MINISTRY OF EDUCATION

NAMIBIA SENIOR SECONDARY CERTIFICATE

ENGLISH SECOND LANGUAGE
SPECIMEN PAPERS 1 - 4 AND MARK SCHEMES
ORDINARY LEVEL
GRADES 11 – 12

THESE PAPERS AND MARK SCHEMES SERVE TO EXEMPLIFY THE SPECIFICATIONS IN THE LOCALISED NSSC ENGLISH SECOND LANGUAGE ORDINARY LEVEL SYLLABUS

2006
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MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

ENGLISH SECOND LANGUAGE: ORDINARY LEVEL

PAPER 1: READING AND DIRECTED WRITING
SPECIMEN PAPER
(CORE)

TIME: 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces at the top of this page.
Answer all questions.
Write your answers in the spaces provided on the question paper.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [ ] at the end of each question or part question.
Dictionaries are not allowed.

<table>
<thead>
<tr>
<th>FOR EXAMINER'S USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
</tr>
<tr>
<td>Part 2</td>
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<tr>
<td>Part 3</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
PART 1

Exercise 1  Questions 1-4

Below is an advertisement for the Moholoholo Forest camp. Read the content carefully and answer the questions on the opposite page.

Experience Africa...
Experience:
MOHOLOHOLO

FOREST CAMP AND RANGER TRAINING CENTRE

Nestled deep in the MOHOLOHOLO forest, on the slopes of the mystical Drakensberg mountain range a very special African Experience awaits you. Visit the famous MOHOLOHOLO Wildlife Rehabilitation Centre and come face to face with our many endangered animals. Our thatched cabins provide the ultimate Bushveld retreat. Only 4 hours drive from Johannesburg and 20 minutes from Eastgate Airport.

- Self guided or guided game walks.
- Night drives.
- Over 300 species of birds and plenty of game.

GAME FARM MANAGEMENT COURSES:
Experience a touch of the true life of a game ranger by attending a game farm management course of eight days in the Timbavati Nature Reserve and MOHOLOHOLO game farm.

Covering subjects:
- 4x4 skills
- Tree identification
- Tracking down of big '5'
- Handling of a fire arm
- Identification and treatment of snake bite
- Firebreaks and block burning
- Game capture
- Handling of injured birds and animals.

All this gives a basic understanding of African wildlife. Ideally suited for people wanting an introduction to a conservation-orientated career, or wishing to improve their own wildlife knowledge of the African bush.

MOHOLOHOLO - "The very great one awaits you!"

Booking is essential. For more details contact: Tel: (015) 7955236 or P.O. Box 1476 Hoedspruit 1380 South Africa
Website: moholo@interweb.co.za

Source: Wildlife Society of South Africa Brochure (adapted)
1. Where can you find the Moholoholo camp and training centre?
   .......................................................... [1]

2. Apart from the management courses, name two activities offered at the centre.
   .................................................................................... [1]
   .................................................................................... [1]

3. Which subjects at the Game Farm Management Course would be of particular interest to animal lovers? Name two.
   .................................................................................... [2]
   .................................................................................... [2]

4. Where can you find more information on Moholoholo?
   .................................................................................... [1]
   .................................................................................... [5]
Exercise 2  Questions 5-8

Read the article below and answer the questions on the opposite page.

PERSONAL TIME: YOUR HEALTH

The Breath of Life

Inhaled steroids now seem to be safe for children with moderate asthma. What you should know.

DOCTORS HAVE LONG BEEN AWARE THAT DAILY treatment of inhaled steroids is critical to saving the lives of patients with. Although the drugs cannot stop an asthma attack (medications are needed for that), inhaled steroids are very good at counteracting the chronic inflammation that predisposes the lungs to asthma attacks in the first place.

Until now, however, many physicians have hesitated to use inhaled steroids to treat milder cases of asthma in children. The drugs have side effects – most notably an apparent slowing of bone growth – that make them seem less than ideal for youngsters, whose bones are still developing.

But two reports published in the New England Journal of Medicine conclude that the benefits of inhaled steroids outweigh the risks in children after all. In the first study, which tracked more than 1,000 North American kids ages 5 to 12 suffering from mild to moderate asthma, researchers found that boys and girls on inhaled steroids were much less likely to be rushed to the emergency room to need treatment with even more powerful drugs. While these kids were indeed about 1 cm shorter than children on non-steroid drugs after the first year of treatment, the lag in growth rates quickly disappeared. Results from the children’s X rays indicate there should be no measurable difference in adult height. Similarly, in the second study, of 211 adults from Denmark who started treatment with inhaled steroids as children, researchers found no long-term effect on height.

These results should reassure parents who have been told their son or daughter needs inhaled steroids.

Source: Time, Aug 1999 (adapted)
5. Give one advantage of inhaled steroids.

........................................................................................................ [1]

6. What disadvantage does the drug have for youngsters?

........................................................................................................ [1]

7. According to the first study, name two implications for children who do not use the drugs.

........................................................................................................ [2]

8. From the study of adults, what particular aspect would parents find encouraging?

........................................................................................................ [1]
Wake-up call for COFFEE-GROWERS

Forest clearing for agriculture is a major threat to biodiversity. One of those crops is one of the world's most popular beverages: coffee. The question is, what to do about forests situated outside strictly protected areas?

Conservation International (CI), a non-governmental organisation based in Washington DC, USA, has recently formed partnerships with organic food producers such as Rapunzel Pure Organics, Germany's leading natural foods manufacturer, as well as Starbucks Coffee Company (the leading retailer, roaster and brand of speciality coffee in the world) to promote environmentally sound methods of growing coffee. A key to this is that these partnerships are aimed at providing economic incentives to small-scale farmers in Mexico, Colombia and Peru to produce organic coffee so that impacts on tropical forests are reduced.

The test site for the partnership between CI and Starbucks is El Triunfo Biosphere Reserve in Chiapas, Mexico, where 'Shade Grown Mexico' coffee is exclusively produced. El Triunfo Biosphere Reserve, a conservation 'hotspot' in MesoAmerica, contains one of the last areas of cloud forest and is home to rare species such as the quetzal and the jaguar. The goal of the partnership is, through technical support and economic incentives, to promote soil conservation and reduce chemical and pesticide pollution in this important forested catchment area.

Are there lessons in this for Africa? Yes, there are. Ironically, although coffee originated in Africa' and the continent is home to the world's 90 *Coffea* species, we usually think of coffee in terms of the areas where it is either grown (Brazil, Kenya) or roasted, such as Italy. The fact remains that Africa's tropical and subtropical forests are also being cleared to produce cultivated coffee, where several wild species are suitable for the collection of 'organic' beans or could be used for shade coffee agro-forestry production. One of these species is *Coffea canephora*, which occurs in western Uganda and the Congo.

Source: Africa Environment and Wildlife, Jan/Feb 1999

TONY CUNNINGHAM
9. Which organisations have just begun to work together?

...................................................................................................... [1]

10. Name one of the main aims of these partnerships.

...................................................................................................... [1]

11. Apart from coffee production, why has this partnership chosen the El Triunfo Biosphere Reserve in particular?

...................................................................................................... [1]

12. What factor is vital in achieving their aims?

...................................................................................................... [1]

13. According to the author, why is it unnecessary to cut down Africa's forests to produce coffee?

...................................................................................................... [1]
PART 2

Exercise 1 Questions 14-18

Read the article below and answer the questions that follow.

