



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC)

GERMANFOREIGN LANGUAGE SYLLABUS

(ENGLISH VERSION)

ADVANCED SUBSIDIARY LEVEL

SYLLABUS CODE: 8207

GRADE 12

FOR IMPLEMENTATION AND FIRST EXAMINATION IN 2023

Ministry of Education, Arts and Culture
National Institute for Educational Development (NIED)
Private Bag 2034
Okahandja
Namibia

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German Foreign Language Syllabus (English version) Advanced Subsidiary level Grade 12

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1. INTRODUCTION

The Namibia Senior Secondary Certificate Advanced Subsidiary (NSSCAS) syllabuses are designed as one-year courses for examination after the Namibia Senior Secondary Certificate Ordinary Level (NSSCO). The syllabuses are designed to meet the requirements of the *National Curriculum for Basic Education in Namibia* and have been approved by the National Examination, Assessment and Certification Board (NEACB). The NSSCO and NSSCAS Levels share many common aims and assessment objectives, but the NSSCAS examinations represent a significant extension in breadth and depth. The increased demands of the NSSCAS Level are found in the range of learning content, in the increased level of text difficulty, in the style and demands of the written tasks, in the more extended study of literature and in the demands placed by the assessment criteria.

2. RATIONALE

Namibia is one of the countries with important natural resources that boost great economic potential for the development of tourism and industrial growth. However, the more Namibia develops; it will eventually have to compete with stronger economies worldwide. It is for this reason that a communication competency in foreign languages for many Namibian citizens is deemed vital to enable them to engage in international affairs. Therefore an implementation of the German as a Foreign Language syllabus for AS level is relevant in this case.

This syllabus provides opportunities for contextualised learning and the content has been created to suit the teaching of German as a Foreign Language in Namibia, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving in order to balance knowledge, understanding and skills in our qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey of learning. The AS Level in German as a foreign language gives learners building blocks for an individualised curriculum that develops their knowledge, understanding and skills and is typically a one year course.

Teaching German in Namibia offers learners an insight into the cultures of the countries where the language is officially spoken, with an emphasis of Germany. Relevant literature will be included where applicable.

3. SYLLABUS AIMS

The AS Level syllabus in German Foreign Language aims to:

- develop the ability to understand a language from a variety of registers,
- enable students to communicate confidently and clearly in the target language,
- form a sound base of skills, language and attitudes required for further study, work and leisure,
- develop insights into the culture and civilisation of the countries where the language is spoken,
- encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations,
- support intellectual and personal development by promoting learning and social skills.

4. ADDITIONAL INFORMATION

4.1 Guided learning hours

The NSSCAS level syllabuses are designed on the assumption that learners have about 180 guided learning hours per subject over the duration of the course (1 year), but this is for guidance only. The number of hours required to gain the qualification may vary according to local conditions and the learners' prior experience of the subject. The National Curriculum for Basic Education (NCBE) indicates that this subject will be taught for 9 periods of 40 minutes each per 7-day cycle, or 6 periods of 40 minutes each per 5-day cycle, over a year.

4.2 Recommended prior learning

It is recommended that learners who are beginning this course should have previously completed NSSCO course in (name of the language).

4.3 Inclusive education

Inclusive education is the right of every learner and promotes access to and participation in the full range of educational programmes and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among all learners and removing all barriers to learning. The Foreign Language teacher in the AS level (Secondary phase) should therefore accommodate learners with special educational needs by adapting this syllabus to the needs of the learner through differentiation of teaching methods and material as indicated in the *Curriculum Framework for Inclusive Education: A supplement to the National Curriculum for Basic Education*. The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres* (2014 - 2016) by the Directorate of National Examinations and Assessment (DNEA).

Learners who are so severely impaired that they cannot benefit from attending mainstream schools will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join a mainstream school structure, if possible.

