



EXAMINATIONS COUNCIL OF SWAZILAND
in collaboration with
UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE
Swaziland General Certificate of Secondary Education

SISWATI AS A SECOND LANGUAGE

6871/03

Paper 3 Oral Assessments A–E

October/November 2011

Approx. 15 minutes

TEACHER'S / EXAMINER'S NOTES

Great care should be taken to ensure that any confidential information given does not reach the candidates either directly or indirectly.

READ THESE INSTRUCTIONS FIRST

This booklet contains:

- (a) administrative guidelines on conducting the tests
- (b) marking criteria
- (c) copies of Cards A–E, with Notes for Teacher/Examiner.

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

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NOTES ON CONDUCTING THE ORAL TESTS

1. The oral 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 oral tests. It is recommended that the tests are conducted within one week to allow sufficient time for a single Examiner to conduct all of the tests. (See point 4. below).
2. Centres must ensure well in advance of the tests that a suitably quiet room is available and that equipment is in good order.
3. Centres must adhere to dates for completion of the oral tests 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.
4. For Centres with 30 or fewer candidates, there should normally be just one Examiner. This is normally a Teacher within the SiSwati Language department, but could be someone local from outside the Centre. A group of neighboring 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.
Centres with more than 30 candidates may use more than one Examiner (applying the ratio of an additional Examiner for each 30 candidates). If using more than one Examiner, internal moderation must be carried out by the Centre so that a common standard is applied to all candidates.
5. Centres entering candidates for the examination will receive a set of Oral Assessment Cards, notes about administration and forms for entering marks. 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.
6. Each Centre must send the following to the Examinations Council of Swaziland: tape-recorded sample on cassette(s); completed mark sheet forms; and completed Oral Examination Summary Form(s). Please be careful to adhere to instructions given on the forms about their completion and return.

(a) Tape-recorded Sample

Each Centre must provide a sample of oral tests, to be recorded on cassette. The size of the sample required is given in the instructions on the back of the Oral Examination Summary Form. Please ensure that you do not send the recordings of all candidates (unless there are ten or fewer.) Ideally the sample should be transferred to one or two cassettes.

The sample cassette(s) along with the completed Oral Examination Summary Form(s) should be returned as specified as soon as the oral tests have been completed at the Centre.

The person responsible for internal moderation 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 there is more than one Examiner involved, the sample must include an equal number of candidates tested by all Examiners.

Cassettes must be clearly labelled with details of the candidates whose interviews have been taped. For instructions on recording the samples see Recording the Sample below.

(b) Oral Examination Summary Form

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

Please be careful to check all mark additions. The Oral Examination 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 have been recorded on the cassette.

7. The sample cassette(s), along with the Oral Summary Form(s) should be returned as specified as soon as the oral tests have been completed at the Centre. Please do not wait until the end of the timetable period before sending them.
8. The oral tests should proceed along the following lines:
(A) Start the tape. Give the candidate's number. Welcome the candidate and explain briefly what is going to happen in the course of the test.
(B) Warm-up section. Conduct a general conversation by asking the candidate a few questions about herself/himself, the school, etc., to give the candidate time to get used to the examination situation. The purpose of this section of the test is to put candidates at their ease. As a guide, about 2-3 minutes should be spent on this section.
(C) Hand the Oral Assessment Card to the candidate. This must take place AFTER the warm-up has taken place. Any necessary explanation should be given at this point, followed by a short preparation period (approximately 2-3 minutes), when the candidate is at liberty to ask questions. The candidate may not make notes during this period. The tape recorder should be paused by the Examiner while the candidate considers the Oral Assessment Card. The Examiner should indicate this by saying 'the tape will now be paused' so that the External Moderator knows that the candidate is being given time to study the card.
(D) Main part of the test. Conversation based on the Oral Assessment Card. Either the Examiner or the candidate may start the conversation. This section of the test should last approximately 6-9 minutes.
The total duration of the oral test, from the beginning of (B) to the end of (D), should be approximately 15 minutes.
Note that *only* the main part of the test (D) is to be assessed.
The oral test must be conducted in SiSwati throughout.
9. Examination conditions must prevail in the area where the oral tests take place. Adequate supervision must be provided to ensure that the candidates leaving the room for the oral tests do not communicate with those waiting to enter.
10. No other person should be present during the oral test, with the exception of another Examiner, the person at the Centre responsible for internal moderation or a representative of the Examinations Council of Swaziland.
11. Candidates will be examined singly.
12. Candidates are not allowed to bring any notes into the examination room, nor are they allowed to consult dictionaries.
13. A range of Oral 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 at the Centre. In order that candidates are given every chance to do themselves justice, the Oral Assessment Card should be selected with care. The warm-up may give the Examiner an indication of the best card to select. **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 perfectly permissible to move into more productive areas. There is no need to stick rigidly to the Examiner prompts in such cases.**
14. The Examiner should be positioned so that so that s/he is facing the candidate, with a table or desk in between. Candidates should not be able to see the notes made on Oral Examination Summary Forms or similar paperwork.

