



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC)

ENGLISH SECOND LANGUAGE SYLLABUS

ORDINARY LEVEL

SYLLABUS CODE 6109

GRADES 10 - 11

FOR IMPLEMENTATION IN 2019

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Ministry of Education, Arts and Culture
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NSSCO English Second Language Syllabus for Grades 10 - 11

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1. INTRODUCTION

This generic syllabus describes the intended learning and assessment for Second Language Namibia Senior Secondary Ordinary (NSSCO) Level. A second language, as a subject, falls within the language area of learning in the curriculum, but has thematic links to other subjects across the curriculum.

The syllabus is designed to meet the requirements of the *National Curriculum for Basic Education* in Namibia and has been approved by the National Examination, Assessment and Certification Board (NEACB). As part of life-long learning, the National Curriculum Guidelines, applicable to Senior Secondary education, recognise the uniqueness of the learner and adhere to the philosophy of learner-centred education. Considering the uniqueness of each learner, teachers teaching the NSSCO Second Language (SL) should strive to support individual learners to develop their full potential by encouraging them to read widely, both for their own enjoyment and to further their awareness of the ways in which a second language can be used. Second language teachers should also endeavour to ensure that learners develop more general analysis and communication skills such as synthesis, inference, evaluation (in addition to those listed under the Namibian National Curriculum Guidelines below) and the ability to order facts and present opinions effectively. The main sections are:

- Rationale
- Aims
- Additional information
- Overview of learning content
- Assessment
- Grade descriptions

The Namibia National Curriculum Guidelines aim to:

- recognise that learning involves the development of values and attitudes as well as knowledge and skills;
- promote self-awareness and an understanding of the attitudes, values and beliefs of others in a multilingual and multicultural society;
- encourage respect for human rights and freedom of speech;
- provide insight and understanding of crucial global issues in a rapidly changing world which affect quality of life: the AIDS pandemic; global warming; environmental degradation; maldistribution of wealth; expanding and increasing conflicts; the technological explosion and increased connectivity;
- recognise that as information in its various forms becomes more accessible learners need to develop higher cognitive skills of analysis, synthesis, interpretation and evaluation to use the information effectively;
- challenge and motivate learners to reach their full potential and to contribute positively to the environment, economy and society.

Thus the Namibian National syllabuses should provide opportunities for developing essential/core skills across the various fields of study. Such skills cannot be developed in isolation and they may differ from context to context according to the field of study.

Language contributes directly to the development of the six core skills marked *.

- Communication Skills *
- Numeracy Skills
- Information Skills*

- Problem-solving Skills*
- Self-management and Competitive Skills*
- Social and Co-operative Skills*
- Physical Skills
- Work and Study Skills*

2. RATIONALE

This syllabus adopts an integrated approach to the teaching of the second language. Integration means that no language skill should be taught in isolation. Listening, speaking, reading and writing skills should complement each other.

Though the teaching of the four language skills is central to this syllabus, it should be realised that a mastery of grammar is just as important. Grammar must always be taught within context and the teaching of second language using texts from other content subjects will enhance learners' awareness of how language is used in real life situations. Similarly, it is important for teachers teaching second language that they choose texts that are interesting and motivating for learners.

Through the curriculum and the efforts of the teachers, the Namibian education system must meet its constitutional obligation to ensure proficiency in a second language.

Language stimulates personal growth and assists in the development of general knowledge, attitudes, critical abilities, moral values, and the aesthetic sense. This potential is enhanced by the rich and varied heritage of literary and scholarly work that has accumulated in some second languages.

3. AIMS

The aims of the syllabus are the same for all learners. They are set out below and describe the educational purpose of a course in Second Language for the Ordinary Level examination. They are not listed in order of priority.

The aims are to enable learners to:

- develop the ability to use the language effectively, accurately and appropriately for the purpose of practical communication in speech and writing;
- understand and respond appropriately to what they hear, read and experience;
- enjoy and appreciate the variety of language;
- enjoy reading as a means of exploring areas of universal human concern;
- form a sound base for the skills required for further study or employment using the language as a medium;
- develop an awareness of the nature of language and language-learning skills.

4. ADDITIONAL INFORMATION

Guided learning hours

The NSSCO level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of two years, but this is for guidance only. The number of hours required to gain the qualification may vary according to local conditions and the learners' prior experience of the subject. The National Curriculum for Basic Education (NCBE) indicates that this subject will be taught for 9 periods of 40 minutes each per 7-day cycle, or 7 periods of 40 minutes each per 5-day cycle, over two years.

Prior learning

The new NSSCO Second Language is designed for learners who learn a second language and use it as a lingua franca or language of study. It is recommended that learners who are beginning this course should have previously studied a second language at **Junior Secondary (JS) level**. It is further recommended that learners entering the new NSSCO should have sufficient competence in all areas of the language.

Progression

NSSCO levels are general qualifications that enable learners to progress either directly to employment, or to proceed to further qualifications. Learners who are awarded grades C to A* in NSSCO are well prepared to follow courses leading to Namibia Senior Secondary Certificate Advanced Subsidiary (NSCCAS) level.

Support to second language teachers

NSSCO syllabuses, question papers and examiner reports are sent to all schools offering this course. Assessment manuals and subject teacher guides, where applicable, are sent to schools. Approved learning support materials are available on the Senior Secondary Textbook Catalogue for Schools. **The Senior Secondary Textbook Catalogue is available on the NIED website (<http://www.nied.edu.na>).**

The use of other resources such as newspapers, magazines, videos, dictionaries, thesauruses, encyclopaedias and the internet is highly encouraged.