The content of this syllabus enables both genders to participate equally.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The cross-curricular issues, including Environmental Learning, Population Education, HIV and AIDS, Education for Human Rights and Democracy, Information and Communication Technology (ICT) and Road Safety, have been introduced to the formal curriculum to be dealt with in each subject and across all phases because each of the issues deals with particular risks and challenges in the Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of life of our people now and in the future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks caused by HIV & AIDS
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face if we do not adhere to road safety measures
- the challenges and risks we face from globalisation

Although learners doing AS level will normally have satisfactory vocabulary in a targeted foreign language to read, write and talk about the above-mentioned risks and challenges, these topics should not be excluded from the Foreign Language curriculum. Equipping learners with even a very basic vocabulary around these topics can help to empower them to deal with the issues.

6. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of learner-centred education. This approach ensures optimal quality of learning when the following principles are put into practice:

The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family and the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience. The aim is to develop learning with understanding, and for learners to acquire the necessary skills and attitudes to contribute meaningfully to the development of society.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons, preferably planned around themes linking various subject areas.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly, when it is best to let learners discover or explore information for themselves, when they need directed learning, when they need reinforcement or enrichment learning, when there is a particular progression of skills or information that needs to be followed, or when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise learners will not see the relevance in carrying out tasks together. As the learners in this phase have already developed personal, social and communication skills, they should be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

The approach will be aimed at the understanding, speaking, reading and writing of a targeted foreign language by creating as many opportunities as possible for the learners to listen to

and use the language. The initial emphasis is on oral language, with progressive development of reading comprehension and writing skills.

The emphasis throughout this syllabus will be on the practical communicative and developmental value of the language to the learner, and on language appropriate to learning, employment and life in Namibia.

7. END OF PHASE COMPETENCIES

The competencies in this syllabus are all essential competencies and indicate the minimum level that should be attained by the learners at the end of the course. They are not intended to limit the initiative of the teacher or the class, and teachers are encouraged to extend their learners beyond this level. On completing the AS level, all learners are expected to be able to:

- understand long, intense everyday oral and written texts;
- make themselves understood reasonably correctly in complex everyday situations;
- write long texts where formal language errors do not confuse their meaning.

8. TOPIC AREAS

All textual material used in the learning content and examinations will be drawn from the topic areas below. More guidance on the topic areas is given in Addendum 1.

- Family and human relationships
- Generation gap
- Young people
- Patterns of daily life
- The media
- Food and drink
- Health and fitness
- Work and leisure (sports)
- Equality of opportunity
- Travel and tourism
- Education
- Social and economic development
- Scientific and medical advances
- Technological innovation
- Conservation
- Pollution

All topics should consider contemporary social issues in Namibia and Germany.

9. LEARNING CONTENT

9.1 Introduction to Learning Content

- (a) The learning content outlined below is designed to provide guidance to teachers as to what will be assessed in the overall evaluation of learners. It is not meant to limit, in any way, the teaching programme of any particular school.
- (b) Skills refer to those components of the subject which learners are required to study/master. The general objectives are derived from the skills and are the general knowledge, understanding and demonstration of skills on which learners will be assessed. The specific objectives are the detailed and specified content of the syllabus which learners need to master to achieve the general objectives, and on which they will be assessed. The specific objectives indicate what learners should be able to do by the end of the year.

9.2 Listening and speaking

SKILLS	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
LISTENING AND SPEAKING	1. listen to and understand a range of texts	• identify the type of conversation they have heard, e.g. greeting, instructions and discussions. • clearly understand spoken language which involves one or more speakers on a variety of suitable topics.
	2. understand a speaker who has an acceptable command of the language	• extract specific details in short announcements, narratives, descriptions, dialogues, instructions. • demonstrate that they can distinguish between the different sounds of the foreign language and relate this meaningful information.
	3. listen to and understand instructions	• use materials to give oral reports and take part in discussions.
	4. understand intention, emotion and attitude	• distinguish intention, emotion and attitude, as appropriate in materials they heard. • interpret intonation and stress.
	5. recognise significant variations in register	• recognise and respond appropriately to levels of formality. • recognise relationships between speakers
	6. communicate orally in social interactions with people of different ages and status	• speak clearly and confidently in response to other speakers, and actively seeking to take the initiative where appropriate. • describe Namibia (geography and culture) and how festive days are celebrated
	7. participate in group discussions and collaborative activities	• respond to unprepared questions in general conversations on appropriate topics of interest. • perform role-playing tasks which involve both taking the initiative and responding to questions, with both strangers and friends. • report, express opinions and respond to questions to a topic of their own.