RECORDING THE SAMPLE

15. Centres must ensure that their recording equipment is in good working order. Cassette recorders must be used. The recorder and the cassettes should be tested on site, some time before the actual oral 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 the separate microphones can be used to 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 oral testing session to ensure that voices on cassette tapes are clearly audible.

With the exception of a permitted pause on the cassette tape between the warm-up and the main part of the test, once the oral test has begun the cassette should run without interruption.

The recording must begin at the start of Side 1 of the cassette and both sides of the cassette should be used before beginning a new cassette. A candidate's oral test should not be started on one side and continue over to the second side. At the end of examining on each side of a cassette the Examiner should state 'No further recordings on this side.'

Side 1 of each cassette should begin with a clear statement by the Examiner as follows:

'Centre Number: (e.g.) SZ123
 Centre Name: (e.g.) Abcxyz High School
 Examination: 6871 SGCSE SiSwati as a Second Language
 Examiner Name: (e.g.) Khontaphi Tsebedze
 Date: (e.g.) 1 October 2011'

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

'Candidate Number: (e.g.) 0254
 Candidate Name: (e.g.) Mkhatswa Thulile'

At the end of the sample the Examiner should state clearly 'End of Sample.'

Before the cassette is despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes should then be rewound to the start of Side 1. The contents of each cassette must be clearly labelled.

GENERAL ADVICE

16. 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 her homework is irrelevant in assessing her oral test. If the candidate'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 Exams 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 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 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 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 IGCSE oral test is intended to credit positive achievement.

17. To conduct oral tests effectively, good Examiners:

- 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 oral 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 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 candidates' performance during or after the oral test – a good Examiner will normally send a candidate out of the test smiling, no matter how good or bad the candidate's performance has been.

ORAL ASSESSMENT CRITERIA GRID

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

Mark	Structure	Vocabulary	Development and Fluency
9 - 10	The candidate demonstrates ability to use a variety of structures accurately and consistently. The candidate is confidently in control of the structures used.	The candidate shows enough command of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated.	The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of the conversation. Pronunciation and intonation are clear.
7 - 8	Structures will be generally sound, but will not be used entirely accurately or with consistent confidence. There will be some errors in attempting to use more complex sentences.	The candidate has a sufficient range of vocabulary to convey information and ideas with competence. Errors are noticeable, however, when attempting to use more complex and precise vocabulary.	The candidate responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation. Pronunciation and intonation are generally clear.
5 - 6	The candidate can use simple structures securely but has difficulty venturing beyond them.	Vocabulary conveys simple ideas and information clearly, though it is not wide or varied. There may be hesitation, repetition and searching for words.	The candidate makes an attempt to respond to questions and prompts. Effort will need to be made to develop the conversation; only partial success will be achieved. There is some lack of clarity of pronunciation and intonation, but it is unlikely to impede communication.
3 - 4	Structures will generally be very simple, limited and with errors, which will restrict communication.	Vocabulary will generally be inadequate to convey simple ideas.	Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond short responses and struggles to develop a conversation. Pronunciation and intonation cause some communication difficulty.
1 - 2	Attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made during the discussion.	Use of single words is the norm and there will be long gaps.	Responses are so brief that little is communicated. The candidate hardly engages in a conversation. Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
0	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.