Examples of teaching resources are:

- the syllabus
 - resources listed on the textbook catalogue
 - teacher guide
 - the language policy guide
 - CDs (the approved language textbooks for learners and teachers are accompanied by CDs)
- Teacher support:
 - face to face workshop on syllabus interpretation and implementation
 - support from the advisory services
 - support from NIED
 - support from Directorate National Examination and Assessment (DNEA)
 - support from Programme and Quality Assurance (PQA)
 - support from tertiary institutions (UNAM & NAMCOL, etc.)
 - teacher resource centres
 - Community:
Regional, cluster and circuit meetings

5. LEARNING CONTENT

5.1. Listening skills

Objectives	Competencies
Learners will:	By the end of Grade 11 learners should be able to:
listen to understand a range of texts	<ul style="list-style-type: none"> • demonstrate understanding of instructions and directions • use context to work out meanings of difficult words • use topic title and or pictures to ascertain specific purpose for listening • make predictions and confirm predictions • listen to sift and sort information to: <ul style="list-style-type: none"> - take notes of important ideas - use graphic organisers - categorise - build background knowledge on any given topic by viewing, discussing and generating ideas to add comprehension • identify general and main ideas/content/ the gist of a speech heard • infer what the speaker is implying • evaluate and reflect on the information heard, and respond appropriately • use information heard to complete given tasks • ask relevant and appropriate questions to clarify what has been heard • identify arguments within a speech
	<p>distinguish between different types of questions and respond appropriately in order to:</p> <ul style="list-style-type: none"> • respond to both objective- (multiple choice, multiple matching, completion – word/phrases) and open-ended questions appropriately • respond to “yes” or “no” questions and question tags appropriately • recognise rhetorical questions (questions asked for dramatic effect or to prove a point – it doesn’t require an answer) • respond appropriately to various texts and <ul style="list-style-type: none"> - make informed decisions based on information heard • show how various aspects of texts (context, audience) shape meaning of a variety of texts heard

5.1. Listening skills (continued)

Objectives	Competencies
Learners will:	By the end of Grade 11 learners should be able to:
understand information from a variety of sources for specific purposes	<ul style="list-style-type: none"> • demonstrate understanding of general and specific details from various texts e.g. formal and semiformal announcements, e.g. lessons, talks, (radio and TV broadcasts), news, sports reports, conversations, monologues, dialogues, announcements, and advertisements on the radio and or TV, interviews, weather forecasts, schedules, stories, songs, poems, travel, telephone conversations, etc. <p>listen actively to information for a variety of purposes such as to:</p> <ul style="list-style-type: none"> • identify sequence • identify cause and effect • show broad and critical understanding of ideas, attitudes and culturally-based values in texts heard • interpret, synthesise (such as establishing similarities and differences, advantages and disadvantages) • use and apply information heard
listen for pleasure	<ul style="list-style-type: none"> • listen to various texts for pleasure <ul style="list-style-type: none"> - fiction or non-fiction texts (stories, articles, myths, fairy tales, fables, etc.) - lyrics - poems - films/movies
listen to follow and carry out instructions	<ul style="list-style-type: none"> • listen to texts on various or similar themes in oral texts, then identify and interpret instructional words such as: <ul style="list-style-type: none"> - name/list/identify - discuss - define - compare and contrast • demonstrate understanding of oral instructions in class and examinations • follow directions
listen to evaluate	<ul style="list-style-type: none"> • select relevant key points from texts • recognise the intentions, attitude, mood of the speaker • make deductions based on what is heard • show evidence of literal interpretation of texts • identify and interpret figurative language within texts • recognise and demonstrate knowledge and critical understanding of how the choices of diction shape meaning in texts heard e.g. persuasive, praising or degrading language, argue for or against something, etc.

5.1. Listening skills (continued)

Objectives	Competencies
Learners will:	By the end of Grade 11 learners should be able to:
identify the gist or essence of a lecture/speech or discussion	<ul style="list-style-type: none">• select relevant key points• recall the main points of oral presentation e.g. president's speech, etc.• recognise and identify themes from texts heard• interpret tone of the speaker

5.2 Speaking skills

Objectives	Competencies
Learners will:	By the end of Grade 11 learners should be able to:
communicate information and ideas	<ul style="list-style-type: none"> • gather and convey ideas and facts clearly and in a coherent manner • interpret, explain, describe and communicate information orally • explore, respond to, develop and extend ideas and experiences in a logical way • use strategies for speaking e.g. eye-contact, facial expressions, gestures and body language appropriately to enhance meaning • communicate suitable ideas across a range of texts for various purposes, contexts and audience • produce informed, independent opinions and judgement on texts
use language to request or pass on information to accomplish appropriate transactions	<ul style="list-style-type: none"> • ask for information • ask for permission • ask for and give directions • place orders and or ask for specific services • convey information about time, qualities, quantities, measurements, direction and areas • relay autobiographical information about themselves, family and home, hobbies and interests, career plans etc. • select and use appropriate multimodal texts (e.g. mixture of print, image and spoken text) to present information and points of view for various purposes e.g. drama, music, newscast, etc. • analyse and compare attitude and values in texts using sophisticated oral communicative skills • present ideas and demonstrate fluency and precise expression
speak clearly using appropriate intonation and word stress	<ul style="list-style-type: none"> • use pitch of voice, pace/tempo accordingly in various contexts (e.g. when telling a story, role play/drama, etc.) • demonstrate consistent control of and manipulate voice, tone and style for effect • express mood through the use of correct intonation and word stress
adapt speech for different purposes and audiences	<ul style="list-style-type: none"> • use standard language in official or formal situations (such as talking to authorities, at ceremonies and in interviews) • use informal language in appropriate situations (such as conversing with family or friends) • use language registers appropriate to situation and environment (such as medical terms in a hospital or clinic)

5.2 Speaking skills (continued)

Objectives	Competencies
Learners will:	By the end of Grade 11 learners should be able to:
make appropriate verbal responses in different contexts	<ul style="list-style-type: none"> • show a sense of audience and an awareness of style and register • respond appropriately in a dialogue or conversation • express a point of view on a discourse (speech/dialogue/conversation/oral text) • seek assistance and ask for clarification in social and academic contexts • demonstrate greater flexibility in dealing with new, topical ideas • paraphrase information for verification, clarification or confirmation
develop and use skills of oral presentation	<ul style="list-style-type: none"> • restate main points to reinforce ideas or focus on objectives • use discourse markers effectively: <ul style="list-style-type: none"> - for showing cause and effect (e.g. for – He must be asleep for there is no light in his room; because, consequently, etc.) - discourse markers such as “well”, “in addition”, “finally”, etc. • use modal expressions to convey tentativeness e.g. “probably”, “not so sure”, etc. • choose and use vocabulary appropriate to purpose and audience • demonstrate effective use of descriptive, rhetorical and persuasive oral language • show understanding of how to use fixed expressions and collocations effectively • demonstrate knowledge and understanding of idioms and proverbs during presentations • present speech using multimodal and print-based technologies e.g. overhead projector, PowerPoint, etc. • demonstrate competence in a range of speech activities, e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs, etc. • conduct a sustained conversation in a simulation activity • use appropriate body language and eye contact for effective delivery • speak clearly and audibly as appropriate • give an impromptu (unprepared) talk on a topic
use language to express and establish individual attitudes	<ul style="list-style-type: none"> • express: <ul style="list-style-type: none"> - approval and disapproval - pleasure - disappointment - anxiety, etc. • disagree politely • present or challenge a point of view or opinion • express and settle uncertainty