9.3 Reading and writing (passage based)

SKILLS	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
Reading and writing (passage based)	1. read and understand different types of selected texts	• demonstrate understanding of words and sentences within one or more printed texts on suitable topics by making use of authentic language material, by way of responding to instructions on questions asked • provide information , expressing a point of view, reacting to written texts • produce a piece of written work, using a visual stimulus or text
	2. read different texts using a range of reading strategies	• demonstrate the use of reference texts • extract relevant specific information from texts • read aloud with proper pronunciation and intonation
	3. understand the literal meaning of a text	• work out the meaning of unfamiliar words using contextual clues • deduce and interpret information • respond to information received in a written language
	4. use reading skills to complete a gapped text	• demonstrate the understanding of a text as a whole
	5. produce well-structured and coherent pieces of writing	• demonstrate the ability to transform texts from one format to another
	6. use linguistic tools for promotion of comprehension and correctness of language	• use language aspects of grammar and complex structures

9.4 Writing of Essays

SKILLS	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
Writing of Essays	1. produce well-structured and coherent pieces of writing	• demonstrate the ability to produce different text types including: - descriptive essays - argumentative essays

10. ASSESSMENT

10.1 Assessment Objectives

The examinations are designed to assess candidates' linguistic competence and their knowledge of contemporary society. In the exams, candidates will be expected to:

1. understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing
2. manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures
3. select information and present it in the target language
4. organise arguments and ideas logically

Skills area	Area of learning / activities
Speaking Test (Listening and Speaking)	<i>Candidates are assessed on their ability to:</i> LR1 Develop auditory skills; listen and respond to information asked; LR2 recognise instructions and directions; comprehend feelings, intentions, emotions and attitudes of speakers; LR3 use appropriate vocabulary in different situations, showing a sense of audience and purpose.
Reading and writing (passage based)	<i>Candidates are assessed on their ability to:</i> RW1 Develop silent reading skills as well as skills for reading aloud; extract information from a variety of passages; RW2 read with understanding; provide answers/understand text RW3 manipulate linguistic and structural devices used in texts;
Writing of Essays	<i>Candidates are assessed on their ability to:</i> W1 Write a variety of essays with progressive accuracy in spelling, punctuation and pronoun referencing, using appropriate vocabulary and correct grammar when constructing complex sentence structures; W2 write for a specific purpose and audience in a discursive or argumentative form; W3 organise ideas coherently and cohesively; W4 write creatively, producing texts that interest and engage the reader.

10.2 Schemes of Assessment and Weighting of papers

Paper	Component	Time	Marks	weighting
1	Speaking Test	20 minutes	100	25 %
2	Reading and Writing	1 hour 45 minutes	70	35 %
3	Essay	1 hour 30 minutes	40	40 %
TOTALS			210	100 %