<table>
<thead>
<tr>
<th>FORESTS FOR LIFE CAMPAIGN</th>
<th>TURNING THE WORLD AROUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Call us sentimental, but you can't beat a good old family reunion to give you a warm glow all over. Especially if you know it is the first of many.</td>
<td></td>
</tr>
<tr>
<td>2 That's why we took this chair back to its birthplace, to see the next generation of trees growing up healthy and strong in its place. A sort of trip back to its roots.</td>
<td></td>
</tr>
<tr>
<td>3 We've been working hard to make sure all wood comes from well managed forests, both temperate and tropical, where timber harvesting is carefully regulated, to allow for regrowth. Working in conjunction with foresters, certification organisations, indigenous peoples’ groups and environmental institutions, we helped to set up the Forest Stewardship Council (FSC).</td>
<td></td>
</tr>
<tr>
<td>4 The primary aim of this organisation is to promote sustainable forest management, awarding certificates to the ones that make the grade.</td>
<td></td>
</tr>
<tr>
<td>5 We stamp all the wood from these forests with the FSC trademark. You can buy it with a clear conscience.</td>
<td></td>
</tr>
<tr>
<td>6 In many countries, major retailers are becoming part of WWF sponsored Buyers Groups, committed to buying timber and wood products only from well managed forests. Companies in Germany, Austria, Australia, Belgium, Canada, Switzerland, and the USA are already on board.</td>
<td></td>
</tr>
<tr>
<td>8 In the UK alone, the Buyers Group includes at least 70 companies. These companies account for almost one third of all wood products traded annually in the UK.</td>
<td></td>
</tr>
<tr>
<td>9 This work, combined with our other major campaigns to address climate change and promote sustainable fishing practices, should help us go a long way towards restoring the balance of nature. Your own company could easily get involved too. Next time you replace your furniture, or stationery, insist on it having the FSC trademark. If you're not responsible for the buying, it's worth telling the person who is. The more demand there is for wood approved by the FSC, the easier it will be to convince more forest owners to work with us to save the world's forests. Please contact us with your ideas, your involvement or even money. &quot;We have got millions of babies to look after,&quot; said the director.</td>
<td></td>
</tr>
</tbody>
</table>

WWF CH-1196 GLAND SWITZERLAND
TEL. +4122364911   www.panda.org

Source: Cosmopolitan (adapted)
14. Rewrite the sentence below in the negative form.
We helped to set up the Forest Stewardship Council. (paragraph 4)

……………………………………………………………………………………………… [1]

15. Rewrite paragraph 3 starting with the following words:
In the past
……………………………………………………………………………………………… [3]

16. Rewrite the following sentence starting with the underlined part
We stamp all the wood from the forests with the FSC trademark.

……………………………………………………………………………………………… [1]

17. The word stationery is used in (paragraph 9) Use the homophone stationary in a sentence to make its meaning clear.

……………………………………………………………………………………………… [1]

18. Write down a word with the opposite meaning for each of the words below and use each antonym in a clear sentence.

promote (antonym) ………………………………………………………………… [1]
Sentence: ………………………………………………………………………………… [1]

……………………………………………………………………………………………… [8]
Exercise 2  Question 19

Imagine that you are the person asked to organise the booking. Fill in the form on the opposite page, using the information above.

The School Board of Namib Desert High School, P O Box 20465, Swakopmund wants to organise a Leadership Course for the Grade 12 learners of the school. The Board decided that the Oshakati Country Lodge would be the ideal venue and the chairperson asked you to complete the booking form.

34 learners (16 boys and 18 girls) and 3 teachers will attend the course. The learners will share bedrooms. The course will last 4 days, from 24 October until 27 October. The group should book in the day before and will depart after breakfast on the morning of 28 October. Every day's programme will start in the conference room at 8:00 in the morning and finish at 17:00 in the afternoon after which the participants could either relax next to the swimming pool or in the garden. Breakfast will be served from 7:00 in the morning, lunch at 13:00 and dinner at 20:00. Three of the participants are vegetarians and two are diabetics. The week's programme should also include a tour of the surrounding area. The school's bus will be used for this purpose.
OSHAKATI COUNTRY LODGE

BOOKING FORM

Section A:
Please use block capitals where appropriate:

Name of Organisation:  …………………………………………………………………………………

Address:  ………………………………………………………………………………………………………

...........................................................................................................................

Purpose of visit:  …………………………………………………………………………………

Section B:

No. of people to stay over:  ……………………..

No. Single rooms:  3  No. of double rooms:  ……………………..

Duration of stay:  ……………………..  From 23/10 to 28/10

What facilities will you make use of: Please tick (√)

conference room  swimming pool  bar

a la carte restaurant

Meals to be served at: Tick (√) the appropriate box:

Breakfast:  7:00  8:00  9:00

Lunch: 12:00  13:00  14:00

Dinner: 19:00  20:00

Any special requests?  (i)  ……………………………………………………………………….  

(ii)  ……………………………………………………………………….  

(iii)  ……………………………………………………………………….  

14 x ½ = [7]
Exercise 3 Question 20

Read the following article about the rapid decrease of the Kalahari lions. Write a summary about:

- the methods used by the research project to protect the lions
- the threats and problems the lions face.

Your summary should be between 80 -100 words. Use your own words as far as possible.

Kalahari lions may hold the key to species survival

NORTHERN CAPE

Even the lions in the arid Kalahari have seen their range decrease rapidly in the face of human development.

Lions are an important part of South Africa's natural resources. They play a vital role in the ecosystems that they inhabit and are popular tourist attractions. However, their range and numbers in southern Africa have decreased drastically. Lions are particularly susceptible to human expansion, and almost all are now restricted to protected areas. Remaining free-ranging populations are therefore of great importance. Their survival may hold the key to the long-term survival of the species, as they could provide a basic understanding of population regulation and conservation possibilities.

A research project, partly funded by The Green Trust, is investigating the population ecology of lions in the Kalahari Transfrontier Conservation Area. This protected area covers more than eight million hectares in total on both sides of the border between South Africa and Botswana. The three-year project aims to identify threats to the animals, and make management recommendations to ensure their future conservation. The project will also establish reliable monitoring and training programmes for the personnel of the protected areas which these lions inhabit.

Many of these areas border on farms where the lions occasionally kill livestock. The farmers respond by shooting the lions, placing further pressure on a population surviving under harsh semi-desert conditions. In the last 30 months, at least 33 of 60 lions which left the protected areas were destroyed on neighbouring farms.

The lions face other mounting problems, notably the possible disruption of routes of contact between the various lion populations due to human expansion. This could lead to the genetic viability of the Kalahari lions becoming seriously compromised, as has happened elsewhere in Africa and Asia.

According to Green Trust Co-ordinator, Greg Laws, one of the vital components of the project is the use of San trackers to locate and monitor the lions. "Their indigenous knowledge is thus being added to Western science and technology to create a reliable monitoring programme."

The lions are also being tracked using radio collars and aerial surveys, to monitor their movements and behaviour in relation to the distribution of their prey, watering sites and other lions. Their health and genetic condition will be assessed through blood testing.

Source: Africa Environment and Wildlife, March 20
SUMMARY

Methods:

- ...........................................................................................................
- ...........................................................................................................
- ...........................................................................................................
- ...........................................................................................................
- ...........................................................................................................
- ...........................................................................................................

Threats and Problems:

- ...........................................................................................................
- ...........................................................................................................
- ...........................................................................................................
- ...........................................................................................................

[8]
Part 3

Question 21

You have recently visited a rest camp. Write a letter to a friend telling him/her all about it.

In your letter you should include the following:

• your impression of the rest camp;
• describe an incident at the camp connected to one of the illustrations below;
• whether or not you would recommend the camp to your friend and why.

Your answer should be about 100 words.
WARNING:

ANDY WILLIAMS HERE. UNHAPPY KID. TIRED OF BEING PICKED ON. READY TO BLOW. WANT TO KILL SOME PEOPLE. CAN ANYBODY HEAR ME? HOW DID THINGS GET SO BAD?