5.2 Speaking skills (continued)

Objectives	Competencies
By the end of Grade 11 learners should be able to:	
develop and use problem-solving skills	<ul style="list-style-type: none"> • describe a complex problem faced and the steps taken to solve it • describe setbacks in one's life and explain how to overcome it. • demonstrate creativity and good judgement in solving a simulated difficult problem or situation • indicate methods to be used and conclusions reached when solving a difficult problem
develop knowledge and understanding of using persuasive skills	<p>develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • line of argument • arguing one's case with logic e.g. <ul style="list-style-type: none"> - proving of careful research on your ideas and those of other researchers (if there are any) - making sure that any claims made can be verified • backing one's points with reasons • focusing on the needs of the other party e.g. <ul style="list-style-type: none"> - by taking time to listen carefully - finding out about the interests and expectations of the other party • outlining the benefits of one's proposal using clear language • using positive and assertive rather than negative and aggressive language (e.g. instead of saying "You're wrong about this", say "That's true, however ...", "That's a wonderful idea, but if we look carefully at" or "I agree with what you say have you considered") • subtly complimenting the other party (e.g.: "I realise that you've done some really exceptional research into this ..."), etc.
resolve issues through discussions and debate	<ul style="list-style-type: none"> • play a part in group discussions • articulate ideas in discussion • ask for necessary information or explanation • introduce a topic • defend an opinion • challenge a viewpoint • conclude an argument • explore solutions to real or simulated problems

5.2 Speaking skills (continued)

Objectives	Competencies
Learners will:	By the end of Grade 11 learners should be able to:
develop knowledge and understanding of using negotiating skills	<ul style="list-style-type: none"> • express one's own view clearly • restate accurately other people's views to show understanding • suggest alternative views where appropriate • acknowledge other people's opinions • demonstrate negotiating skills in various ways e.g. through role-play /simulations by: <ul style="list-style-type: none"> - listening carefully to the arguments of the other party - assessing the logic of the other party's reasoning - clarifying issues not clear – by asking the how, why, where, when and what questions - listing all the issues which are important to both sides and identify the key issues - identifying any personal agendas through questioning of generalisations and challenging assumptions - identifying any areas of common ground - keeping calm and using assertive rather than aggressive behaviour - using tact and diplomacy to diffuse tensions - showing knowledge of when to compromise or offer concessions where necessary - distinguishing between important points on which one can't compromise and interests where one can concede ground - allowing the other party to save face if necessary via small concessions - making sure there is an agreed deadline for resolution - deciding on a course of action and come to an agreement - summarising and writing down of the final agreement at the conclusion of the negotiations - planning for alternative results if an agreement can't be reached • synthesise views and suggestions to reach agreement or compromise
verbally evaluate texts read or heard and or situations	<ul style="list-style-type: none"> • verbally evaluate and explain texts • represent ideas, attitudes and feelings • verbally justify own considered interpretations of texts

5.3 Reading skills

Objectives	Competencies
Learners will:	By the end of Grade 11 learners should be able to:
read and understand instructions and directions	<ul style="list-style-type: none"> • respond to written instructions appropriately • demonstrate knowledge and understanding of key instructional words such as: <ul style="list-style-type: none"> - explain - identify - describe - illustrate - compare - contrast/distinguish - define - compile/list/name/state - explore - analyse - interpret - evaluate/judge - substantiate/motivate - determine - summarise - infer - draw conclusions
recognise and understand a wide range of texts from various backgrounds	<ul style="list-style-type: none"> • report on or retell content of texts read • determine the overall meaning of a text • evaluate, explain, and summarise material from a text • compare and contrast, using more than one text or part of a text • recognise the author's attitude, both stated and implied

5.3 Reading skills (continued)

Objectives	Competencies
Learners will:	By the end of Grade 11 learners should be able to:
recognise and understand a wide range of texts from various backgrounds (continued)	<ul style="list-style-type: none"> • demonstrate the ability to extract relevant specific information from texts such as: <ul style="list-style-type: none"> - letters - emails - notes - blogs - forms - minutes - timetables - brochures - reports - conversations (monologues and dialogues) - advertisements - interviews - public notices and signs/posters - articles (<i>newspapers, magazines and others</i>) - reviews (films, books) • infer the meaning of words and phrases in different contexts • interpret correctly information presented in prose, tables, diagrams and or other graphic forms
use comprehension monitoring strategies	<ul style="list-style-type: none"> • use fixing strategies where applicable e.g. use pictures/context clues, reread, ask questions, summarise, make connections, read aloud, read ahead, then come back, etc. • generate and respond to questions • demonstrate understanding of what has been read by summarising through: <ul style="list-style-type: none"> - note taking - eliminating unnecessary information - identifying general and specific ideas - connecting main or central ideas in prose form using own words • use graphic organisers to represent important information (main and support ideas)
acquire and use new vocabulary encountered in various texts read	<ul style="list-style-type: none"> • determine or clarify the meaning of unknown using contexts or reference materials • determine or clarify multiple-meaning words and phrases by: <ul style="list-style-type: none"> - using context clues e.g. semantic or meaning clues, syntactic or word order and picture clues - analysing meaningful word parts - consulting general and specialised reference materials