A Inyufomu etikolweni

Likhadi lemfundzi

Kuvamisile kutsi etikolweni bafundzi bagcoka inyufomu.

Khulumisana nemhloli wakho ngemivo, imicabango nemibono yakho ngekugcoka inyufomu etikolweni.

Ungacabangisisa ngalamaphuzu lalandzelako:

- Lisho kutsini kuwe leligama lelitsi inyufomu?
- Kusita ngani vele kugcoka inyufomu?
- Kungaba njani uma tonkhe tikolwa tingaba nenyufomu lefananako eveni?
- Utsini umbono wakho ngaletikolwa letiba nenyufomu lenengi sisinye?
- Ungatsini wena ngekugcoka inyufomu etikolweni?

Ukhululekile kwengeta leminyane imibono yakho longayicabanga.

Awukavumeleki kubhala phansi emaphuzu akho.

Emanotsi emhloli

Sigaba 1: Emalungiselelo

Buta umfundzi imibuto lembalwa ngaye, sikolwa sakhe nalokunye.

Loku kutamsita kujwayela simo seluhlolo.

Unganiketi emamaki kulesigaba.

Sigaba 2: Umsebenti Wekucala

Niketa umfundzi likhadi nicocisane ngalafanele akwente.

Bani nesiciniseko sekutsi umfundzi uyakuva lafanele akwente.

Umfundzi kufanele aniketwe imizuzu lembalwa kufundza nekuhlungiselela loluhlolo.

Umfundzi akavumeleki kubhala phansi emaphuzu akhe.

Sigaba 3: Kucocisana

Khulumisana nemfundzi ngalemibono/imicondvo lebekwe embikwakhe ekhadini.

B Lulwimi

Likhadi lemfundzi

Lulwimi lumcoka ngendlela lesimanga kuto tonkhe tive letikhona emhlabeni. Lukwenta wehluke kuletinye tive.

Khulumisana nemhloli wakho ngemivo, imicabango nemibono yakho mayelana nalesihloko:

Ungacabangisisa ngalamaphuzu lalandzelako:

- Nguluphi lulwimi lwakho lwekutsalwa?
- Ngutiphi letinye tilwimi lotikhulumako?
- Nguluphi lolutsandzako? Leni?
- Kumcoka ngani kukwati kukhuluma tilwimi talamanye emave?
- Utsini ngalabantfu labangakhoni kukhuluma lulwimi lwabo lwekutsalwa?
- Yini ingoti yekungakwati kukhuluma lulwimi lwakho?

Ukhululekile kwengeta leminyane imibono yakho.

Awukavumeleki kubhala phansi emaphuzu akho.

Emanotsi emhloli

Sigaba 1: Emalungiselelo

Buta umfundzi imibuto lembalwa ngaye, sikolwa sakhe nalokunye.
Loku kutamsita kujwayela simo seluhlolo.
Unganiketi emamaki kulesigaba.

Sigaba 2: Umsebenzi Wekucala

Niketa umfundzi likhadi nicocisane ngalafanele akwente.
Bani nesiciniseko sekutsi umfundzi uyakuva lafanele akwente.

Umfundzi kufanele aniketwe imizuzu lembalwa kufundza nekuhlungiselela loluhlolo.
Umfundzi akavumeleki kubhala phansi emaphuzu akhe.

Sigaba 3: Kucocisana

Khulumisana nemfundzi ngalemibono/imicondvo lebekwe embikwakhe ekhadini.

C Umncintiswano wabolobuhle

Likhadi lemfundzi

Umncintiswano wabolobuhle ungulomunye wemncintiswano lehamba embili mhlaba wonkhe jikelele, unjalo-nje utsakaselwa bantfu bonkhe.

Khulumisana nemhloli wakho ngemivo, imicabango nemibono yakho mayelana nalesihloko.

Ungacabangisisa ngalamaphuzu lalandzelako:

- Ungatsini wena ngemncintiswano wabolobuhle?
- Bantfu labanjani labangenela lomncintiswano?
- Ungatsandza yini wena kungenela lomncintiswano?
- Asewukhulume ngebuhle nebubi balomncintiswano.

