



**Republic of Namibia**

**MINISTRY OF EDUCATION**

**NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC)**

**ENGLISH SECOND LANGUAGE SYLLABUS**

**ORDINARY LEVEL**

**SYLLABUS CODE: 4116**

**GRADES 11 - 12**

**2010**

**DEVELOPED IN COLLABORATION WITH  
UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**





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**ORDINARY LEVEL**

*This Syllabus Replaces Previous NSSC syllabuses  
and will be implemented in 2010 in Grade 11*





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*NSSCO English Second Language Syllabus for Grades 11&12*

ISBN: 99916-58-80-7

Printed by NIED

*Publication date: 2009*



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## 1. INTRODUCTION

The Namibia Senior Secondary Certificate Ordinary Level (NSSCO) is designed as a two-year course for examination after completion of the Junior Secondary Certificate. 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). The main sections are:

- Aims
- Learning Content
- Assessment
- Grade Descriptions

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.

### **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; mal-distribution 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, 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 syllabi 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

As the national official language of Namibia, English occupies an important position in the citizen's life. This is reflected in the position of English as one of the compulsory subjects in the curriculum. Through the curriculum and the efforts of the teachers, the Namibian education system must meet its constitutional obligation to "ensure proficiency in the official 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 English. Among Namibians English will operate as one of the most important languages of national unity and identity by virtue of it being the one language all Namibian learners will study. In the wider sphere it is a language of access to the international community and a worldwide information network.

## 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 English as a 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 English 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 the reading of literature and explore areas of universal human concern;
- form a sound base for the skills required for further study or employment using English as the medium;
- develop an awareness of the nature of language and language-learning skills;

## **4. OVERVIEW OF LEARNING CONTENT**

(See paragraphs 5.1 to 5.5 for more detail)

### **4.1 GENERAL**

The Learning Content is the same for all learners. The Learning Content in English as a Second Language has been grouped according to the five skill areas tested by the examination. Therefore the content is listed under the columns Skills, Objectives and Competencies. The integration of *Reading and Writing* and *Listening and Speaking* is considered desirable in order to reflect the way in which language is actually used.

Note: Although Language Usage had been listed as a separate skill in this document it should be taught in accordance with the practice of teaching language in an integrated way.

- 4.1.1 Listening
- 4.1.2 Speaking
- 4.1.3 Reading
- 4.1.4 Writing
- 4.1.5 Language Usage

### **4.2 TEXTBOOKS AND RESOURCES**

Although literature is not formally assessed in the NSSCO curriculum, it forms part of the reading programme for learners and teachers have to include poetry, prose and drama in their choice of texts. Teachers may consult the Textbook Catalogue for suitable literary texts. In their choice of reading texts teachers should consider the background knowledge, age and interests of their learners as well as suitability of the texts to learners.

The Textbook Catalogue is a viable source of approved titles to choose from. Schools may also use textbooks previously listed in the Textbook Catalogue but which do not appear anymore. Examples of other viable sources teachers may wish to use are newspapers, magazines, listening cassettes and CD's, dictionaries, encyclopaedia and the Internet.

## 5. LEARNING CONTENT

### 5.1 LISTENING

SKILLS	OBJECTIVES Learners will:	COMPETENCIES Learners should be able to:
1. Listening	listen to and understand a range of texts	<ul style="list-style-type: none"> <li>• demonstrate understanding of specific details, information and semiformal announcements, e.g. lessons, talks, news, radio broadcasts, interviews, dialogues, stories, weather forecasts, songs, schedules, poems, travel, telephone conversations.</li> </ul>
2. Carrying out instructions	listen to and understand instructions	<ul style="list-style-type: none"> <li>• identify and interpret key words in instructions, such as:               <ul style="list-style-type: none"> <li>- compare</li> <li>- discuss</li> <li>- define</li> <li>- contrast</li> <li>- name</li> </ul> </li> <li>• demonstrate understanding of oral instructions in class and examinations</li> <li>• follow directions</li> </ul>
3. Active listening	listen actively to information for a variety of purposes	<ul style="list-style-type: none"> <li>• listen for pleasure and enjoyment (poems, short stories, etc.)</li> <li>• demonstrate understanding</li> <li>• identify sequence</li> <li>• identify cause and effect</li> <li>• use and apply information heard</li> <li>• interpret and synthesise information (such as establishing similarities and differences, advantages and disadvantages)</li> <li>• predict likely outcomes in spoken texts</li> <li>• use information heard to complete a task</li> <li>• take notes from oral texts</li> </ul>
4. Comprehension	distinguish between different types of questions and respond appropriately	<ul style="list-style-type: none"> <li>• respond to both objective and open-ended questions appropriately</li> <li>• respond to “yes” or “no” questions and question tags appropriately</li> <li>• respond precisely and relevantly to questions that require further information</li> <li>• recognise rhetorical questions</li> <li>• respond appropriately to various texts and               <ul style="list-style-type: none"> <li>- make informed decisions based on information heard</li> </ul> </li> </ul>