11. SPECIFICATION GRID

	PAPER 1	PAPER 2	PAPER 3
LR1	✓		
LR2	✓		
LR3	✓		
RW1		✓	
RW2		✓	
RW3		✓	
W1			✓
W2			✓
W3			✓
W4			✓

12. DESCRIPTION OF COMPONENTS

12.1 Component 1: Speaking Test

20 Minutes – 100 marks

Paper	Type of Questions	Marks
Paper 1: NB: There is no question paper for the Speaking Test	Section 1: Presentation – no more than 3,5 minutes The candidate gives a presentation, which they will have prepared in advance, lasting about three minutes, on a specific topic taken from one of the topic areas listed in chapter 8. The presentation must demonstrate the candidate's knowledge of the contemporary society and/or cultural heritage of Germany. Candidates who do not do this will have their mark for Content/Presentation halved (see mark schemes). The candidate should be able to present relevant facts, express opinions and hypotheses, and put forward points for discussion. Candidates should prepare a topic in which they have a personal interest. Candidates may prepare a 'cue card' in German to remind them of the main points they wish to make, to bring into the examination room. Candidates may also bring in a limited quantity of illustrative material, such as maps, diagrams, statistics, pictures or short articles. A script of the presentation is not allowed. Examiners will only interrupt candidates to ask questions if the presentation shows no sign of finishing after 3,5 minutes, or to prompt a candidate having obvious difficulty in continuing with their presentation.	[20]

	Section 2: Topic Conversation – 7-8 Minutes The presentation will lead into a conversation about the chosen topic. Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity to do this, examiners will use open-ended questions (e.g. ‘tell me more about...; closed question to which the answer is ‘yes/no’ should be avoided). The examiner will encourage the candidate to contribute as much as possible to the conversation. As part of this, the candidate is required to seek information from and the opinions of the examiner. The examiner should also guide the candidate to make sure their topic is a fruitful source of discussion.	[40]
	Section 3: General Conversation – 8-9 Minutes At the end of the topic conversation the examiner will announce the transition to the general conversation. This section begins with fairly straightforward questions about the candidate’s background and interests, and moves quickly on to a more mature conversation discussing more abstract and/or current issues within the general topic areas. The subjects covered in this section will depend on the candidate’s interests and the subject of the presentation. Candidates should be able to discuss some matters of current interest, though examiners should not expect candidates to be well informed on all matters of serious contemporary concern. If the candidate seems unresponsive, the examiner will try a change of topic. Candidates must seek information and opinions from the examiner, and should be given every opportunity to do so. The general conversation might only cover two or three topic areas, possibly more if the examiner has difficulty finding something the candidate is interested in, or can talk about. Important note: It is intended that both conversation elements will be lively and spontaneous. Candidates should not produce chunks of pre-learned material since this will be penalised.	[40]
	Total for the speaking test:	100

12.2 Component 2: Reading and Writing

1 hour 45 minutes – 70 marks

Paper	Type of Questions	Marks
Paper 2 Reading and writing (passage based)	Two passages in the target language are set which deal with related themes. Candidates answer specific and general comprehension questions on the two passages, and respond to a task requiring a summary or comparison of issues raised. German will be used for all questions and answers. The passages will have been written during the last twenty years, and will reflect the international scene. The two passages, taken together, will not exceed 750 words.	
	Section 1: Vocabulary and grammar On the first passage, two tests (5 marks each) will cover vocabulary recognition and grammatical manipulation. These will be followed by a series of comprehension questions (15 marks for Content and 5 marks for Quality of Language)	[30]
	Section 2: Reading Comprehension On the second passage, there will be a series of comprehension questions (15 marks for Content and 5 marks for Quality of Language)	[20]
	Section 3: Comment on passages The last question will require candidates to write about 140 words, drawing information from both passages and adding their own opinions, (10 marks for information drawn from the passages, 5 marks for personal response to the material, and 5 marks for Quality of Language).	[20]
	Total for paper 2:	70

The Mark Schemes in addendum 3 are to be used to mark paper 2.