5.3 Reading skills (continued)

Objectives	Competencies
Learners will:	By the end of Grade 11 learners should be able to:
demonstrate understanding of the relationship between writer, text and context of various texts read	<ul style="list-style-type: none"> • demonstrate understanding of figurative language, word relationships, and nuances in word meanings • describe various contexts' effects on meaning • identify and describe language forms, features and structures of particular texts which shape meaning and influences reader responses
analyse and synthesise information and ideas from various texts	<ul style="list-style-type: none"> • interpret texts using key language patterns • analyse and synthesise information and ideas into sustained and logical arguments for various purposes
engage with details of text to develop a considered and informed personal response	<ul style="list-style-type: none"> • analyse texts in a range of modes and media • demonstrate knowledge by creating and supporting personal response to texts • evaluate others' responses to texts read
demonstrate understanding of cultural reference in texts	<ul style="list-style-type: none"> • explain the effects of cultural differences in texts on meaning • show understanding of key cultural attitudes, beliefs and values underlying issues and language in texts • compare and contrast cultural aspects in texts to own culture
apply a range of reading skills (reading with varying speed using a range of reading strategies and techniques)	<ul style="list-style-type: none"> - apply note-taking skills while and after reading - develop and use reading skills and strategies to enhance fluency and reading comprehension by using: <ul style="list-style-type: none"> - previewing e.g. reviewing titles, section headings, and pictures and picture captions to get a sense of the structure and content of a text - predicting e.g. using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content ; make predictions; confirm and or question predictions - skimming and scanning e.g. using a quick survey of the text to get the main idea, identify text structure - text as clues to the meanings of unknown words - paraphrasing e.g. stopping at the end of a section to check comprehension by restating the information and ideas in the text - questioning to understand and remember e.g. asking questions about the content - outlining and summarising e.g. identifying the main ideas and restating them in your own words

5.3 Reading skills (continued)

Objectives	Competencies
Learners will:	By the end of Grade 11 learners should be able to:
apply a range of reading skills (reading with varying speed using a range of reading strategies and techniques) (continued)	<ul style="list-style-type: none"> - guessing from context e.g. using prior knowledge of the subject and the ideas in the - evaluating an argument e.g. testing the logic of a text as well as its credibility and emotional impact • read intensively for understanding • use effectively reference material, such as: <ul style="list-style-type: none"> - a dictionary for a variety of purposes - an encyclopaedia for general knowledge and specific information - show knowledge of using quotations and referencing
read extensively for wider knowledge or pleasure, making use of available library facilities	<ul style="list-style-type: none"> • read extensively and understand a range of material such as novels, newspapers, magazines, etc. for pleasure • read for specific information and general knowledge
read critically materials from different sources	<ul style="list-style-type: none"> • distinguish between fact, fiction and opinion • identify the author's intentions and bias • draw conclusions from a text • identify relationships between different texts • analyse texts and present arguments constructively and logically • construct informed opinions and attitudes
use Information and Communication Technology (ICT) to help achieve learning competencies	<ul style="list-style-type: none"> • access, select and use appropriate information from various electronic sources relevant to task e.g. CDs, USBs, DVDs • internet e-learning materials

5.4 Writing skills

Objectives	Competencies
Learners will:	By the end of Grade 11 learners should be able to:
develop, organise and produce ideas into coherent sentences, paragraphs and whole texts	<ul style="list-style-type: none"> • use graphic organisers e.g. mind or spider webs to brainstorm ideas for given topic • write and present information and ideas in various forms: <ul style="list-style-type: none"> - complete sentences (e.g. simple, complex and compound sentences) - paragraphs (introductory, developmental and concluding) for various audiences and purposes • write and organise ideas, sentences and paragraphs in logical sequence • demonstrate knowledge and understanding of using the written processes of prewriting or planning, drafting and redrafting, revising, self and peer editing to produce well-organised and constructed texts
write a variety of texts using effective word choice, sentence structure and forms	<p>write in a style appropriate to the audience and register</p> <p>write:</p> <ul style="list-style-type: none"> - informal letters - formal letters - complaint - articles to local newspapers, school magazines - emails - blogs - reports: <ul style="list-style-type: none"> - accident - crime - sport - social events - brainstorm and write safe guiding principles of using social media such as: <ul style="list-style-type: none"> - chat using WhatsApp - internet, etc. - essays: <ul style="list-style-type: none"> - narrative - descriptive - argumentative • summaries: <ul style="list-style-type: none"> - note form • speeches • diary / journal entries

5.4 Writing skills (continued)

Objectives	Competencies
Learners will:	By the end of Grade 11 learners should be able to:
write a variety of texts using effective word choice, sentence structure and forms (continued)	<ul style="list-style-type: none"> • show knowledge and understanding of criteria (marking grid) to be used to evaluate pieces of writing • use a given set of criteria (marking grid) to evaluate own and peers' writing for improvement • use words commonly confused e.g. stationary/stationery • differentiate and correctly utilise words wrongly used e.g. voyage/journey; lend/borrow; habit/custom <ul style="list-style-type: none"> - homonyms e.g. cannon (large, mounted gun), canon (rule, commandment) - homophones e.g. (route/root)
differentiate between written and spoken forms	<ul style="list-style-type: none"> • use contracted forms of writing where appropriate (such as in friendly letters) • use figurative language and imagery in writing • apply devices in writing interviews, articles, reports • use appropriate format/layout to enhance understanding
use appropriate vocabulary in different contexts and situations	<ul style="list-style-type: none"> • use direct, unambiguous vocabulary • use appropriate vocabulary for a variety of personal, social and academic purposes • use rich and varied vocabulary to describe, explain and argue • use technical terms and specialised vocabulary suited to the task
show competence in the use of spelling and punctuation	<ul style="list-style-type: none"> • use basic punctuation marks such as the following correctly: <ul style="list-style-type: none"> - full stop (.) - comma (,) - inverted commas (“ ”) - question mark (?) - exclamation mark (!) - apostrophe (‘) - colon (:) - semicolon (;) - dash (–) - brackets () - hyphen (-) - ellipses (...) • use capital letters correctly • show an understanding of and apply the basic spelling rules such as: <ul style="list-style-type: none"> - correct syllabification of words - writing hyphenated words - contractions

5.4 Writing skills (continued)

Objectives	Competencies
Learners will:	By the end of Grade 11 learners should be able to:
show competence in the use of spelling and punctuation (continued)	<ul style="list-style-type: none">- fractions e.g. a quarter of ..., one-third of ..., etc.- possessive case• apply spelling of words in the continuous tense (<i>-ing forms</i>)