### 5.1 LISTENING (continued)

<b>SKILLS</b>	<b>OBJECTIVES</b> <b>Learners will:</b>	<b>COMPETENCIES</b> <b>Learners should be able to:</b>
4. Comprehension (continued)	understand information from a variety of sources for specific purposes	<ul style="list-style-type: none"> <li>• use style and register suited to task</li> <li>• form an opinion based on what is heard</li> <li>• draw conclusions from and identify the relationship between ideas within the material that has been heard</li> <li>• compare and contrast material</li> <li>• report on oral material</li> <li>• demonstrate general comprehension of the speaker's intentions where appropriate</li> <li>• show awareness of major variations in register</li> </ul>
5. Identifying gist	identify the gist of a speech or discussion	<ul style="list-style-type: none"> <li>• take notes of what they are listening to</li> <li>• recall the main points of an oral presentation (such as a radio broadcast or a sermon)</li> <li>• select relevant key points</li> <li>• interpret tone of speaker</li> <li>• recognise intention, attitude, mood, themes</li> </ul>
6. Evaluation	evaluate what they hear	<ul style="list-style-type: none"> <li>• infer what a speaker is implying</li> <li>• make deductions based on what is heard</li> <li>• distinguish between important and less important information in what is heard</li> </ul>

## 5.2 SPEAKING

<b>SKILLS</b>	<b>OBJECTIVES</b> <b>Learners will:</b>	<b>COMPETENCIES</b> <b>Learners should be able to:</b>
1. Communication	communicate information and ideas	<ul style="list-style-type: none"> <li>• convey information and facts clearly</li> <li>• develop ideas in a logical way</li> <li>• present ideas in a coherent manner</li> </ul>
2. Articulation, intonation and stress	speak clearly using appropriate intonation and word stress	<ul style="list-style-type: none"> <li>• project the voice when speaking to other people</li> <li>• use pronunciation of words and rhythm of speech to make meaning clear</li> <li>• express mood through the use of correct intonation and word stress</li> </ul>
3. Vocabulary usage	use appropriate vocabulary in different situations	<ul style="list-style-type: none"> <li>• use wide range of vocabulary</li> <li>• explain words and phrases in context</li> </ul>
4. Sharing and exchanging information	use language to request or pass on information and to accomplish appropriate transactions	<ul style="list-style-type: none"> <li>• ask for information</li> <li>• provide information on request</li> <li>• ask for and give directions</li> <li>• place orders or ask for specific services</li> <li>• ask for permission</li> <li>• convey information about time, qualities, quantities, measurements, direction and areas</li> <li>• relay autobiographical information about themselves, family and home, hobbies and interests, future hopes and plans</li> </ul>
5. Awareness and audience	adapt speech for different purposes and audiences	<ul style="list-style-type: none"> <li>• use standard English in official or formal situations (such as talking to authorities, at ceremonies and in interviews)</li> <li>• use informal English in appropriate situations (such as conversing with family or friends)</li> <li>• use language registers appropriate to situation and environment (such as medical terms in a hospital or clinic)</li> </ul>
6. Responding appropriately	make appropriate verbal responses in different contexts	<ul style="list-style-type: none"> <li>• demonstrate greater flexibility in dealing with new, topical ideas</li> <li>• show a sense of audience and an awareness of style and register</li> <li>• ask relevant questions to clarify what has been heard</li> <li>• respond appropriately in a dialogue or conversation</li> <li>• express a point of view on a discourse</li> </ul>

## 5.2 SPEAKING (continued)

<b>SKILLS</b>	<b>OBJECTIVES</b> <b>Learners will:</b>	<b>COMPETENCIES</b> <b>Learners should be able to:</b>
7. Presentation	develop skills of oral presentation	<ul style="list-style-type: none"> <li>• 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</li> <li>• conduct a sustained conversation in a simulation activity</li> <li>• use appropriate body language and eye contact for effective delivery</li> <li>• speak clearly and audibly as appropriate</li> <li>• use appropriate pitch, tone and speech in all forms of oral communication (such as in telling a story, role play and drama)</li> <li>• deliver a short speech before a group (such as classmates, club members, etc.)</li> <li>• deliver a speech before a group (such as a debate or at school assembly)</li> <li>• give an impromptu talk on a topic</li> </ul>
8. Expressing attitude	use language to express and establish individual attitudes	<ul style="list-style-type: none"> <li>• express approval and disapproval</li> <li>• express pleasure, disappointment, anxiety, etc.</li> <li>• disagree politely</li> <li>• present or challenge a point of view or opinion</li> <li>• express and settle uncertainty</li> </ul>
9. Discussion and debate	resolve issues through discussions and debate	<ul style="list-style-type: none"> <li>• play a part in group discussions</li> <li>• articulate ideas in discussion</li> <li>• ask for necessary information or explanation</li> <li>• introduce a topic</li> <li>• defend an opinion</li> <li>• challenge a viewpoint</li> <li>• conclude an argument</li> <li>• explore solutions to real or simulated problems</li> </ul>
10. Negotiation	use negotiation skills	<ul style="list-style-type: none"> <li>• express one's own view clearly</li> <li>• restate accurately other people's views to show understanding</li> <li>• suggest alternative views where appropriate</li> <li>• acknowledge other people's opinions</li> <li>• synthesise views and suggestions to reach agreement or compromise</li> </ul>