Read the notice above and write a report on Andy’s death and the factors that contributed to it. Write your report under the following headline:

16 YEAR-OLD ANDY COMMITS SUICIDE!

Your answer should be about 200 words.
MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

ENGLISH SECOND LANGUAGE: ORDINARY LEVEL

PAPER 1:
MARK SCHEME

Part 1

Exercise 1 Questions 1-4
1. In the Moholoholo forest on the slopes of the Drakensberg mountain range.  √ (All for 1 mark) [1]

2. Self guided game walks, guided game walks  √
   Night drives  √ (Both) [1]

3. Tracking down of big "5" animals /
   Handling of injured animals /game capture (Any two) [2]

4. By phone/at (015) 7955236 or
   You can write to them/P. O. Box 1476, Hoedspruit or
   You can visit their website/moholo@interweb.co.za or
   Give a mark if the entire address is given (Any one) [1] [5]

Exercise 2 Questions 5-8
5. Can save the lives of people with asthma/ Counteracts the chronic inflammation to the lungs/ Counteracts the chronic inflammation that predisposes the lungs to asthma attacks (Any one) [1]

6. It slows their bone growth.  √ [1]

7. They are more likely to be rushed to the emergency room  √ and
   They are more likely to need treatment with more powerful drugs.  √ (Both) [2]

8. That steroids have no long-term effect on height.  √ [1] [5]
Exercise 3  Questions 9-13
10. To provide economic incentives or (to attempt) To reduce impacts on tropical forests. (Any one) [1]
11. It is a conservation "hotspot" / it contains one of the last areas of cloud forest / it is home to rare species. (Any one) [1]
12. Technical support. Economic incentives. (Any one) [1]
13. Because several wild species are suitable for the collection of organic beans. or Several wild species are suitable for shade coffee agro-forestry production. (Any one) [1] [5]

Part 2

Exercise 1  Questions 14-18
14. We did not help to set up the Forest Stewardship Council √ [1]
15. In the past we had been working hard to ensure that all wood came from well managed forests, both temperate and tropical, where timber harvesting was carefully regulated, to allow for re-growth. √ [3]
16. All the wood from these forests is stamped with the FSC trademark. √ [1]
17. The driver collided with a stationary van. [1]
18. demote. √ [1]
The ministry will demote all under-qualified officers soon. (Credit any sentence that shows the candidate’s understanding of the word.) [1] [8]
**OSHAKATI COUNTRY LODGE**

**BOOKING FORM**

**Section A:**

Please use block capitals where appropriate:

Name of Organisation: **NAMIB DESERT HIGH SCHOOL (✓)**

Address: **P. O. BOX 20465 SWAKOPMUND (both for a tick) (✓)**

Purpose of visit: **LEADERSHIP COURSE (✓)**

**Section B:**

No. of people to stay over: **37 (✓)**

No. Single rooms: **3**

No. of double rooms: **17 (✓)**

Duration of stay: **5 nights (✓)** From **23/10 to 28/10**

What facilities will you make use of: Please tick (✓)

- conference room (✓)
- swimming pool (✓)
- bar
- a la carte restaurant

Meals to be served at: Tick (✓) the appropriate box:

- Breakfast: 7:00 (✓) 8:00 (✓) 9:00
- Lunch: 12:00 (✓) 13:00 (✓) 14:00
- Dinner: 19:00 (✓) 20:00

Any special requests? (i) **Three vegetarians (✓)**
(ii) **Two diabetics (✓)**
(iii) **Tour of area (in school bus) required (✓)**

*(Each ✓ = half a mark)*

14 x ½ = [7]
Exercise 3 Question 20

SUMMARY:

Mark 4 (Content) + 4 (Language). Count words and cross out everything after 100. Tick and number points. Mark language according to table.

**Content:**

Methods
1) Keep lions in protected areas
2) Provide staff with monitoring and training programmes
3) Use San trackers to locate and monitor lions
4) Use radio collars and aerial surveys
5) Assess health and genetic condition through blood tests

**Threats & problems**

6) Farmers shoot & kill lions
7) Harsh semi-desert conditions
8) Human expansion disrupts routes of contact
9) Genetic viability of Kalahari lions compromised

**Language:**

1. Content:

If in summary form, mark C4
L4

Candidate can only score full marks (4) for Content if **both parts** are addressed.

2. Quality of Language:

1  Expression weak, maybe just list, lifting irrelevance
2  Expression limited, some lifting, sense of order, little sense of summary
3  Expression good, summary style, attempts to group and sequence ideas mainly in own words
4  Expression excellent, clear summary, orderly grouping and sequencing, own words

\[4 + 4 = 8\]

**Part 3**

**Question 21**

See attached marking grid labeled Addendum C [10 Marks]

**Question 22**

See attached marking grid labeled Addendum C [12 Marks]

**Total:** (60 Marks)
### ADDENDUM C: MARKING GRID FOR WRITTEN WORK (PAPER 1&2)

#### ENGLISH SECOND LANGUAGE

<table>
<thead>
<tr>
<th>NSSCO</th>
<th>Content and Style</th>
<th>Language + Structure</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>12</td>
<td>16</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>1</td>
<td>• Original, creative spark</td>
<td>• Creative use of vocabulary + idiom</td>
<td>9-10</td>
<td>11-12</td>
<td>14-16</td>
<td>8</td>
<td>9-10</td>
</tr>
<tr>
<td></td>
<td>• Instructions followed</td>
<td>• Few grammar and spelling mistakes</td>
<td>8</td>
<td>9-10</td>
<td>12-13</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>• Information correctly interpreted</td>
<td>• Audience met</td>
<td>7</td>
<td>8</td>
<td>10-11</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>• Quality is sustained; Form complements</td>
<td>• Interesting paragraphs</td>
<td>6</td>
<td>7</td>
<td>9</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>• Convincingly executed</td>
<td>• Competence in vocabulary + idiom</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>• Instruction and information correctly executed; Suitable form</td>
<td>• Few grammar + spelling mistakes</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Mistakes do not affect the text</td>
<td>• Some sense of audience</td>
<td>3</td>
<td>4</td>
<td>5-6</td>
<td>2</td>
<td>2-3</td>
</tr>
<tr>
<td>3</td>
<td>• Fairly convincing</td>
<td>• Useful paragraphs</td>
<td>2</td>
<td>2-3</td>
<td>3-4</td>
<td>0-1</td>
<td>0-1</td>
</tr>
<tr>
<td></td>
<td>• Some instructions used</td>
<td>• Paragraphs used</td>
<td>1</td>
<td>0-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>• Irrelevant information used</td>
<td>• Many grammar, spelling and punctuation errors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fulfils the task, Form acceptable</td>
<td>• Basic language used</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Average content</td>
<td>• Wrong choice of sense of audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Flaws in paragraphing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>• Very little engagement with task</td>
<td>• Density of error obscures meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Instructions not followed; Lack of form</td>
<td>• Whole sections impossible to recognise as pieces of English writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Occasional patch of clarity</td>
<td>• No paragraphing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example: (If Content and Style = level 3 and Language and Structure = level 4) Calculation: Content & Style 3 \[
\begin{align*}
\text{Language & Structure} & \quad 4 \\
\end{align*}
\]

If topic is totally misinterpreted, no mark will be awarded.
MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

ENGLISH SECOND LANGUAGE: ORDINARY LEVEL

PAPER 2: READING AND DIRECTED WRITING (EXTENDED)
SPECIMEN PAPER

Candidates answer on the question paper.
No additional materials are required.

TIME: 2 hours 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name. Centre number and candidate number in the spaces at the top of this page.
Answer all questions.
Write your answers in the spaces provided on the question paper.

INFORMATION FOR CANDIDATES

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<tr>
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</tr>
</tbody>
</table>
Part 1

Exercise 1 Questions 1-7

Below is an advertisement for the Moholoholo Forest camp. Read the content carefully and answer the questions on the opposite page.

**Experience Africa...**

**Experience:**

**MOHOLOHOLO**

**FOREST CAMP AND RANGER TRAINING CENTRE**

Nestled deep in the MOHOLOHOLO forest, on the slopes of the mystical Drakensberg mountain range a very special African Experience awaits you. Visit the famous MOHOLOHOLO Wildlife Rehabilitation Centre and come face to face with our many endangered animals. Our thatched cabins provide the ultimate Bushveld retreat. Only 4 hours drive from Johannesburg and 20 minutes from Eastgate Airport.

- Self guided or guided game walks.
- Night drives.
- Over 300 species of birds and plenty of game.

**GAME FARM MANAGEMENT COURSES:**

Experience a touch of the true life of a game ranger by attending a game farm management course of eight days in the Timbavati Nature Reserve and MOHOLOHOLO game farm.

Covering subjects:
- 4x4 skills
- Tree identification
- Tracking down of big '5'
- Handling of a fire arm
- Identification and treatment of snake bite
- Firebreaks and block burning
- Game capture
- Handling of injured birds and animals.

All this gives a basic understanding of African wildlife. Ideally suited for people wanting an introduction to a conservation-orientated career, or wishing to improve their own wildlife knowledge of the African bush.