5.5 Grammar and language usage

Objectives	Competencies
Learners will:	By the end of Grade 11 learners should be able to:
recognise the use and meaning of the tenses	<ul style="list-style-type: none"> • demonstrate knowledge and usage of the various tenses: <ul style="list-style-type: none"> - simple present tense - present continuous tense - present perfect tense - simple past tense - past continuous tense - past perfect tense - simple future tense - future continuous tense - future perfect tense
use conditionals correctly	<ul style="list-style-type: none"> • use the first conditional when something is likely to happen, for example: "If you ask the teacher, she will help you" • use the second conditional for things which might happen, but probably won't: "If he worked harder, he might/would/could pass his exams."
use appropriate grammatical structures in speech and writing	<p>identify and use:</p> <ul style="list-style-type: none"> - articles correctly (<i>a, an, the e.g. e.g. <u>a</u> university</i>) - pronouns appropriately - the correct form of the verb with singular and plural nouns and pronouns - the active and passive voice as appropriate - different prepositions correctly - phrases correctly - modal verbs - direct and indirect speech - degrees of comparison - relative clauses - idioms and idiomatic expressions - singular and plural subjects with the correct verb form - adjectives correctly - adverbs correctly - conjunctions and connectives correctly in simple and compound sentences - elisions, contractions, repetitions and interjections as appropriate in speech

5.6 Grammar and language usage (continued)

Objectives	Competencies
Learners will:	By the end of Grade 11 learners should be able to:
use grammatical structures correctly in speech and writing (continued)	<ul style="list-style-type: none"> • apply rules of concord correctly • distinguish between common and proper nouns apply the correct verb tense as appropriate (for example saying <i>We have a house</i> instead of saying <i>We are having a house</i>) • structure simple sentences in writing
use appropriate vocabulary in different contexts and situations to achieve effect, appropriate register and a mature style	<ul style="list-style-type: none"> • use euphemisms where appropriate • use language to create: <ul style="list-style-type: none"> - mood/atmosphere - convey subtleties (<i>intention, attitude, bias</i>) • employ figurative language to enrich writing and speech (for example <i>imagery, simile, metaphor</i>) • use idioms and idiomatic expressions
correctly use: countable nouns uncountable nouns simile and metaphor synonyms antonyms question forms	<ul style="list-style-type: none"> • recognise and use countable and uncountable nouns, for example: <ul style="list-style-type: none"> - countable: twenty books, two stories - uncountable: some news, some advice • recognise and respond to basic linguistic devices and register • substitute given words with words with more or less the same meaning • substitute given words with words with opposite meanings • ask direct and indirect questions, for example: <ul style="list-style-type: none"> - direct questions: "How are you?" - indirect questions: She asked me how I am.
negative forms	<ul style="list-style-type: none"> • change statements and questions into the negative and vice versa
gender forms	<ul style="list-style-type: none"> • distinguish between male and female gender forms

6 ASSESSMENT

6.1 The Assessment Objectives (AOs)

AO1: Reading

- R1 identify and retrieve relevant information, facts and details
- R2 understand ideas, opinions and attitudes
- R3 show understanding of the connections between ideas, opinions and attitudes
- R4 understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place

AO2: Writing

- W1 communicate information/ideas/opinions clearly, accurately, and effectively
- W2 organise ideas into coherent paragraphs using a range of correct linking words/phrases
- W3 use a variety of grammatical structures and vocabulary accurately and effectively
- W4 show control of punctuation and spelling
- W5 use appropriate register, style/format for the given purpose

AO3: Listening

- L1 identify and retrieve relevant information, facts and details
- L2 understand ideas, opinions and attitudes
- L3 show understanding of the connections between ideas, opinions and attitudes
- L4 understand what is implied but not actually stated, e.g. gist, speaker's purpose/intention, speaker's emotions, situation or place

AO4: Speaking

- S1 communicate ideas/opinions clearly, accurately, effectively and appropriately (awareness of audience and style)
- S2 convey information and express opinions effectively
- S3 use a variety of grammatical structures and vocabulary accurately and effectively
- S4 use correct pronunciation and intonation
- S5 engage in a conversation and contribute effectively to help steer the discussion forward

6.2 Scheme of Assessment

Learners who have followed this curriculum are eligible for the awards of grades A*–G; an award of A* being the highest, while G is the lowest. Paper 3, Speaking, is counted in. The papers for assessment are as follows:

NSSCO
Paper 1 (2 hrs 30 minutes) Reading and Writing
Paper 2 (50 minutes) Listening
Paper 3 (10-15 minutes) Speaking

6.3 Marks and weighting of papers

Paper	Marks	Weighting
Reading & writing	70	60
Listening	40	20
Speaking	30	20
TOTAL		100%

6.4 Specification grid

(Assessment objectives as an approximate percentage of each paper)

Assessment Objectives	Weighting in paper %		
	Paper 1	Paper 2	Paper 3
AO 1 Reading	50	0	0
AO 2 Writing	50	0	0
AO 3 Listening	0	100	0
AO 4 Speaking	0	0	100

Assessment Objectives	Raw Marks per paper			Weighting in %
	Paper 1	Paper 2	Paper 3	
AO 1 Reading	35	0	0	30
AO 2 Writing	35	0	0	30
AO 3 Listening	0	40	0	20
AO 4 Speaking	0	0	30	20