### 5.3 READING

SKILLS	OBJECTIVES Learners will:	COMPETENCIES Learners should be able to:
1. Following instructions and directions	read and understand instructions and directions	<ul style="list-style-type: none"> <li>• carry out written instructions</li> <li>• identify and interpret key words such as:               <ul style="list-style-type: none"> <li>- explain/indicate</li> <li>- identify</li> <li>- construct</li> <li>- estimate</li> <li>- describe</li> <li>- illustrate</li> <li>- compare</li> <li>- contrast</li> <li>- define</li> <li>- compile/list</li> </ul> </li> </ul>
2. Comprehension	recognise and understand a wide range of texts likely to be within the experience of and reflecting the interests of young people from various cultural backgrounds	<ul style="list-style-type: none"> <li>• determine the overall meaning of a text</li> <li>• report on or retell content of texts read</li> <li>• extract relevant specific information from texts such as:               <ul style="list-style-type: none"> <li>- forms</li> <li>- letters</li> <li>- brochures</li> <li>- public notices and signs/posters</li> <li>- timetables</li> <li>- advertisements</li> <li>- reports</li> <li>- articles (newspapers, magazines and other)</li> <li>- reviews (film, book)</li> </ul> </li> <li>• infer the meaning of words and phrases in different contexts</li> <li>• interpret correctly information presented in tables, diagrams or other graphic forms</li> </ul>
3. Flexible reading speed/ reading techniques	apply a range of reading skills (reading with varying speed using a range of reading techniques)	<ul style="list-style-type: none"> <li>• skim a variety of texts for general understanding</li> <li>• scan for specific information</li> <li>• read intensively for understanding</li> <li>• use reference material effectively, such as :               <ul style="list-style-type: none"> <li>- a dictionary for a variety of purposes</li> <li>- an encyclopaedia for general knowledge and specific information</li> </ul> </li> </ul>



### 5.3 READING (continued)

<b>SKILLS</b>	<b>OBJECTIVES</b> <b>Learners will:</b>	<b>COMPETENCIES</b> <b>Learners should be able to:</b>
3. Extensive reading	read extensively for wider knowledge or pleasure, making use of available library facilities	<ul style="list-style-type: none"><li>• read and understand a range of material for pleasure such as books, newspapers, magazines, etc.</li><li>• read for specific information and general knowledge, e.g. guides</li><li>• read, understand and enjoy texts from different genres such as novels, short stories, plays and poetry</li></ul>
4. Critical reading	read critically materials from different sources	<ul style="list-style-type: none"><li>• distinguish between information which is true, false or a matter of opinion</li><li>• identify the author's intentions and bias</li><li>• draw conclusions from a text</li><li>• see relationships between different texts</li><li>• analyse texts constructively and logically</li></ul>

## 5.4 WRITING

<b>SKILLS</b>	<b>OBJECTIVES</b> <b>Learners will:</b>	<b>COMPETENCIES</b> <b>Learners should be able to:</b>
1. Developing and organising ideas into coherent sentences, paragraphs and whole texts	produce well organised coherent pieces of writing	<ul style="list-style-type: none"> <li>• write a paragraph to describe a particular idea/theme</li> <li>• use complete sentences</li> <li>• use introductory, developmental and concluding paragraphs</li> <li>• link and develop ideas</li> <li>• plan, structure, draft and edit written work before attempting piece of writing</li> </ul>
2. Writing a wide range of texts	write appropriately for specific purposes	<ul style="list-style-type: none"> <li>• write in a style appropriate to the audience and register</li> <li><b>write:</b> <ul style="list-style-type: none"> <li>• informal letters</li> <li>• formal letters (application, complaint)               <ul style="list-style-type: none"> <li>- application</li> <li>- complaint</li> </ul> </li> <li>• articles to local newspapers, school magazines</li> <li>• reports:               <ul style="list-style-type: none"> <li>- accident</li> <li>- crime</li> <li>- sport</li> <li>- social activities</li> </ul> </li> <li>• essays:               <ul style="list-style-type: none"> <li>- narrative</li> <li>- descriptive, argumentative</li> </ul> </li> <li>• summaries:               <ul style="list-style-type: none"> <li>- paragraph form</li> <li>- note form</li> </ul> </li> <li>• speeches</li> <li>• diary entries</li> <li>• form filling</li> </ul> </li> </ul>
3. Style	differentiate between written and spoken forms	<ul style="list-style-type: none"> <li>• use contracted forms of writing where appropriate (such as in friendly letters)</li> <li>• use figurative language and imagery in writing</li> <li>• apply devices in writing interviews, articles, reports</li> <li>• use appropriate format/layout to enhance understanding</li> </ul>