**MOHOLOHOLO -"The very great one awaits you!"**

Booking is essential. For more details contact: Tel: (015) 7955236 or P.O. Box 1476 Hoedspruit 1380 South Africa

Website: moholo@interweb.co.za

**Source: Wildlife Society of South Africa Brochure (adapted)**
1. Where can you find the Moholoholo camp and training centre?
……………………………………………………………………………………………………… [1]

2. Name two activities offered at the centre.
……………………………………………………………………………………………………… [1]

3. Which subjects at the Game Farm Management Course would be of particular interest to animal lovers? Name two.
……………………………………………………………………………………………………… [2]

4. How can you ensure a place at the camp?
……………………………………………………………………………………………………… [1]

5. Who will find the game farm management course useful?
……………………………………………………………………………………………………… [2]

6. Where can you find more information about Moholoholo?
……………………………………………………………………………………………………… [1]

7. What is the slogan for Moholoholo?
……………………………………………………………………………………………………… [1]
ANIMAL ATTRACTION

Under a blazing subtropical sky we wait, sometimes for hours. Our perch is a 20-foot-high tower made of scaffolding. From here we sweep our eyes over calm, coral-filled waters off the Florida Keys. Suddenly a spray of seawater erupts from the surface – it’s a male shark lunging for a female’s fin – and a tail slaps the water with a percussive boom. Another mating attempt begins.

Nurse sharks prefer reefs and shallow coastlines and are believed to mate in the area where they were born.

Since 1992, when the two of us – along with Linda Martin of the Monterey Bay Aquarium – began studying the first known breeding ground of nurse sharks, we’ve documented 165 mating events here. What biologists previously knew about the reproductive behaviour of wild sharks was limited to chance encounters in the open sea and the stories of local fishing guides. Now we were immersed in the real thing.

We owe much of our field success to the fact that we could practically touch the mating animals. Typically we were able to approach as close as two feet with our cameras, near enough to hear the male crunching down on the female’s tough fin. The sharks, particularly in the final stages of mating, seemed almost oblivious to our presence.

Ginglymostoma cirratum, although tremendously strong, is a benign, relatively sluggish shark. Adults range from seven to ten feet in length and weigh between 250 and 400 pounds. Common in near-shore waters, it is the shark that divers are most likely to encounter off Florida and in the Caribbean. Despite their passive nature, nurse sharks will bite divers who annoy them – something we never allowed ourselves to forget, especially when in the company of big males.

The nurse shark spends much of its time in caves, leaving to feed on prey such as lobsters, squid, and crabs. The sucking sound of its powerful throat muscles probably explains the shark’s common name.

During the five-week mating season some 20 adults congregated in the small area we were studying. When a commotion broke out on the surface, off we’d go, quickly, quietly, stalking the sharks with only snorkeling gear. Photographer Nick Caloyianis swam with us, making many hundred-yard dashes a day to capture these scenes.

Source: National Geographic, May 1995
8. What did the eruption of the seawater signal?  
……………………………………………………………………………………………… [1]

9. What does popular belief hold regarding the breeding ground of nurse sharks?  
……………………………………………………………………………………………… [1]

10. How did biologists get to know about the reproductive behaviour of sharks?  
……………………………………………………………………………………………… [2]

11. What must divers always remember from a safety point of view?  
……………………………………………………………………………………………… [1]

12. What was the purpose of these dives?  
……………………………………………………………………………………………… [1]
Wake-up call for COFFEE-GROWERS

Forest clearing for agriculture is a major threat to biodiversity. One of those crops is one of the world’s most popular beverages: coffee. The question is, what to do about forests situated outside strictly protected areas?

Conservation International (CI), a non-governmental organisation based in Washington DC, USA, has recently formed partnerships with organic food producers such as Rapunzel Pure Organics, Germany’s leading natural foods manufacturer, as well as Starbucks Coffee Company (the leading retailer, roaster and brand of speciality coffee in the world) to promote environmentally sound methods of growing coffee. A key to this is that these partnerships are aimed at providing economic incentives to small-scale farmers in Mexico, Colombia and Peru to produce organic coffee so that impacts on tropical forests are reduced.

The test site for the partnership between CI and Starbucks is El Triunfo Biosphere Reserve in Chiapas, Mexico, where ‘Shade Grown Mexico’ coffee is exclusively produced. El Triunfo Biosphere Reserve, a conservation ‘hotspot’ in MesoAmerica, contains one of the last areas of cloud forest and is home to rare species such as the quetzal and the jaguar. The goal of the partnership is, through technical support and economic incentives, to promote soil conservation and reduce chemical and pesticide pollution in this important forested catchment area.

Are there lessons in this for Africa? Yes, there are. Ironically, although coffee originated in Africa and the continent is home to the world’s 90 Coffea species, we usually think of coffee in terms of the areas where it is either grown (Brazil, Kenya) or roasted, such as Italy. The fact remains that Africa’s tropical and subtropical forests are also being cleared to produce cultivated coffee, where several wild species are suitable for the collection of ‘organic’ beans or could be used for shade coffee agro-forestry production. One of these species is Coffea canephora, which occurs in western Uganda and the Congo.

TONY CUNNINGHAM

Source: Africa Environment and Wildlife, Jan/Feb 1999
13. Which organisations have just begun to work together? 

………………………………………………………………………………………………………. [1]

14. Name two of the main aims of these partnerships. 

…………………………………………………………………………………………………………... [2]

15. Apart from coffee production, why has this partnership chosen the El Triunfo Biosphere Reserve in particular? Give two reasons. 

…………………………………………………………………………………………………………... [2]

16. Which two factors are vital in achieving their aims? 

…………………………………………………………………………………………………………... [1]

17. According to the author, why is it unnecessary to cut down Africa’s forests to produce coffee? 

…………………………………………………………………………………………………………... [1]

[7]
Part 2

Exercise 1 Questions 18-24

Read the article below and answer the questions on the opposite page.

**FORESTS FOR LIFE CAMPAIGN**

Call us sentimental, but you can’t beat a good old family reunion to give you a warm glow all over. Especially if you know it is the first of many.

That’s why we took this chair back to its birthplace, to see the next generation of trees growing up healthy and strong in its place. A sort of trip back to its roots.

We’ve been working hard to make sure all wood comes from well managed forests, both temperate and tropical, where timber harvesting is carefully regulated, to allow for re-growth.

Working in conjunction with foresters, certification organisations, indigenous peoples’ groups and environmental institutions, we helped to set up the Forest Stewardship Council (FSC).

The primary aim of this organisation is to promote sustainable forest management, awarding certificates to the ones that make the grade.

We stamp all the wood from these forests with the FSC trademark. You can buy it with a clear conscience.

In many countries, major retailers are becoming part of WWF sponsored Buyers Groups, committed to buying timber and wood products only from well managed forests. Companies in Germany, Austria, Australia, Belgium, Canada, Switzerland, the UK and the USA are already on board.

**TURNING THE WORLD AROUND**

8 In the UK alone, the Buyers Group includes at least 70 companies. These companies account for almost one third of all wood products traded annually in the UK.

This work, combined with our other major campaigns to address climate change and promote sustainable fishing practices, should help us go a long way towards restoring the balance of nature. Your own company could easily get involved too.

Next time you replace your furniture, or stationery, insist on it having the FSC trademark. If you’re not responsible for the buying, it’s worth telling the person who is.

The more demand there is for wood approved by the FSC, the easier it will be to convince more forest owners to work with us to save the world’s forests.

Please contact us with your ideas, your involvement or even money. “We have got millions of babies to look after,” said the director.