Ukhululekile kwengeta leminywe imibono yakho.

Awukavumeleki kubhala phansi emaphuzu akho.

Emanotsi emhloli

Sigaba 1: Emalungiselelo

Buta umfundzi imibuto lembalwa ngaye, sikolwa sakhe nalokunye.
Loku kutamsita kujwayela simo seluhlolo.
Unganiketi emamaki kulesigaba.

Sigaba 2: Umsebenti Wekucala

Niketa umfundzi likhadi nicocisane ngalafanele akwente.
Bani nesiciniseko sekutsi umfundzi uyakuva lafanele akwente.

Umfundzi kufanele aniketwe imizuzu lembalwa kufundza nekuutilungiselela loluhlolo.
Umfundzi akavumeleki kubhala phansi emaphuzu akhe.

Sigaba 3: Kucocisana

Khulumisana nemfundzi ngalemibono/imicondvo lebekwe embikwakhe ekhadini.

D Temnotfo**Likhadi lemfundzi**

Siphila etikhatsini letimatima, umhlaba wonkhe uyakhala ngekwehla kwetemnotfo.

Khulumisana nemhloli wakho ngemivo, imicabango nemibono yakho ngalesihloko.

Ungacabangisisa ngalamaphuzu lalandzelako:

- Ngekwati kwakho, yini umnotfo?
- Simo semnotfo sinjani kulamanga?
- Ngutiphi tintfo letibanga kushintjashintja kwesimo semnotfo?
- Bantfu bangatilungiselela kanjani kuhlangebetana nato tonkhe timo temnotfo?

Ukhululekile kwengeta leminywe imibono yakho.

Awukavumeleki kubhala phansi emaphuzu akho.

Emanotsi emhloli**Sigaba 1: Emalungiselelo**

Buta umfundzi imibuto lembalwa ngaye, sikolwa sakhe nalokunye.

Loku kutamsita kujwayela simo seluhlolo.

Unganiketi emamaki kulesigaba.

Sigaba 2: Umsebenti Wekucala

Niketa umfundzi likhadi nicocisane ngalafanele akwente.

Bani nesiciniseko sekutsi umfundzi uyakuva lafanele akwente.

Umfundzi kufanele aniketwe imizuzu lembalwa kufundza nekuatilungiselela loluhlolo.

Umfundzi akavumeleki kubhala phansi emaphuzu akhe.

Sigaba 3: Kucocisana

Khulumisana nemfundzi ngalemibono/imicondvo lebekwe embikwakhe ekhadini.

E Kutsenga

Likhadi lemfundzi

Labanye bantfu bayakutsandza kutsenga, labanye njalo abatsandzi kusebentisa imali yabo ekutsengeni.

Khulumisana nemhloli wakho ngemivo, imicabango nemibono yakho mayelana nalesihloko.

Ungacabangisisa ngalamaphuzu lalandzelako:

- Yini lotsandza kukutsenga, leni?
- Yini lokukujabulisako ngekutsenga?
- Bukhona yini bubi bekutsandza kutsenga?
- Ngutiphi titolo lotsandza kutsenga kuto, leni?
- Ungatsini ngebantfu labasha labatfolo timali ngetindlela letingakalungi ngoba bafuna kutsenga tintfo letibajabulisako?

Ukhululekile kwengeta leminywe imibono yakho.

Awukavumeleki kubhala phansi emaphuzu akho.

Emanotsi emhloli

Sigaba 1: Emalungiselelo

Buta umfundzi imibuto lembalwa ngaye, sikolwa sakhe nalokunye.
Loku kutamsita kujwayela simo seluhlolo.
Unganiketi emamaki kulesigaba.

Sigaba 2: Umsebenti Wekucala

Niketa umfundzi likhadi nicocisane ngalafanele akwente.
Bani nesiciniseko sekutsi umfundzi uyakuva lafanele akwente.

Umfundzi kufanele aniketwe imizuzu lembalwa kufundza nekulungiselela loluhlolo.
Umfundzi akavumeleki kubhala phansi emaphuzu akhe.

Sigaba 3: Kucocisana

Khulumisana nemfundzi ngalemibono/imicondvo lebekwe embikwakhe ekhadini.