#### 5.4 WRITING (continued)

SKILLS	OBJECTIVES Learners will:	COMPETENCIES Learners should be able to:
4. Clarity and conciseness	demonstrate flexibility in writing about facts, feelings and opinions	<ul style="list-style-type: none"> <li>• focus on interpretation of the topic to give direction to writing</li> <li>• give factual information (form-filling)</li> <li>• express thoughts and feelings, using different types of register</li> <li>• defend ideas and opinions logically and convincingly</li> </ul>
5. Spelling and punctuation	show competence in the use of spelling and punctuation	<ul style="list-style-type: none"> <li>• use basic punctuation marks correctly such as:               <ul style="list-style-type: none"> <li>- full stop</li> <li>- comma</li> <li>- inverted commas</li> <li>- question mark</li> <li>- exclamation mark</li> <li>- apostrophe</li> <li>- capital letters</li> </ul> </li> <li>• punctuate writing using:               <ul style="list-style-type: none"> <li>- colon</li> <li>- semicolon</li> <li>- dash</li> <li>- brackets</li> <li>- hyphen</li> </ul> </li> <li>• use punctuation marks appropriately to achieve effect in writing</li> <li>• show an understanding of and apply the basic spelling rules such as:               <ul style="list-style-type: none"> <li>- correct syllabification of words</li> <li>- writing hyphenated words</li> <li>- contractions</li> <li>- fractions</li> <li>- possessive case</li> <li>- words commonly confused e.g. lend/borrow; habit/custom</li> </ul> </li> <li>• spelling of words in the continuous tense (-ing forms)</li> </ul>
6. Vocabulary usage	use appropriate vocabulary in different contexts and situations	<ul style="list-style-type: none"> <li>• use direct, unambiguous vocabulary</li> <li>• use appropriate vocabulary for a variety of personal, social and academic purposes</li> <li>• use rich and varied vocabulary to describe, explain and argue</li> <li>• use technical terms and specialised vocabulary suited to the task</li> </ul>

## 5.5 LANGUAGE USAGE

Although the aspects of language usage have been listed separately and marked under assessment objectives 1 and 2 only, they form the basis of all language skills and should be taught continuously in an integrated way. The rationale behind studying language structures is to help learners to use the language accurately and appropriately. Knowledge of and competence in the application of language structures is a prerequisite for analyses, evaluation, referencing, etc.

SKILLS	OBJECTIVES Learners will:	COMPETENCIES Learners should be able to:
1. Grammar and usage	recognise the use and meaning of the tenses	<ul style="list-style-type: none"> <li>• know and use:               <ul style="list-style-type: none"> <li>- present tense</li> <li>- present continuous tense</li> <li>- present perfect tense</li> <li>- simple past tense</li> <li>- past continuous tense</li> <li>- past perfect tense</li> <li>- simple future tense</li> <li>- future continuous tense</li> <li>- future perfect tense</li> </ul> </li> </ul>
	use the first conditional	<ul style="list-style-type: none"> <li>• use the first conditional when something is likely to happen, for example: "If you ask the teacher, she will help you"</li> </ul>
	use the second conditional	<ul style="list-style-type: none"> <li>• use the second conditional for things which might happen, but probably won't: "If he worked harder, he might/would/could pass his exams."</li> </ul>
	<b>correctly use:</b> countable nouns uncountable nouns simile and metaphor synonyms antonyms question forms	<ul style="list-style-type: none"> <li>• recognise and use countable and uncountable nouns, for example:               <ul style="list-style-type: none"> <li>- countable: twenty books, two stories</li> <li>- uncountable: some news, some advice</li> </ul> </li> <li>• recognise and respond to basic linguistic devices and register</li> <li>• substitute given words with words with more or less the same meaning</li> <li>• substitute given words with words with opposite meanings</li> <li>• ask direct and indirect questions, for example:               <ul style="list-style-type: none"> <li>- direct questions: "How are you?"</li> <li>- indirect questions: She asked me how I am.</li> </ul> </li> </ul>
	negative forms	<ul style="list-style-type: none"> <li>• change statements and questions into the negative and vice versa</li> </ul>
	gender forms	<ul style="list-style-type: none"> <li>• distinguish between male and female gender forms</li> </ul>

**5.5 LANGUAGE USAGE (continued)**

<b>SKILLS</b>	<b>OBJECTIVES</b> <b>Learners will:</b>	<b>COMPETENCIES</b> <b>Learners should be able to:</b>
1. Grammar and usage (continued)	use appropriate grammatical structures in writing	<ul style="list-style-type: none"> <li>• use articles correctly (a, an, the)</li> <li>• distinguish between common and proper nouns</li> <li>• use pronouns appropriately</li> <li>• use the correct form of the verb with singular and plural nouns and pronouns</li> <li>• apply the correct verb tense as appropriate (e.g. saying We have a house instead of saying We are having a house)</li> <li>• use the active and passive voice as appropriate</li> <li>• use different prepositions correctly</li> <li>• use and place adjectives and adverbs correctly</li> <li>• structure simple sentences in writing</li> <li>• use phrases correctly</li> <li>• use conjunctions and connectives correctly to write compound and complex sentences</li> <li>• use concord</li> <li>• use modal verbs (such as can/could; will/would)</li> <li>• use direct and indirect speech</li> <li>• know all the tenses and uses of the verb</li> <li>• use degrees of comparison</li> <li>• use relative clauses</li> <li>• use idioms and idiomatic expressions</li> </ul>
	use grammatical structures correctly in speech	<ul style="list-style-type: none"> <li>• use articles correctly</li> <li>• use pronouns appropriately</li> <li>• use singular and plural subjects with the correct verb form</li> <li>• use correct verb tenses</li> <li>• use appropriate prepositions</li> <li>• use adjectives and adverbs correctly</li> <li>• use conjunctions and connectives correctly in compound and complex sentences</li> <li>• use elisions, contractions, repetitions and interjections as appropriate in speech</li> </ul>