6.5 Description of papers

6.5.1 Paper 1 Reading and Writing

PAPER 1 Reading and Writing			2 hours 30 minutes	
Assessment Objectives (AO)		Task format	Text Type	Total Marks
Section A		Tasks AO 1: Reading		
R1-4	Task 1	Reading task: Open-ended questions. Candidates read a text of 450 to 550 words and answer a series of questions. Candidates write short (single word/phrase) answers.	Any one of the following: article, blog or web pages, brochures, advertisements, leaflets, guides, reports, manuals, instructions.	10
R1-4	Task 2	Multiple Matching: Candidates read either one continuous text divided into sections or a number of shorter texts on a related topic (500-600 words). Candidates match the correct text/text section to the question.	Texts on topics that young people are interested in and can relate to. They could include articles from either newspapers or magazines.	9
R1-3	Task 3	Note-taking: Candidates make brief notes (under a supplied heading or headings) relating to a continuous text of 400-500 words.	Texts on topics that young people are interested in and can relate to. They could include articles from either newspapers or magazines.	8
R1-4	Task 4	4-Option Multiple Choice Questions: Candidates read a continuous text of 550-600 words and answer multiple choice questions based on it.	Texts on topics that young people are interested in and can relate to. They could include articles from either newspapers or magazines.	8
Total Reading				35
Section B		Tasks AO 2: Writing		
W1-5	Task 5	Guided writing: Candidates write approximately 100–150 words of continuous prose (letter/email, report, article), in response to a short stimulus (which may include pictures) and three prompts. The question will include information on the purpose, format and audience.		15
W1-5	Task 6	Extended writing: Candidates choose one of three topics (one narrative, one descriptive or one argumentative/discursive topic) and write approximately 200-250 words of continuous prose in response to a short stimulus.		20
Total Writing				35
Total Marks				70

6.5.2 Overview of tasks in Paper 1:

		Marks for Reading Skills	Marks for Writing Skills	Total Marks
Task 1	Open-ended questions	10	0	10
Task 2	Multiple-matching	9	0	9
Task 3	Note-taking under headings	8	0	8
Task 4	4-Option Multiple-choice questions	8	0	8
Task 5	Writing - Guided writing	0	15	15
Task 6	Writing - Extended writing	0	20	20
		35	35	70

6.5.3 Paper 2 Listening (recorded CD to be provided)

		PAPER 2 Listening	Approximately 50 minutes	
Assessment Objectives (AO)		Task format	Text type	Marks
		AO3: Listening		
L1-2	Task 1	Candidates listen to four short extracts and answer 2 open-ended questions (each worth 1 mark). Questions require short answers (3 words maximum per answer).	2 recorded monologues (60-70 words each) and 2 recorded dialogues (100-120 words each) Texts total 320-380 words.	8
L1-L2	Task 2	Candidates listen to a talk and complete gaps (maximum 2 words or a number per gap) in notes/sentences.	One formal or informal monologue (325-375 words)	8
L1-3	Task 3	Candidates listen to six extracts and match each speaker with appropriate content.	Six short extracts (480-550 words). Each extract should be approximately 80-90 words.	6
L1-4	Task 4	Candidates listen to a discussion/interview between two speakers and answer 4-option multiple-choice questions.	Formal or informal discussion / interview (325-375 words)	8
L1-4	Task 5	Candidates listen to a discussion/interview between two speakers and answer open-ended questions (including higher order questions, e.g. why/how questions), requiring short responses (a phrase or a short sentence).	A formal or informal discussion or interview. (350-400 words)	10
			TOTAL	40 Marks

6.5.4 Paper 3 Speaking

Note:

Speaking test, **approximately 10–15 minutes** (assessed conversation 6–9 minutes), 30 Marks

The Speaking test can be described as a conversation between the learner and the examiner/teacher. For each examination a range of cards, dealing with contemporary issues, will be distributed to the centres by the DNEA. These are accompanied by detailed notes on how the examination should be conducted. The objective of the Speaking assessment is to test the spoken language and not subject knowledge.

Speaking tests take place before the main examination period. Before this period Centres will receive materials for the test.

PAPER 3			
Speaking		Approximately 15 minutes	
Assessment Objectives (AO)	Task format	Stimulus	Marks
S1-5	<p>Teachers/examiners must allow sufficient time to familiarise themselves with the materials and procedures. After the tests the Centre must send back material to DNEA for external moderation before the specified deadline.</p> <p>Centres receive a range of speaking test cards, with an accompanying set of teacher's notes. Each card introduces a topic for discussion between the teacher/examiner and the learner, together with prompts for the development of the conversation.</p> <p>The teacher/examiner selects one speaking test card from the range provided for each learner. Each speaking test lasts approximately 10–15 minutes, as follows:</p> <ul style="list-style-type: none"> • non-assessed warm-up conversation (approximately 2–3 minutes) • time for the candidate to read the speaking test card and to prepare a response – learners may not write notes (approximately 2–3 minutes) • assessed conversation (6–9 minutes). <p>Learners may not use dictionaries.</p> <p>A teacher/examiner at the Centre assesses the tests using the speaking assessment criteria grid.</p>	<p>Topics on cards - relevant and of interest to young people</p> <p>Teacher notes on cards</p>	30
TOTAL			30

Topics that could be used for assessing speaking and listening skills:

- Human relationships and human rights
- Family
- People /population
- Urban and rural life
- The media
- Health
- Gender issues
- Work and leisure
- Equality of opportunity
- Employment and unemployment
- Sport
- Travel and tourism
- Education
- Social and economic development
- Technological innovation
- Environment
- Conservation (of resources: wild animals, water, electricity, etc.)
- Pollution
- Contemporary aspects of the country or countries where the language is spoken

7 GRADE DESCRIPTIONS

Grade descriptions are provided for judgemental grades A, C, E and G and give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The descriptions must be interpreted in relation to the learning content specified in the syllabus, keeping in mind that learners take the subject at second language level. The grade awarded will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of assessment may be balanced by better performances in others.

A **Grade A** learner will be expected to:

1. understand, convey and defend arguments and information;
2. order and present facts, ideas and opinions at a complex level;
3. evaluate and select relevant materials from texts suited to the question, showing independence of thought;
4. understand gist and identify main points and detail in a variety of texts, drawing relevant/suitable inferences and forming conclusions;
5. recognise and explain subtle and implicit meanings and attitudes;
6. describe and reflect upon experience and express very effectively what is felt and imagined;
7. communicate effectively, appropriately and clearly, using a sophisticated range of vocabulary;
8. vary style suited to purpose in a variety of tasks, showing a clear sense of audience;
9. use well-constructed paragraphs and sentences, demonstrate knowledge of grammatical conventions and use spelling and punctuating accurately.