Source: Cosmopolitan (adapted)

WWF CH-1196 GLAND SWITZERLAND
TEL: +41 22 364 9111  www.panda.org
18. Rewrite the following sentences in the negative form.
   We helped to set up the Forest Stewardship Council. (paragraph 4)
   ……………………………………………………………………………………….. [1]

19. Rewrite the last sentence in paragraph 11 starting as follows:
   The director said ………………………………………………………………….....
   ……………………………………………………………………………………….. [2]

20. Rewrite the following sentences starting with the underlined part.
   You can buy it with a clear conscience.
   ……………………………………………………………………………………….. [1]

21. The word roots is used in paragraph (par. 2). Use the homophone route in a sentence to make its meaning clear.
   ……………………………………………………………………………………….. [1]

22. Write down a word with the opposite meaning for each of the words below and use each antonym in a clear sentence.
   major (antonym) ……………………………………………………………… [1]
   Sentence: …………………………………………………………………………… [1]

23. What is meant by ‘on board’ in paragraph 7?
   ……………………………………………………………………………………….. [1]

24. Write a sentence explaining the main idea of the text in your own words. Your answer should not be longer than 15 words.
   ……………………………………………………………………………………….. [2]
   [10]
Exercise 2 Questions 25-30

Read the article about the silverback gorilla of Uganda and answer the questions on the opposite page.

Monkey business

In a dark, almost impenetrable forest in southern Uganda live huge, near-mythical creatures that remind us of ourselves. Don Pinnock followed a tangled trail to the feet of a silverback, and to some disturbing questions.

Gorillas are simply outrageous. Nothing prepares you for meeting one on the green-dripping, moss-covered, butterflied equatorial forest floor. They look up at you from their wrinkled, black leather faces and when one first locks onto their gaze with its beautiful, wise, hazel-brown eyes your ears ring.

The hills of Southern Uganda were once covered in tropical forest. But the woodlands, last refuge of the mountain gorillas, are being consumed by bananas and coffee.

The silverback with its huge crown has two penetrating eyes, a shiny black leather face, enormous air-scoop nostrils and a mouth you'd have to describe as quizzical. His fingers are the size of huge tropical bananas.

Their habitat is politically volatile: until recently it was a battle zone, with thousands of refugees and soldiers trampling through the forests, exposing gorillas to gunfire and human diseases (97.7 percent of gorilla DNA is 'human' so they're susceptible to most of our ills). Their lowland cousins are increasingly falling prey to the effect of mainly European-based logging companies which cut roads into virgin forests and from hunters who use the roads for access into habitats.

'Bush meat' is the main source of protein for people in the region (and for loggers) and it is estimated that some 40 000 tons of it are consumed each year in the Congo alone. Primates are part of this plunder, and around 600 gorillas and 3000 chimps a year end up in cooking pots. Given their genetic proximity to humans (chimp DNA has a 98.6 per cent human overlap) this virtually amounts to cannibalism. It's like eating your ancestors. (Chimpanzees share nearly 99 percent of our DNA structure. But it's amazing what that last percent can do to their appearance - and ours.)

Situated in now-peaceful Uganda, however, Bwindi Impenetrable Forest is a safe haven. There, in relative security, the great, lazy primates wander, rest and sunbathe between bouts of eating and sleeping. Gorillas are gentle vegetarians, nibbling the leaves and stripping the bark from around 58 plant species, then belching luxuriously as they rest their bloated stomachs in supine majesty.

Source: Getaway, April 1999 (adapted)
25. What is meant by the expression “some disturbing questions” in paragraph 1?

……………………………………………………………………………………………………. [1]

26. The writer seems to think that gorillas are almost human. What evidence can you find in the passage to confirm this?

……………………………………………………………………………………………………. [2]

27. Explain: ‘they’re susceptible to most of our ills’ (paragraph 4)

……………………………………………………………………………………………………. [1]

28. How is the natural habitat and future existence of the silverback being threatened? Give two examples.

……………………………………………………………………………………………………. [2]

29. What does ‘bush meat’ in paragraph 5 refer to?

……………………………………………………………………………………………………. [1]

30. Chimps and gorillas are worth conserving. What evidence is there in the passage that the writer feels that way? Use your own words as far as possible.

……………………………………………………………………………………………………. [3]

[10]
Exercise 3 Question 31

Read the following article about the rapid decrease of the Kalahari lions. Write a summary about:

- the methods used by the research project to protect the lions
- the threats and problems the lions face.

Your summary should be between 80 – 100 words. Use your own words as far as possible.

**Kalahari lions may hold the key to species survival**

**NORTHERN CAPE**

*Even the lions in the arid Kalahari have seen their range decrease rapidly in the face of human development.*

Lions are an important part of South Africa’s natural resources. They play a vital role in the ecosystems that they inhabit and are popular tourist attractions. However, their range and numbers in southern Africa have decreased drastically. Lions are particularly susceptible to human expansion, and almost all are now restricted to protected areas. Remaining free-ranging populations are therefore of great importance. Their survival may hold the key to the long-term survival of the species, as they could provide a basic understanding of population regulation and conservation possibilities.

A research project, partly funded by The Green Trust, is investigating the population ecology of lions in the Kalahari Transfrontier Conservation Area. This protected area covers more than eight million hectares in total on both sides of the border between South Africa and Botswana. The three-year project aims to identify threats to the animals, and make management recommendations to ensure their future conservation. The project will also establish reliable monitoring and training programmes for the personnel of the protected areas which these lions inhabit.

Many of these areas border on farms where the lions occasionally kill livestock. The farmers respond by shooting the lions, placing further pressure on a population surviving under harsh semi-desert conditions. In the last 30 months, at least 33 of 60 lions which left the protected areas were destroyed on neighbouring farms.

The lions face other mounting problems, notably the possible disruption of routes of contact between the various lion populations due to human expansion. This could lead to the genetic viability of the Kalahari lions becoming seriously compromised, as has happened elsewhere in Africa and Asia.

According to Greent Trust Co-ordinator, Greg Laws, one of the vital components of the project is the use of San trackers to locate and monitor the lions. “Their indigenous knowledge is thus being added to Western science and technology to create a reliable monitoring programme.”

The lions are also being tracked using radio collars and aerial surveys, to monitor their movements and behaviour in relation to the distribution of their prey, watering sites and other lions. Their health and genetic condition will be assessed through blood testing.

**Source: Africa Environment & Wildlife, March 2000**
Part 3

Question 32

You have recently visited a rest camp. Write to a friend telling him/her all about it.

In your letter you should include the following:

- your impression of the rest camp;
- describe an incident at the camp connected to one of the illustrations below;
- whether or not you would recommend the camp to your friend and why.

Your answer should be about 150 words.

Source: Headway English 3 by Howell Moses – Publisher: Collins Educational (1986)
Read the notice above and write a report on Andy’s death and the factors that contributed to it. Write your report under the following headline:

16 YEAR-OLD ANDY COMMITS SUICIDE!

Your answer should be about 200 words.
Question 34

What effect does tourism have on your country? Here are a few comments made by some local people about tourism.

“Tourism provides lots of jobs for local people.”

“All these crowds of tourists destroy the atmosphere and beauty of the place.”

“It was all right at first, but now there are just too many.”

“Tourists spend lots of money in local shops and restaurants.”

Write an article for your school or college magazine on the effects of tourism in your country. You should write 200 words.

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[16]  TOTAL:  [90]
MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

ENGLISH SECOND LANGUAGE: ORDINARY LEVEL

PAPER 2:
MARK SHEME

Part 1

Exercise 1 Questions 1-7

1. In the Moholoholo forest on the slopes of the Drakensberg mountain range. √ (All) [1]

2. Self guided game walks, Guided game walks
   Night drives (Any two for 1 mark) [1]

3. 3.1 Tracking down of big “5” animals
   3.2 Handling of injured animals
   3.3 Game capture (Any two) [2]

4. By booking in advance (must be part of the answer) √ [1]

5. People wanting an introduction to a conservation orientated career √
   People wishing to improve their own wildlife knowledge. √ [2]

6. By phone/at (015) 7955236 or
   You can write to them/P. O. Box 1476, Hoedspruit or
   You can visit their website/moholo@interweb.co.za or
   Give a mark if the entire address is given (Any one) [1]

7. The very great one awaits you. √ [1] [9]
Exercise 2 Questions 8-12

8. A(nother) mating attempt. √ [1]

9. They breed in the area where they were born. √ [1]

10. From chance encounters (in the open sea) √ and stories of local fishing guides. √ [2]

11. Sharks will bite divers who annoy them. √ [1]

12. To study/monitor/film the mating behaviour of sharks. √ (credit any one of the three) [6]

Exercise 3 Questions 13-17

13. Conservation International, Rapunzel Pure Organics and Starbucks Coffee Co. √ (All three for 1mark) [1]

14. To provide economic incentives and (to attempt) to reduce impacts on tropical forests. √ [2]

15. It is a conservation “hotspot” / it contains one of the last areas of cloud forest / it is home to rare species. (Any 2) [2]