## 6 ASSESSMENT

### 6.1 ASSESSMENT OBJECTIVES

Using a range of stimuli, learners should be able to:

1. understand and convey information;
2. order and present facts, ideas and opinions;
3. evaluate information and select what is relevant to specific purposes;
4. understand gist and identify main points;
5. recognise implicit meanings and attitudes;
6. articulate experience and express what is felt, thought and imagined;
7. communicate successfully in spoken and written language, using a range of vocabulary;
8. show a sense of audience, an awareness of style and register;
9. demonstrate an awareness of the conventions of grammatical structures, paragraphing, spelling and punctuation.

### 6.2 SCHEME OF ASSESSMENT

**Note:** Teachers should accept the responsibility to enter learners for the level that best suits their ability and will guarantee maximum performance/achievement. The norm is that learners demonstrating average to above-average ability are entered for the Extended level, while those below this level of achievement are entered for the Core level.

Learners entered for the Core level will take Papers 1, 3 and 4 and are eligible for the awards of grades C to G only. All three components will contribute to the final grade. Learners who are entered for the Extended level and take Papers 2, 3 and 4 are eligible for the awards of grades A\* to E only. The papers for assessment are as follows:

Core Level	Extended Level
Grades C - G awarded	Grades A*- E awarded
Paper 1 (1h 45m) Reading and Directed Writing	Paper 2 (2h 30m) Reading and Directed Writing
Paper 3 (approximately 45 minutes) Listening Comprehension	
Paper 4 (approximately 15 minutes) Oral Communication	

### 6.3 MARKS AND WEIGHTING OF PAPERS FOR CORE AND EXTENDED LEVELS

Core Level		
Paper	Marks	Weighting
<b>1</b>	<b>60</b>	<b>60%</b>
<b>3</b>	<b>30</b>	<b>30%</b>
<b>4</b>	<b>10</b>	<b>10%</b>
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

Extended Level		
Paper	Marks	Weighting
<b>2<sup>1</sup></b>	<b>90÷3x2=60</b>	<b>60%</b>
<b>3</b>	<b>30</b>	<b>30%</b>
<b>4</b>	<b>10</b>	<b>10%</b>
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

<sup>1</sup>**NOTE:** The actual paper will carry 90 (maximum) marks, but to achieve the correct weighting, it will be converted to 60 (maximum) marks.

## 6.4 DESCRIPTION OF PAPERS

### 6.4.1 Papers 1 and 2: Reading and Directed Writing

<b>CORE LEVEL</b>		
<b>PAPER 1: READING AND DIRECTED WRITING (1h 45m)</b>		
<b>PART 1 Objective: Emphasis on reading skills</b>		
1.1.1	Short texts such as notes, advertisements with brief questions on factual detail	(5)
1.1.2	Text with questions designed to test skim-reading ability	(5)
1.1.3	Text with questions testing detailed comprehension	(5)
<b>PART 2 Objective: Integrated reading and writing skills</b>		
1.2.1	Close test or Text with questions testing language such as: Rules of Concord, Direct and Indirect Speech, Active and Passive Voice, Conjunctions, Punctuation, Negatives	(8)
1.2.2	Form filling exercise	(7)
1.2.3	Text with a question requiring a summary/note answer (80-100 words)	(8)
<b>PART 3 Objective: Emphasis on writing skills</b>		
1.3.1	Stimulus material, predominantly visual, requiring a response connected to writing of a personal or factual nature (100 words)	(10)
1.3.2	Stimulus, either visual or verbal, requiring a response which will demonstrate the ability to narrate, give simple descriptions, e.g. Article, Report, Diary entry (150 words) (Learners may be given a choice of subject for this question)	(12)
<b>TOTAL: 60 marks</b>		

<b>EXTENDED LEVEL</b>		
<b>PAPER 2: READING AND DIRECTED WRITING (2½ HOURS)</b>		
<b>PART 1 Objective: Emphasis on reading skills</b>		
2.1.1	As in Paper 1 with extra, more difficult questions	<b>(7)</b>
2.1.2	Text with questions designed to test the ability to follow argument, assess content or evaluate	<b>(7)</b>
2.1.3	As in Paper 1 with extra, more difficult questions or a more challenging text with the same type of questions	<b>(8)</b>
<b>PART 2 Objective: Integrated reading and writing skills</b>		
2.2.1	As in Paper 1, with more difficult questions testing the same language skills. The same language areas as well as paraphrasing and rephrasing	<b>(10)</b>
2.2.2	Text with visual/graphic materials testing detail, comprehension (interpretation, analyses) requiring sentence length responses (2-3 mark questions)	<b>(10)</b>
2.2.3	Text with a question requiring a summary answer (80-100 words)	<b>(10)</b>
<b>PART 3 Objective: Emphasis on writing skills</b>		
2.3.1	As in Paper 1 (150 words)	<b>(10)</b>
2.3.2	As in Paper 1 (150 words)	<b>(12)</b>
2.3.3	Stimulus material requiring a directed response, which demonstrates the ability to use language for a purpose, e.g. describe, persuade, comment Tasks such as the following may be required: Essays, Reviews, Reports (police, crime, sport), Articles (200 words)	<b>(16)</b>
<b>TOTAL: 90 ÷ 3 x 2 = 60 marks</b>		