A **Grade C** learner will be expected to:

1. understand, convey and partially defend arguments and information;
2. order and present facts, ideas and opinions at a satisfactory level;
3. evaluate and select relevant material from texts in answer to questions and provide straightforward explanations and developments;

4. understand gist and identify some main points in a variety of texts, drawing inferences and forming conclusions;
5. recognise and explain the more obvious implicit meanings and attitudes;
6. describe and reflect upon experience and express effectively what is felt and imagined;
7. communicate effectively, appropriately and clearly, using a wide range of vocabulary;
8. vary style in a variety of tasks, showing some sense of audience;
9. use adequate paragraphing and some variety of sentence construction, demonstrate knowledge of grammatical conventions and use correct spelling and punctuation.

A **Grade E** learner will be expected to:

1. understand and convey arguments and information;
2. order and present facts, ideas and opinions;
3. evaluate and select material from texts in answer to questions and provide basic explanations;
4. understand some gist and identify some main points in a variety of types of texts, drawing inferences;
5. recognise obvious meanings and attitudes;
6. describe experience and explain satisfactorily what is felt and imagined;
7. communicate successfully, using a range of vocabulary suited to some of the tasks;
8. use simple sentences with the possibility of varying them in a variety of tasks;
9. use paragraphing and some variety of sentence construction, with some regard to everyday grammatical conventions, spelling and punctuating, so that weaknesses do not seriously impair communication.

A **Grade G** learner will be expected to:

1. understand and convey information;
2. order and present facts, ideas and opinions at an elementary level;
3. evaluate and select material from texts in answer to questions, sometimes providing minimal explanations;
4. partially understand a few main points in texts;
5. sometimes recognise the most obvious meanings;
6. describe experience and explain what is felt and imagined;
7. communicate with some success, using a limited range of vocabulary;
8. use simple sentences;
9. use paragraphing with limited regard to everyday grammatical conventions, with spelling and punctuation which impair communication.

ADDENDUM A: CONDUCTING THE SPEAKING EXAMINATIONS

NOTES ON CONDUCTING AND RECORDING THE TESTS

GENERAL

1. The Speaking test is compulsory and the mark obtained carries a **weighting of 20%**.
2. The Speaking 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 Speaking 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 Speaking 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.) **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.**
6. Centres receive a set of Speaking Assessment Cards accompanying this set of examiner's notes. Teachers/examiners responsible for conducting the Speaking 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 or USB; (b) completed MS1 Forms;
(c) completed Speaking Assessment Summary Form(s).

(a) The recorded 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.

Each centre must provide a sample of Speaking tests, recorded on CD(s) or USB(s). **It is recommended that Centres keep a copy of all of the test recordings in case the submitted CD/USB is damaged or lost.** The size of the sample required is given in the instructions on the reverse side of the Speaking 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 Speaking tests for each teacher.**

For instructions on recording the samples, see Section 16 below. CDs/USBs must be sent to the DNEA together with the completed documents. CDs/USBs 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/USB.

(b) **Form MS1**

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 or USBs, the Speaking Assessment Summary Form and the other relevant documents should be placed in the envelope 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.

(c) **Speaking Assessment Summary Form (SASF)**

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 SASF MUST be in the same order as they appear on the MS1.

Please be careful to check all mark additions. The Speaking 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) or USB(s).

8. The sample CD(s)/USB(s) along with completed MS1 and Speaking Assessment Summary Form should be returned to the DNEA as soon as the Speaking tests have been

completed at the centre. Please do not wait until the end of the assessment period before sending them.

CONDUCTING THE SPEAKING TESTS

9. The Speaking tests should proceed as follows along the following lines:

- 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.

10. Examination conditions must prevail in the area where the Speaking tests take place. Adequate supervision must be provided to ensure that candidates leaving the room after the Speaking tests do not communicate with those waiting to enter.
11. No other person should be present during the Speaking 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 must be examined individually.

13. Candidates are not allowed to bring any notes into the examination room, nor are they allowed to consult dictionaries.
14. A range of Speaking 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 Speaking 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 allowed 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 Speaking Assessment Summary Forms or similar paperwork.

RECORDING THE SPEAKING TESTS

16. Centres must ensure that their recording equipment is in good working order. The recorder and the CD/USB should be tested on site, some time before the actual Speaking 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 Speaking testing session to ensure that voices on the CD/USB are clearly audible.

Once the Speaking test has begun the recording 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:	6109	Ordinary Level English as a Second Language
Examiner name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	01 November 2020”

Each candidate recorded on the sample should be clearly indicated on the recording by the examiner as follows:

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

At the end of the recording the examiner should state clearly “end of recording”.

Before the CD(s)/USB(s) is despatched, spot checks must be made to ensure that every candidate is clearly audible. The contents of each CD/USB must be clearly labelled. The order of the names on the CD/USB 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 his/her homework is irrelevant in assessing his/her Speaking 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. Speaking 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 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 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 Speaking test is intended to credit positive achievement.)

18. To conduct Speaking 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 Speaking 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 a series of closed questions prompting yes/no answers
- never conduct the Speaking test as if it is a test of knowledge
- never indicate their opinion of candidates’ performance during or after the Speaking 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.

ADDENDUM B: General marking criteria for Task 5: guided writing

The following general instructions apply to Task 5: guided writing.

Award the answer a mark for content (C) [out of **8**] and a mark for language (L) [out of **7**] in accordance with the marking grid for guided writing (Addendum D).

Content covers *relevance* (i.e. whether the piece fulfils the task) and the *development of ideas* (i.e. the detail/ explanation provided).

Language covers *style* (i.e. suitability of vocabulary and sentence structure) and *accuracy* (of grammar, spelling, punctuation and use of paragraphs).

When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but doesn't quite make it into the band above.

When deciding on a mark for content, look at both **relevance** and **development of ideas**. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in the **8 mark band**. All prompts must be addressed for the maximum mark (C8) to be awarded.

The use of paragraphs should not be the primary basis of deciding which mark band the work is in. Look first at the content of the task and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.

When deciding on a mark for language, look at both the **style** and the **accuracy** of the language. A useful starting point would be first to determine whether errors intrude.

If the response is considerably shorter than the minimum number of words (100), it should be put in mark **band 3** (4-5 marks) for content or lower for not fulfilling the task. The language mark is likely to be affected and is unlikely to be more than one band higher than the content mark.