16. Technical support and economic incentives. (Both for one mark) [1]

17. Because several wild species are suitable for the collection of organic beans/ or Because several wild species are suitable for shade coffee agro-forestry production. (Any one) [1] [7] [22]
Part 2

Exercise 1 Questions 18-24

√
18. We did not help to set up the Forest Stewardship Council [1]

√ √
19. The director said that they had got millions of babies to look after. (all for full marks) [2]

20. It can be bought with a clear conscience (by you). [1]

21. We took the wrong route and got lost. √ [1]

22. minor. √
The examiner made e few minor changes to the question. √ [2]

23. That these countries have also joined/became part of the WWF Sponsored Buyers Groups. √ [1]

√ √
24. It is about attempts/efforts by the FSC to encourage people to care for/preserve forests. (Answer must contain the name FSC and the aim/goal) [2]

Exercise 2 Questions 25-30

25. Things that bothered/worried/upset him. (Any one) [1]

26. He says that they: have beautiful, wise, penetrating eyes; have a quizzical mouth; rest and sunbathe; are gentle vegetarians; belch luxuriously (Any two) [2]

27. It means that the gorillas are vulnerable to most human illnesses. [1]

28. Refugees and soldiers exposed gorillas to gunfire and (human) diseases. Logging companies cut roads into virgin forests. Hunters access habitats (via these roads). (Any two) [2]

29. To the meat of the chimps and gorillas. [1]

30. Genetically they are very much like humans They are also vulnerable to human diseases. (Two for answer/content and one for language. Just lifting, no mark for language.) [3]
Exercise 3  Question 31 (Summary)

Mark 6 (Content) + 4 (Language). Count words and cross out everything after 100. Tick and number points. Mark language according to table.

Marking: Content 6  
Language  4

To obtain 6 marks for Content, candidates must address both Methods and Threats and problems.

1. CONTENT: (6 marks)

Methods:

1) Keep lions in protected areas  
2) Provide staff with monitoring and training programmes  
3) Use San trackers to locate and monitor lions  
4) Use radio collars and aerial surveys  
5) Assess health and genetic condition through blood tests

Threats & problems:

6) Farmers shoot & kill lions  
7) Harsh semi-desert conditions  
8) Human expansion disrupts routes of contact  
9) Genetic viability of Kalahari lions compromised

2. QUALITY OF LANGUAGE: (4 marks)

1 Expression weak, maybe just list, lifting irrelevance  
2 Expression limited, some lifting, sense of order, little sense of summary  
3 Expression good, summary style, attempts to group and sequence ideas mainly in own words  
4 Expression excellent, clear summary, orderly grouping and sequencing, own words.

6+4= [10]  
[30]

Part 3

Question 32 [10]

Question 33 [12]

Question 34 [16]

(Use attached marking grid labeled Addendum C)

TOTAL: 22+30+38= [90 ÷3x2=60]
## ADDENDUM C: MARKING GRID FOR WRITTEN WORK (PAPER 1&2)

### ENGLISH SECOND LANGUAGE

**NSSCO**

<table>
<thead>
<tr>
<th>Content and Style</th>
<th><strong>Language + Structure</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
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<td>11-12</td>
<td>14-16</td>
<td>8</td>
<td>9-10</td>
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<td>9</td>
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<td>8</td>
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<td>7</td>
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<td>7</td>
<td>8</td>
<td>10-11</td>
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<td>7</td>
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<td>Quality is sustained; Form complements</td>
<td>7</td>
<td>8</td>
<td>10-11</td>
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<td>4</td>
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<td>8</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**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.*

---

43
Candidates answer on the question paper.
No additional materials are required.

**TIME:**  Approximately 45 minutes

**INSTRUCTIONS TO CANDIDATES**
Write your name, Centre number and candidate number in the spaces at the top of this page.
Answer all questions.
Write your answers in the spaces provided on the question paper.

**INFORMATION FOR CANDIDATES**
The number of marks is given in brackets [ ] at the end of each question or part question.
Dictionaries are not allowed.
Part 1

Exercise 1 Question 1-6

For questions 1-6 you will hear a series of short sentences. Answer each question on the line provided. Your answer should be as brief as possible. You will hear each item twice,

1. Kerry has seen an advertisement for an office job and is telephoning the company.
   1.1 In what department does she hope to work?
   ................................................................. [½]
   1.2 When exactly are the interviews being held?
   ................................................................. [½]
   
2. Jim and Mary are talking about television. Why does Jim think it's a good idea for them to buy a second TV?
   ................................................................. [1]

3. Thandie is hoping to buy a theatre ticket at half the normal price for next Monday's performance. Why is it not possible to do so immediately?
   ................................................................. [1]

4. You have arranged to drive to the seaside on Saturday. Why might it take you a long time to get there?
   ................................................................. [1]

5. You have gone into town to buy some sport shoes but they are not available.
   5.1 How long will you have to wait before receiving them from this shop?
   ................................................................. [½]
   5.2 How might you be able to find some earlier than this?
   ................................................................. [½]

6. Rachel and Richard have gone to a restaurant to have a celebration dinner. Why is the restaurant closed?
   ................................................................. [1]

[Total: 6]
Exercise 1 Question 7

Listen to the following interview with Shanta Carlson, a marine biologist at the London Aquarium; then complete the notes below. You will hear the interview twice.

7.1 Examples of maintenance to be done in the morning are:
………………………………………………………………………………………….[1]

7.2 When she is in the tanks with the sharks, she does not consider them to be
dangerous because ………………………………………………………………..[1]
……………………………………………………………………………………….[1]

7.3 What she most dislikes about working on Monday morning is
…………………………………………………………………………………………….[1]
when cleaning the tanks .................................................................[1]

7.4 She might eventually work as a fish curator or  ………………………………..[1]
…………………………………………………………………………………………….[1]

7.5 What she thinks is the best aspect of her job:
…………………………………………………………………………………………….[1]

[Total: 5]
**Exercise 2 Question 8**

A school group is taking part in an activity holiday. The group leader is telling the students what they will be doing that week. Listen to what he says and then complete the Diary page. You will hear his speech twice.

**DIARY**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.m.</td>
<td>Horseriding - specialist equipment supplied.</td>
<td></td>
</tr>
<tr>
<td>8.1</td>
<td>Meet at</td>
<td>[1]</td>
</tr>
<tr>
<td>8.2</td>
<td>8 p.m.</td>
<td>[1]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TUESDAY</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>a.m.</td>
<td>Selection of watersports</td>
<td></td>
</tr>
<tr>
<td>8.3</td>
<td>Check group details on</td>
<td>[1]</td>
</tr>
<tr>
<td>p.m.</td>
<td>Lecture about climbing practice and safety. Rock climbing,</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEDNESDAY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.4</td>
<td>a.m. Lesson on</td>
<td>[1]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THURSDAY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.m.</td>
<td>Choice of visits:</td>
<td></td>
</tr>
<tr>
<td>8.5</td>
<td>Historic house</td>
<td>[1]</td>
</tr>
<tr>
<td></td>
<td>Bird-watching at nature reserve</td>
<td></td>
</tr>
<tr>
<td>8.6</td>
<td>Afternoon</td>
<td>[1]</td>
</tr>
<tr>
<td>8.7</td>
<td>Then</td>
<td>[1]</td>
</tr>
</tbody>
</table>

[Total: 7]
Part 3

Exercise 1 Question 9

Listen to the following radio interview with a postman in the countryside; then answer the questions below. You will hear the interview twice.