### 6.4.2 Paper 3 Listening Comprehension

This paper is offered by all learners (both Core and Extended Levels)

<b>PAPER 3: (approximately 45 minutes) LISTENING</b> (recorded CDs to be provided)
<b>Part 1</b>
Six very short comprehension questions referring to a series of different situation pieces. <b>(6)</b>
<b>Part 2</b>
Semi-formal conversation or monologue requiring comprehension of factual detail demonstrated in minimal written response (e.g. one word answers, labelling of diagram, box ticking, True/False). There will be two questions testing two different listening texts. <b>(12)</b>
<b>Part 3</b>
Conversation or monologue with questions testing gist comprehension and the ability to identify attitudes, emotions and causal relationships requiring answers up to sentence length. <b>(12)</b>
<b>TOTAL: 30 marks</b>

### 6.4.3 Paper 4 Oral Communications

This paper is offered by all learners (both Core and Extended Levels)

<b>PAPER 4: (approximately 15 minutes) ORAL</b>
The oral 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. Each set of cards is accompanied by a set of guidelines for the examiner/teacher on how to structure the interview. The objective of the oral assessment is to test the spoken language and not subject knowledge.
<b>TOTAL: 30 ÷ 3 = 10 marks</b>

## 6.5 SPECIFICATION GRID

Assessment Objectives	Papers 1&2 Reading and Directed Writing	Paper 3 Listening Comprehension	Paper 4 Oral
1	√	√	√
2	√	√	√
3	√	√	√
4	√	√	√
5	√		√
6	√	√	√
7	√		√
8	√	√	√
9	√		

**Note:** It is not possible to provide actual marks against each skill because assessment, like teaching, is done on an integrated basis and one skill (assessment objective) overlaps with the others.

## 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 are offering 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. obey and 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, obey and 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.

## 8. GLOSSARY OF TERMS

Difficult or unfamiliar words are listed in this glossary.

1.	autobiographical	giving information about oneself
2.	bias	a tendency of mind which influences decision or thought
3.	citation	a short passage taken from something written or spoken by someone else
4.	coherent	naturally and reasonably connected and therefore easy to understand
5.	collocation	a combination of words in a language, that happens very often and more frequently than would happen by chance e.g. blue Monday, blue murder, sprained ankle
6.	complex	consisting of many different and connected parts
7.	compound	composed of two or more separate elements, e.g. A sentence with more than one verb
8.	concise	short and clear/expressing a lot in a few words
9.	concord	agreement between a verb and the subject of a sentence
10.	contraction	a shortened form of a word/words
11.	converse	to talk informally/have a conversation
12.	elision	the omission of a sound or syllable in speech
13.	graphic	concerned with or including drawing or printing
14.	hyponym	a word with a particular meaning that is included in the meaning of a more general word e.g. spoon and fork are hyponym of cutlery
15.	idiomatic expression	expression containing an idiom, e.g. It is raining <i>cats and dogs</i>
16.	imagery	the use of metaphorical language to produce pictures in the minds of readers or listeners
17.	impromptu	said or done at once without preparation
18.	interjections	a phrase, word or set of sounds expressing feelings such as shock, disapproval or pleasure
19.	intonation	rise and fall in the level (pitch) of the voice, which often adds meaning to what is being said
20.	metaphor	figure of speech in which a word/phrase is applied to something to which it is not literally applicable, e.g. <i>food</i> for thought/ <i>to cut off one's nose to spite one's face</i>
21.	phonological	showing constructive relationships among the fundamental speech sounds of a language
22.	relative clause	part of a sentence containing a verb, joined to the rest of the sentence by who, which, where, etc.
23.	rhetorical	a question asked to gain effect, and not expecting any answer e.g. <i>Who cares?</i>
24.	simile	an expression describing one thing by directly comparing it with another, using words <i>as</i> or <i>like</i>
25.	simulated	made to look, feel, etc. like the real thing
26.	speculative	based on reason alone and not facts about the world
27.	stylistic devices	of or concerning style, especially literary style
28.	syllabification	the division of words into syllables
29.	syntax	rules of grammar used for ordering and connecting words to form phrases or sentences. Use of a variety of different types of sentences, e.g. simple/complex and compound sentences
30.	synthesise	to make up or produce by combining parts

## **ADDENDUM A: NOTES ON CONDUCTING ORAL TESTS**

### **1. GENERAL**

The oral test takes place in the period before the main examination timetable (for papers 1, 2, and 3). Each Centre decides on a convenient period advised by the DNEA for its oral tests.