If the response is entirely irrelevant, it should be given **0 marks for Content and Language**.

If the response is minimally achieved and therefore in **band 5 (0–1)** for Content, the full range of marks for Language is still available.

[Max total for Task 5, 15 marks]

TASK	ANSWER (guided writing)	MARKS
5	Award up to a total of 15 marks. Up to 8 marks to be awarded for Content . Plus up to 7 marks to be awarded for Language . See generic marking criteria for Task 5	15

ADDENDUM C: General Marking criteria for Task 6: extended writing

The following general instructions apply to Task 6: extended writing.

Award the answer a mark for content (C) [out of **10**] and a mark for language (L) [out of **10**] in accordance with the marking grid for extended writing (Addendum E).

Content covers *relevance* (i.e. whether the piece fulfils the task) and the *development of ideas* (i.e. the detail/ explanation provided).

Language covers *style* (i.e. suitability of vocabulary and sentence structure) and *accuracy* (of grammar, spelling, punctuation and use of paragraphs).

When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but doesn't quite make it into the band above.

When deciding on a mark for content, look at both **relevance** and **development of ideas**. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in the **10 mark band**. All prompts must be addressed for the maximum mark (C10) to be awarded.

When deciding on a mark for language, look at both the **style** and the **accuracy of the language**. A useful starting point would be first to determine whether errors intrude, if they do not, it will be in the **10 mark band**.

The use of paragraphs should not be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.

If the response is considerably shorter than the minimum number of words (200) it should be put in mark **band 3** (6-7 marks) for content or lower for not fulfilling the task. The language mark is likely to be affected and is unlikely to be more than one band higher than the content mark.

If the response is entirely irrelevant, it should be given **0 marks for Content and Language**.

If the response is minimally achieved and therefore in **band 6** (0–1) for Content, the full range of marks for language is still available.

TASK	ANSWER Extended writing	MARKS
6	Award up to a total of 20 marks. Up to 10 marks to be awarded for Content . Plus up to 10 marks to be awarded for Language .	20

ADDENDUM D: Marking grid for guided writing

Total: 15

Content (relevance and development of ideas)		Marks	Language (style and accuracy)		Marks
Band 1	Excellent achievement of task. Content is completely relevant to the task; all content points fully developed; the format is fully observed; the purpose is clearly and fully presented. Detailed and well-structured paragraphs.	8	Band 1	Uses language and style purposefully with clear sense of audience and appropriate register throughout. A wide range of vocabulary is used appropriately and accurately. Spelling and punctuation is very well controlled. Hardly any mistakes.	7
Band 2	Task convincingly achieved. Content covers the requirements of the task although some points are partially developed; the format is observed; the purpose of the task is clearly presented. Well-structured paragraphs.	6-7	Band 2	Uses language appropriate for the task with an awareness of audience and correct register although minor inconsistencies are evident. A range of vocabulary is used appropriately and accurately; occasional mistakes in word choice. Sufficient control of spelling and punctuation. Few mistakes.	5-6
Band 3	Task partially achieved: content addresses the requirements of the task but not all points are included; the format is faulty at times; the purpose is not clearly presented. Paragraphs evident.	4-5	Band 3	Language usage satisfactory with some awareness of audience. There are some inconsistencies in register. The range of vocabulary is adequate. Some errors in word choice. Spelling and punctuation is faulty at times. Some mistakes.	3-4
Band 4	Task not satisfactorily achieved; content does not cover the requirements of the task; content points are attempted but many irrelevant details are included; the format is faulty; the purpose for writing is missing. No paragraphing.	2-3	Band 4	Language usage not effective. Little or no awareness of audience. Major inconsistencies in register. Limited range of vocabulary. Word choice is faulty. Spelling and punctuation errors impede understanding. Many mistakes.	1-2
Band 5	Task only minimally achieved or not at all: the content is not relevant to the task.	0-1	Band 5	Language insufficient for task though understandable in places. Frequent serious errors force the reader to infer/deduce meaning.	0-1

ADDENDUM E: Marking grid for extended writing

Total: 20

Content (relevance and development of ideas)		Marks	Language (style and accuracy)		Marks
Band 1	Content is completely relevant to the topic and effectively presented. Fluent coherent development of topic: detailed well-structured paragraphs; exceptional use of transitions; smooth connections between paragraphs; paragraphs arranged in convincing order.	10	Band 1	Sentences show a variety of appropriate structures. A wide range of vocabulary used appropriately and accurately. Writing contains accurate use of all applicable punctuation, grammar and correct spelling of most common and challenging words used Creative use of <i>idioms</i> . Register (style) is totally relevant to the task.	10
Band 2	Content clearly relevant to the topic and accurately presented. Coherent development of topic: well-structured paragraphs; good use of transitions; relative smooth connections between paragraphs; paragraphs arranged in fairly convincing order.	8-9	Band 2	Sentences are quite well structured. A range of vocabulary appropriately and accurately used. Few spelling, punctuation and grammatical mistakes. Suitable use of idioms. Register (style) is relevant to the task.	8-9
Band 3	Content fairly relevant to the topic and adequately presented. Some development of the topic: paragraphs are evident; minimal use of transitions; some connections between paragraphs; some evidence of order in paragraphs arrangement.	6-7	Band 3	Sentences are satisfactorily structured. Adequate use of vocabulary. Some spelling, punctuation and grammatical mistakes. Idioms fairly used. Register (style) is partially relevant to the task.	6-7
Band 4	Content partially relevant to the topic and presentation is limited. Inappropriate connections between paragraphs.	4-5	Band 4	Sentences are poorly structured. Vocabulary is limited and may be inappropriate. Serious spelling, punctuation and grammatical mistakes impede understanding. Errors of idioms cause confusion. Register (style) is inconsistent.	4-5
Band 5	Content not particularly relevant to the topic and presentation is poor. No connections between paragraphs.	2-3	Band 5	Frequent and more serious errors of spelling, punctuation and grammar may impede communication and force the reader to infer/deduce meaning.	2-3
Band 6	Little or no understanding of the topic.	0-1	Band 6	Writing is impossible to follow: language proficiency is lacking; incorrect sentences; multiple errors of spelling; punctuation and grammar.	0-1

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.

Marks	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.



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