors constant and repeated.	Has no feeling for the foreign language. Production is mechanical and wholly lacking in fluency.

**ADDENDUM C2: MARKING GRID: Topic Conversation (Task 2) 30 marks**

**Award a mark out of 5 in each of the six categories and add to get a mark out of 30.**

Marks	Content/Presentation	Pronunciation/ Intonation	Comprehensiveness	Accuracy	Fluency	Range and variety of vocabulary & structures
<b>5</b>	Full and well-organised coverage of chosen topic. Evidence of careful preparation. Includes ideas and opinions as well as facts. Lively presentation.	Outstanding pronunciation and intonation, with only the occasional slight mistake or hesitation.	No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing the conversation.	Consistently accurate. Only occasional minor slips.	Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from mother tongue.	Extensive range of appropriate vocabulary. Able to use a wide variety of structures with confidence.
<b>4</b>	Good organisation of topic. Factual content good, though does not fully develop ideas and opinions. Evidence of careful preparation despite some limitations to the presentation which is somewhat stilted.	Good pronunciation of individual words and sounds with a fair attempt at correct intonation. Some mistakes and/or hesitation.	Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming, but tends to follow examiner's lead.	Accuracy generally good, but with more frequent errors than with the best learners. Shows a sound basic understanding of grammatical usage.	Has a good feeling for the language and shows competent use of relevant idiom. Avoids significant influence of mother tongue.	Has sufficient range of vocabulary and structures to handle a reasonably mature subject with confidence.
<b>3</b>	Adequate organisation of topic. Limited range of facts presented. Few ideas and opinions. Presentation shows evidence of preparation but is rather pedestrian.	A fair degree of accuracy in pronunciation. Some attempt at intonation but quite a number of errors and significant hesitation.	Understands basic questions and concepts, but has some difficulty with more complicated ideas. Some hesitancy in response. Needs encouragement to develop topics.	Shows a fair understanding of basic grammatical usage, but is prone to make many slips and reveal significant gaps in knowledge of grammar.	Despite occasional fluent and idiomatic use, handling of the language is generally rather pedestrian and lacking in fluency. Thought processes and expression influenced by the mother tongue.	Limited expression of ideas (but no ambiguity) caused by limitations in the range of vocabulary/ structures.
<b>2</b>	Material thin and rambling; few facts and practically no ideas or opinions. Presentation dull/mechanical.	Intelligible, but shows marked influence of mother tongue, very limited sense of intonation patterns and many errors of pronunciation.	Has general difficulty in understanding. Limited response to questions on a majority of topics raised.	Generally inaccurate use of grammar, though still manages to get meaning across.	Has little feeling for the Portuguese language and production is laboured and halting. Much translation from mother tongue.	Severe limitations of vocabulary/ structures restrict discussion to a very basic level.
<b>0-1</b>	No evidence of organisation. Very few facts and much irrelevant material. No effort to present in a way that engages the examiner's interest.	Very poor pronunciation. Many gross errors. Sometimes incomprehensible.	Severe problems of comprehension. Very marked hesitation. Extremely limited response.	Lack of awareness of grammar even at most basic level. Errors constant and repeated.	Has no feeling for the German language. Production is mechanical and wholly lacking in fluency.	Very restricted vocabulary. Only forms simple sentences with no variety of structure.

## CARD A

## Escolas do mundo



- (a) Descreva o que vê na fotografia.
- (b) Quais as características de uma boa escola? Justifique.
- (c) Na sua opinião, o que torna a sua escola diferente de todas as outras?



## CARD B

## Atividades desportivas



- (a) Descreva o que vê na fotografia.
- (b) Quais são os tipos de desportos que se praticam mais no seu país? Justifique.
- (c) Na sua opinião, que desporto considera mais interessante?

## CARD C

## Amizade



- (a) Descreva o que vê na fotografia.
- (b) Quais são as qualidades que um amigo verdadeiro deve possuir? Justifique.
- (c) Na sua opinião, quais as vantagens de nos rodearmos de pessoas que considerámos amigas?

## CARD D

## Viajando pelo mundo



- (a) Descreva o que vê na fotografia.
- (b) Que tipo de turismo oferece a Namíbia?
- (c) Na sua opinião, o que distingue a Namíbia de outros países em termos de turismo? Justifique.

**CARD E**  
**A televisão**



- (a) Descreva o que vê na fotografia.
- (b) Que tipos de programas são mais escolhidos pelos canais de televisão namibiana?
- (c) Na sua opinião, quais as vantagens da televisão? Justifique.