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

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

There should be only one Examiner per Centre where possible. Each Centre will select its own Examiner. This is normally a teacher within the English Language department, but could be someone local 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 properly completed forms and samples of recorded interviews. (If a person not related to the Centre is used to conduct the oral tests, the DNEA will not be held responsible for paying such a person for his/her services).

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

Centres entering learners for the examination will receive a set of Oral Assessment Cards, notes about administration and forms for entering marks. Teachers/Examiners responsible for conducting the oral tests should familiarise themselves with these materials before the tests are held. The Oral Assessment Cards must remain confidential and must be kept in a secure place by the Centre until the end of the examination period.

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

#### **1.1 Voice-recorded sample**

Each Centre must provide a sample of oral interviews, to be recorded on CD. The size of the sample required is given in the instructions on the back of the Oral Assessment Summary Form.

The teacher 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 teacher involved, the sample must include, in equal number, learners tested by all teachers.

For instructions on recording the samples see section 3 below. CDs must be clearly labelled with details of the candidates whose interviews have been recorded.

## 1.2 MS 1 Form

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

- the first page/top copy should be placed in the envelope together with the other relevant documents sent to the DNEA;
- the second page/middle copy (for use by the external examiner), together with the sample CD and the Oral Assessment Summary Form is also sent to the DNEA;
- the third page/last copy remains at the Centre in case documents get lost or for future reference, until after the results have been published.

## 1.3 Oral Assessment Summary Form

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

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

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

## 2. CONDUCTING THE ORAL TESTS

The oral tests should proceed along the following lines:

**Step 1** Hand the Oral Assessment Card to the learner. Any necessary explanation should be given at this point, followed by a short preparation period (approximately 2-3 minutes), when the learner is at liberty to ask questions. The learner may not make notes during this period. While Learner A is being examined Learner B could be preparing in a separate room.

**Step 2** 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 3** 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 4** Main part of the test: Conversation based on the Oral Assessment Card. (The notes on the assessment cards give an idea of possible questions and ideas which may be considered during the course of the conversation). Either the Examiner or the learner may start the conversation. This section of the test should last approximately 8-10 minutes.

**The total duration of the oral test, from the beginning of Step 2 to the end of Step 4, should be approximately 15 minutes.**

**Note that while Step 2 to Step 4 must be recorded, only Step 4 is to be assessed.**

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

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

No other person should be present during the oral test, with the exception of another Teacher/Examiner, Moderator or representatives of the DNEA.

Learners may be examined singly or in pairs, but only recordings of individual learners may be submitted for moderation.

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

A range of Oral Assessment Cards is provided, and the Examiner (not the learner) chooses the card to be used for each learner. As wide a variety as possible of the cards should be used during the oral tests at the Centre. In order that learners are given every chance to do themselves justice, the Assessment Card should be selected with care. Remember that the test is one of spoken language, not subject knowledge: if it becomes apparent that the learner finds the topic difficult or inappropriate it is perfectly permissible to move into more productive areas. There is no need to stick rigidly to the Examiner prompts in such cases.

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

### 3. RECORDING THE SAMPLE

Centres must ensure that their recording equipment is in good working order. Only CDs must be used. The recorder and the CDs should be tested on site, some time before the actual oral tests, ideally with one of the learners. 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 learner and Examiner. If only one microphone is used it should be placed facing the learner.

It is important to check audibility levels before taping begins; adjustments to the volume control during an examination should normally be avoided. Care should be taken to avoid extraneous noise and long gaps. Checks should be made throughout the oral testing session to ensure that voices on the tapes are clearly audible.

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

At the end the Examiner should state **“No further recordings”**.

**Each CD should begin with a clear statement by the Examiner as follows:**

“Centre Number:	[e.g.]	NA 999
Centre Name:	[e.g.]	Abcxyz Academy
Examination:	0510	English as a Second Language
Examiner’s Name:	[e.g.]	Ms Z. Abcd
Date:	[e.g.]	1 October 2009”

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

“Learner’s Number:	[e.g.]	1234
Learner’s Name:	[e.g.]	Abdi Zachariah”

At the end of the sample the Examiner should state clearly **“End of Sample”**.

Before the CD is dispatched, spot checks must be made to ensure that every learner is clearly audible. The contents of each CD must be clearly labelled.



#### 4. GENERAL ADVICE

Please bear in mind the following when marking:

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

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

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

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

To conduct oral tests effectively, good Examiners:

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

**ADDENDUM B: MARKING GRID FOR ORAL ASSESSMENT (PAPER 4)**

**Award a mark out of 10 for each category (Structure, Vocabulary, Development and Fluency), add these marks to get a total out of 30 and then divide it by 3 to obtain an overall total mark out of 10.**