9.1 Give two examples showing how involved Norman Dunbar becomes in the lives of the farmers.

................................................................................................................................................ [1]
................................................................................................................................................ [1]

9.2 Why has he so far been successful in not losing his job?

................................................................................................................................................ [1]
................................................................................................................................................ [1]

9.3 Describe the school he visits.

................................................................................................................................................ [1]
................................................................................................................................................ [1]

9.4 Why does he sometimes get late on his rounds?

................................................................................................................................................ [1]
................................................................................................................................................ [1]

9.5 When does he walk up steep slopes in thick snow?

................................................................................................................................................ [1]
................................................................................................................................................ [1]

9.6 Why, according to him, are people not quite so generous with their present giving?

................................................................................................................................................ [1]
................................................................................................................................................ [1]

[Total: 6]
Exercise 2 Question 10

Listen to the interview about electricity on board aeroplanes and then answer the following questions. You will hear the interview twice.

10.1 How does an aircraft get its electrical power?
........................................................................................................................................... [1]

10.2 How much electricity do 15 homes use?
........................................................................................................................................... [1]

10.3 List five sources of electrical consumption on board an aircraft.
........................................................................................................................................... [2]
...........................................................................................................................................
...........................................................................................................................................

10.4 What is the purpose of the emergency generator?
........................................................................................................................................... [1]

10.5 List two ways in which an aircraft can obtain electrical power if it is parked in an airport.
........................................................................................................................................... [1]
...........................................................................................................................................

[Total:  6]
(TOTAL:  30)

Acknowledgement:
The Ministry of Education acknowledges the assistance of the University of Cambridge Local Examinations Syndicate, (UCLES) in granting permission to use resources and ideas (Paper 3 Listening Comprehension 0510/4, November 2000) towards the production of this specimen paper.
Part 1
Exercise 1 Question 1-6

1. 1.1 Sales/Sales Department
    1.2 Tuesday morning/10 am Tuesday morning (both for 1 mark) [1]

2. Mary can watch wildlife programmes/Jim can watch football.
   They can each watch their favourite programmes without arguing [1]

3. (They are) only sold on the day of the performance. [1]

4. Very heavy traffic is expected. [1]

5. 5.1 Two to three weeks.
    5.2 Another branch in Broad Street. (both for 1 mark) [1]

6. Problems with the refrigerators. [1]

[Total: 6]
Part 2

Exercise 1 Question 7

7.1 Checking the systems / Water filtration/ Feeding the fish *(not animals)*
   *(Not checking the tanks/fish)* (Any two) [1]

7.2 Sharks/animals are used to eating fish/Sharks are not used to eating humans/
   They won't eat her. [1]

7.3 Getting into a cold tank/cold water [1]

7.4 Teacher/educational side/some mention of educational aspect
   (not marine biologist) [1]

7.5 There are lots of opportunities to travel. [1]

[Total: 5]

Exercise 2 Question 8

8.1 reception desk [1]

8.2 Welcome party in dining room [1]

8.3 notice board [1]

8.4 map reading skills [1]

8.5 Wildlife park [1]

8.6 football match [1]

8.7 farewell party or barbeque [1]

[Total: 7]
Part 3

Exercise 1 Question 9

9.1 When they are ill or well
When babies are due. (Both for 1 mark) [1]

9.2 They didn't want to take the job / It didn't suit everyone (Either one) [1]

9.3 The smallest in the region with just 12 children. (Both for one mark) [1]

9.4 He has a chat with people (talk with people) [1]

9.5 He follows the snow plough. [1]

9.6 They don't really know their postman. [1]

[Total: 6]

Exercise 2 Question 10

10.1 It generates its own (not generators connected to jet engines) [1]

10.2 224 kilowatts (kilowatts must be there for 1 mark) [1]

10.3 Kitchen/galley electronic/hydraulic systems
air conditioning lightning
in-flight entertainment system de-icing system

(must be three correct answers for the first mark and five correct for a second mark) [2]

10.5 Auxiliary power unit (APU)
External power unit (EPU)

(Both for one mark - The abbreviation alone is also acceptable.) [1]

[Total: 6]
(TOTAL: 30)
MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

ENGLISH SECOND LANGUAGE: ORDINARY LEVEL

PAPER 4: ORAL ASSESSMENT
(TEACHER/EXAMINER NOTES)
SPECIMEN PAPER

No additional materials are required

TIME: Approximately 15 minutes

INFORMATION FOR TEACHERS

This booklet contains Notes on Conducting and Recording the Tests, Marking Criteria, and Teacher/Examiner versions of the Candidate Cards. Teachers must familiarise themselves with these before they conduct the tests.

Great care must be taken that any confidential information does not reach the candidates either directly or indirectly before the tests.
NOTES ON CONDUCTING THE ORAL TEST

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 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) tape-recorded sample on cassette(s); (1.2) completed MS1 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 Tape-recorded sample**
   Each Centre must provide a sample of oral interviews, to be recorded on cassette(s). 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. Cassettes must be clearly labelled with details of the learners whose interviews have been taped.**
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 cassette tapes and the Oral Assessment Summary Form is also sent to DNEA.
- the third page/last copy remain 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 learners whose interviews have been recorded on the cassette.

The sample cassette(s) 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 tape. 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 their 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 taped, 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 cassette recorders must be used. The recorder and the cassette(s) 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 cassette should run without interruption. The recording must begin at the start of Side A of the cassette, and both sides of the cassette should be used before beginning a new cassette. A learner'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 A of each cassette 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 Name: [e.g.] Ms Z. Abed
Date: [e.g.] 1 October 2006”

Each learner taped on the sample should be clearly indicated on the recording by the teacher as follows:

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

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

Before the cassette is dispatched, spot checks must be made to ensure that every learner is clearly audible. Cassettes should then be rewound to the start of Side A. The contents of each cassette 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.
**ORAL ASSESSMENT CRITERIA GRID**

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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>9-10</td>
<td>The candidate 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 candidate is confidently in control of the structures used.</td>
<td>The candidate 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.</td>
<td>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 and perhaps initiate new topics. Pronunciation and intonation are appropriate, with only the occasional slip.</td>
</tr>
<tr>
<td>7-8</td>
<td>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.</td>
<td>The candidate has a sufficient range of vocabulary to convey information and ideas but there is lack of precision. Vocabulary is not wide or varied.</td>
<td>The candidate 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.</td>
</tr>
<tr>
<td>5-6</td>
<td>The candidate will be uneasy and error-prone when venturing beyond simple structures. However, simple accuracy will often be achieved and communication will be maintained.</td>
<td>Vocabulary conveys simple ideas and information clearly but lacks precision. There is some searching for words and hesitation when going beyond simplicity.</td>
<td>The candidate 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.</td>
</tr>
<tr>
<td>3-4</td>
<td>Responses will usually be single words or very simple sentences - with errors. Error will tend to blur but not obscure communication.</td>
<td>Vocabulary will sometimes be inadequate to convey even simple ideas and there will be frequent pauses.</td>
<td>Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond the single word response. Stress and intonation inaccuracy causes some communication difficulty, but candidate can usually be understood by a sympathetic listener.</td>
</tr>
<tr>
<td>1-2</td>
<td>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.</td>
<td>Enough English words are known to convey occasional snippets of information, but conversation will be very limited and confused.</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td>Completely limited/no attempt at a response.</td>
<td>Completely limited/no attempt at a response.</td>
<td>No response/inaccuracy of stress and intonation prevents communication even after several repetitions.</td>
</tr>
</tbody>
</table>
MINISTRY OF EDUCATION

Namibia Senior Secondary Certificate (NSSC)

ENGLISH SECOND LANGUAGE: ORDINARY LEVEL

PAPER 4: ORAL ASSESSMENT
(ORAL ASSESSMENT CARD)
SPECIMEN PAPER

No additional materials are required

TIME: Approximately 15 minutes

INSTRUCTIONS TO CANDIDATES

For the first part of this oral your Examiner will ask you a few questions about yourself. This section will not be marked.

Your Oral Assessment marks will be based on the task outlined on the back of this card. The whole test should take about fifteen minutes.
A: POLLUTION

Candidate’s Notes

Everyone is responsible for pollution; therefore we all ought to work together to combat the problem. Discuss with your Examiner or partner what can be done to carry out this responsibility.

You may wish to consider such things as:
- different forms of pollution;
- the adverse effects of pollution;
- ways in which pollution can be curbed;
- costs connected to the prevention of pollution;
- what will a pollution-free future entail?

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.