<b>Mark</b>	<b>Structure [out of 10]</b>	<b>Vocabulary [out of 10]</b>	<b>Development and Fluency [out of 10]</b>
<b>9-10</b>	The learner demonstrates ability to use a variety of structures accurately and consistently. There may be errors when sophistication is attempted, but the examiner is convinced that the learner is confidently in control of the structures used	The learner shows enough command of vocabulary to respond with some precision. Shades of meaning are achieved and some sophisticated information/ideas are communicated. There will be only the occasional misuse of vocabulary	The learner shows sustained ability to maintain a conversation and to contribute at some length. The learner can respond to change in direction of the conversation and perhaps initiate new topics. Pronunciation and intonation are appropriate, with only the occasional slip
<b>7-8</b>	There may be mostly simple structures, but some more complex sentences will be attempted successfully. There will be some errors but these will not impede communication	The learner has a sufficient range of vocabulary to convey information and ideas but there is lack of precision. Vocabulary is not wide or varied	The learner responds relevantly to questions and at a length which makes frequent prompting unnecessary. Stress and intonation patterns are generally accurate. Little effort is required by the listener
<b>5-6</b>	The learner will be uneasy and error-prone when venturing beyond simple structures. However, simple accuracy will often be achieved and communication will be maintained	Vocabulary conveys simple ideas and information clearly but lacks precision. There is some searching for words and hesitation when going beyond simplicity	The learner makes a real attempt to respond to questions. S/he may need frequent prompting and will tend to offer one sentence at a time, but keeps conversation going. Some noticeable inaccuracy of stress and intonation, but unlikely to impede communication
<b>3-4</b>	Responses will usually be single words or very simple sentences - with errors. Error will tend to blur but not obscure communication	Vocabulary will sometimes be inadequate to convey even simple ideas and there will be frequent pauses	Responses tend to be brief and widely spaced. The learner has to be encouraged to go beyond the single- word response. Stress and intonation inaccuracy causes some communication difficulty, but the learner can usually be understood by a sympathetic listener
<b>1-2</b>	Single word responses will be the norm and attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made at points during the interview	Enough English words are known to convey occasional snippets of information, but conversation will be very limited and confused	Responses are so brief and imprecise that little is communicated. Use of single words is the norm, and there will be long gaps. Stress and intonation patterns cause difficulty for even the most sympathetic listener. Repetition is necessary to achieve communication
<b>0</b>	Completely limited/no attempt at a response	Completely limited/no attempt at a response	No response/inaccuracy of stress and intonation prevents communication even after several repetitions

**ADDENDUM C: MARKING GRID FOR WRITTEN WORK (PAPER 1&2)**

ENGLISH SECOND LANGUAGE NSSCO		1			2			3			4			5		
		Language + Structure			Content and Style											
		<ul style="list-style-type: none"> <li>• Creative use of vocabulary + idiom</li> <li>• Few grammar and spelling mistakes</li> <li>• Audience met</li> <li>• Interesting paragraphs</li> </ul>			<ul style="list-style-type: none"> <li>• Competence in vocabulary + idiom</li> <li>• Few grammar + spelling mistakes</li> <li>• Some sense of audience</li> <li>• Useful paragraphs</li> </ul>			<ul style="list-style-type: none"> <li>• Appropriate choice of vocabulary</li> <li>• Simple sentences</li> <li>• Mistakes do not impede understanding</li> <li>• Some lack of sense of audience</li> <li>• Paragraphs used</li> </ul>			<ul style="list-style-type: none"> <li>• Many grammar, spelling and punctuation errors</li> <li>• Basic language used</li> <li>• Wrong choice of sense of audience</li> <li>• Flaws in paragraphing</li> </ul>			<ul style="list-style-type: none"> <li>• Density of error obscures meaning</li> <li>• Whole sections impossible to recognise as pieces of English writing</li> <li>• No paragraphing</li> </ul>		
TOTALS		10	12	16	10	12	16	10	12	16	10	12	16	10	12	16
1	<ul style="list-style-type: none"> <li>• Original, creative spark</li> <li>• Instructions followed</li> <li>• Information correctly interpreted</li> <li>• Quality is sustained; Form complements</li> </ul>	9-10	11-12	14-16	8	9-10	12-13	7	8	10-11	6	7	9	5	6	8
2	<ul style="list-style-type: none"> <li>• Convincingly executed</li> <li>• Instruction and information correctly executed; Suitable form</li> <li>• Mistakes do not affect the text</li> </ul>	8	9	12-13	7	8	10-11	6	7	9	5	6	8	4	5	7
3	<ul style="list-style-type: none"> <li>• Fairly convincing</li> <li>• Some instructions used</li> <li>• Irrelevant information used</li> <li>• Fulfils the task, Form acceptable</li> <li>• Average content</li> </ul>	7	8	10-11	6	7	9	5	6	8	4	5	7	3	4	5-6
4	<ul style="list-style-type: none"> <li>• Content not particularly relevant</li> <li>• Mistakes hamper precision</li> <li>• Most instructions not met</li> <li>• Form inconsistent</li> <li>• There may be repetition</li> </ul>	6	7	9	5	6	8	4	5	7	3	4	5-6	2	2-3	3-4
5	<ul style="list-style-type: none"> <li>• Very little engagement with task</li> <li>• Instructions not followed; Lack of form</li> <li>• Occasional patch of clarity</li> </ul>	5	6	8	4	5	7	3	4	5-6	2	2-3	3-4	0-1	0-1	0-2

Example: (If Content and Style = level 3 and Language and Structure = level 4)

Calculation:

Content & Style 3 } 4 or 5 or 7  
 Language & Structure 4 } 10 12 16

*If topic is totally misinterpreted, no mark will be awarded.*



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