Notes for the Teacher/Examiner

Phase 1: Warm up
Ask the candidate a few questions about him/herself, the school, etc to give him/her time to get used to the exam situation. Do not mark this phase.

Phase 2: Initial Task
Hand the assessment card to the candidate and go through the instructions to make sure each candidate understands what has to be done. The candidate should be given a few minutes to read through the task and prepare. No written notes should be made.

Phase 3: Development
Discuss with the candidate the points put forward. Questions may be asked about why certain proposals are likely to be successful, what the response might be, and how to promote interest in the topic.

Extended Level Candidates
Lead the discussion on to an examination of how young people view the quality of life in general. What are the major areas of concern? What are the positive aspects? Is there a conflict between Nature and our modern way of life? What sort of changes are necessary, inevitable or desirable? Try to explore areas of interest to the individual candidate rather than follow a particular line.
B: A TOUR

Candidate’s Notes

You recently went on a tour. Tell your Examiner or partner about it.

You may wish to consider such things as:
- what type of tour you undertook;
- where you went;
- costs of the journey, accommodation, meals, etc;
- interesting characters that travelled together with you;
- any difficulties you experienced;
- recommendations that you would make to anyone going on a similar tour.

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.

Notes for the Teacher/Examiner

Phase 1: Warm up
Ask the candidate a few questions about him/herself, the school, etc to give him/her time to get used to the exam situation. Do not mark this phase.

Phase 2: Initial Task
Hand the assessment card to the candidate and go through the instructions to make sure each candidate understands what has to be done.
The candidate should be given a few minutes to read through the task and prepare. No written notes should be made.

Phase 3: Development
Discuss with the candidate the points put forward. Questions may be asked about why some tours are likely to be more enjoyable than others.

Extended Level Candidates
Lead the discussion on to what candidates feel about the general value and benefits of travel and ask for further details about their own experiences. How easy/difficult is it to travel in your own country? What incentives/opportunities are there to travel abroad? Try to explore areas of interest to the individual candidate rather than follow a particular line.
C: THE GENERATION GAP

Candidate’s Notes

The generation gap between young people and older people (e.g. parents, teachers) causes problems. Discuss this with your Examiner or partner.

You may wish to consider such things as:
- discipline and behaviour;
- clothing;
- social activities;
- your attitude to life;
- recommendations as to how these problems could be solved.

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.

Notes for the Teacher/Examiner

Phase 1: Warm up
Ask the candidate a few questions about him/herself, the school, etc to give him/her time to get used to the exam situation. Do not mark this phase.

Phase 2: Initial Task
Hand the assessment card to the candidate and go through the instructions to make sure each candidate understands what has to be done.
The candidate should be given a few minutes to read through the task and prepare. No written notes should be made.

Phase 3: Development
Discuss with the examiner the points put forward. Questions may be asked about what positive aspects there might be in the generation gap.

Extended Level Candidates
Lead the discussion on to an examination of how young people view the quality of life in general. What are the major areas of concern? What can different generations learn from each other? Try to explore areas of interest to the individual candidate rather than follow a particular line.
### D: AMBITION

**Candidate’s Notes**

Discuss the ambitions that you hold for the future with your examiner or partner.

You might consider such things as:
- your own personal ambitions;
- the expectations of your family and friends;
- what you hope your country will achieve;
- your point of view on working hard to achieve ambitions;
- the role that luck plays in the attainment of ambitions;
- the degree to which ambitions are inhibited by geography, physical defects, health and other factors.

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.

---

**Notes for the Teacher/Examiner**

**Phase 1: Warm up**

Ask the candidate a few questions about him/herself, the school, etc to give him/her time to get used to the exam situation. Do not mark this phase.

**Phase 2: Initial Task**

Hand the assessment card to the candidate and go through the instructions to make sure each candidate understands what has to be done. The candidate should be given a few minutes to read through the task and prepare. No written notes should be made.

**Phase 3: Development**

Discuss with the candidate the points put forward. Candidates may also be asked about the benefits and pressures that highly successful people experience.

**Extended Level Candidates**

Lead the discussion on to a more detailed examination of the views of the candidate. Consider unemployment, the role of big business. Are there examples where things work out well? If so, why?

Try to explore areas of interest to the individual candidate rather than follow a particular line.
E: YOU HAVE WON THE BIG PRIZE

Candidate’s Notes

If you won a very large cash prize, how would your life change, or would you carry on just as before? Discuss your opinions with the examiner or your partner.

You may wish to consider such things as:
- going to another country;
- giving your money to the poor;
- helping all the members of your family;
- buying something you have always dreamed about;
- investing your money.

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.

Notes for the Teacher/Examiner

Phase 1: Warm up
Ask the candidate a few questions about him/herself, the school, etc to give him/her time to get used to the exam situation. Do not mark this phase.

Phase 2: Initial Task
Hand the assessment card to the candidate and go through the instructions to make sure each candidate understands what has to be done.

The candidate should be given a few minutes to read through the task and prepare. No written notes should be made.

Phase 3: Development
Discuss with the candidate the points raised. In particular, candidates should be encouraged to provide some details and reasons to support their views. Questions may be asked about the possibilities they raise and why they find them attractive. Are there potential risks they would wish to avoid?

Extended Level Candidates
Lead the conversation on to a discussion of wealth and poverty in general. Areas for consideration could include ambitions and the importance of success, unemployment, job and career prospects (locally/internationally), whether people have a right to work, the role of big business. Try to explore areas of interest to the individual candidate rather than follow a particular line.
No additional materials are required

TIME: Approximately 15 minutes

INSTRUCTIONS TO CANDIDATES

For the first part of this oral your Examiner will ask you a few questions about yourself. This section will not be marked.

Your Oral Assessment marks will be based on the task outlined on the back of this card. The whole test should take about fifteen minutes.
<table>
<thead>
<tr>
<th>CONTENTS:</th>
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<tbody>
<tr>
<td>ORAL ASSESSMENT CARD (Core and Extended)</td>
<td>A</td>
</tr>
<tr>
<td>ORAL ASSESSMENT CARD (Core and Extended)</td>
<td>B</td>
</tr>
<tr>
<td>ORAL ASSESSMENT CARD (Core and Extended)</td>
<td>C</td>
</tr>
<tr>
<td>ORAL ASSESSMENT CARD (Core and Extended)</td>
<td>D</td>
</tr>
<tr>
<td>ORAL ASSESSMENT CARD (Core and Extended)</td>
<td>E</td>
</tr>
</tbody>
</table>
Everyone is responsible for pollution; therefore we all ought to work together to combat the problem. Discuss with your Examiner or partner what can be done to carry out this responsibility.

You may wish to consider such things as:
- different forms of pollution;
- the adverse effects of pollution;
- ways in which pollution can be curbed;
- costs connected to the prevention of pollution;
- what will a pollution-free future entail?

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.
B A TOUR

Candidate’s Notes

You recently went on a tour. Tell your Examiner or partner about it.

You may wish to consider such things as:
- what type of tour you undertook;
- where you went;
- costs of the journey, accommodation, meals, etc;
- interesting characters that travelled together with you;
- any difficulties you experienced;
- recommendations that you would make to anyone going on a similar tour.

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.
C  THE GENERATION GAP

Candidate’s Notes

The generation gap between young people and older people (e.g. parents, teachers) causes problems. Discuss this with your Examiner or partner.

You may wish to consider such things as:
- discipline and behaviour;
- clothing;
- social activities;
- your attitude to life;
- recommendations as to how these problems could be solved.

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.
Discuss the ambitions that you hold for the future with your examiner or partner.

You might consider such things as:
- your own personal ambitions;
- the expectations of your family and friends;
- what you hope your country will achieve;
- your point of view on working hard to achieve ambitions;
- the role that luck plays in the attainment of ambitions;
- the degree to which ambitions are inhibited by geography, physical defects, health and other factors.

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.
E YOU HAVE WON THE BIG PRIZE

Candidate’s Notes

If you won a very large cash prize, how would your life change, or would you carry on just as before? Discuss your opinions with the examiner or your partner.

You may wish to consider such things as:
- going to another country;
- giving your money to the poor;
- helping all the members of your family;
- buying something you have always dreamed about;
- investing your money.

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.