12.3 Component 3: Essay

1 hour 30 minutes – 40 marks

Paper	Type of Questions	Marks
Paper 3 Essay	A list of five topics, selected from the topic areas in chapter 8 will be published for each year of examination. The list changes every year. A question will be set on each of the five topics corresponding to the year of examination; candidates choose one question and write an essay in German of 250–400 words. 25 marks are for the Quality of the Language and 15 marks for the Content. Set topics for examination in 2023: 1. Education 2. Health and fitness 3. Technological innovation 4. Travel and tourism 5. Conservation Set topics for examination in 2024: 1. Patterns of daily life 2. Family and human relations 3. Food and drink 4. The media 5. Social and economic development	[40]
	Total for paper 3:	40

The mark schemes in Addendum 4 are to be used to mark Paper 3

13. GRADE DESCRIPTIONS

AS Level results are shown by the grades **a, b, c, d or e**, indicating the standard achieved. '**a**' being the highest and '**e**' the lowest. '**Ungraded**' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Candidates do not have to meet the performance standard against all of the criteria in the assessment to achieve a given grade; they are allowed to compensate for poor performance in one or more areas with strong performance in others. These grade descriptors therefore offer only an indication of the level of skills and knowledge that is likely to be characteristics of a candidate who achieves a given grade. In fact, the grade awarded to an individual candidate will depend on their overall performance against the assessment objectives rather than how closely their performance matches the grade descriptors.

Grade	Abilities
a	Candidates participate fully in extended conversations, being prepared fully to take initiative when offered a chance to do so; communicate in writing, an extensive range of ideas, arguments and information; shows a high level range of appreciation of meaning and writer's intentions; have structure work with great clarity to the reader; produce written work where spelling and punctuation is almost entirely free of errors.
c	Candidates participate to some extent in an extended conversations; provide limited evidence of structure to an oral topic and respond satisfactorily; communicate in writing a fair range of ideas, arguments and information; show a fair range of limited thoughts and opinions; produce written work where spelling and punctuation show significant errors with a fair level of syntax, vocabulary and grammar and demonstrate some understanding of the text studied.
e	Candidates provide very limited evidence of structure to oral topics; read texts with a narrow understanding and a restrained analysis; they write with some clarity for straightforward purposes or audiences; they use some basic language structures and conventions with some errors; produce written work with many significant errors and show limited understanding of texts studied.

14. ADMINISTRATIVE GUIDANCE ON THE SPEAKING TEST

This guidance should be read in conjunction with the description of component and the mark schemes. There is no question paper for the Speaking Test. Information on how to conduct and assess the Speaking Test is provided in this syllabus.

14.1 Conducting the Speaking Test

Candidates must be examined singly and face-to-face. Only one examiner may conduct the test. No other person should normally be present during the examination. Examination conditions must prevail in the area where the examination takes place. Supervision should be provided to ensure candidates leaving the interview room do not communicate with those waiting to enter. In order to put candidates at their ease when they enter the room, the examiner should smile and indicate where the candidate should sit. A good examiner will usually send a candidate out of the interview smiling, no matter how good or bad their performance.

Material which may be brought into the examination room

Candidates may prepare a maximum of four 'cue cards' in German to remind them of the main points they wish to make, to bring into the examination room. Candidates may also bring in a limited quantity of illustrative material, such as maps, diagrams, statistics, pictures or short articles

Other instructions for examiners:

- no smoking in the examination room
- do not walk about or distract the candidate in any way, for example by doodling or fiddling with papers
- always appear interested, even in mundane matters
- never show undue surprise, impatience or mockery
- never correct a candidate.

14.2 Administrative arrangements

14.2.1 Timing

Speaking Tests take place in the period before the main examination series as notified on the timetable. Each centre decides on a convenient period within these dates to conduct the Speaking Tests.

14.2.2 The Working Mark Sheet

Each candidate's test should be marked according to the Mark Scheme provided. Candidates must be marked as they are being examined and not afterwards from a recording. All candidates' marks must be recorded on the *Working Mark Sheet*.

14.2.3 Selecting a sample

Centres must record the Speaking Test for **all** candidates. Centres will then select the sample to send for external moderation according to the instructions provided.

14.2.4 Recording of candidates

Centres should ensure, well in advance of the test, that a suitably quiet room is available and that the recording equipment is in good order. Rooms which are too close to a playground, recreation room or noisy classroom should be avoided; unnecessary background noise must be excluded. It is preferable for the tests to be recorded in mp3 format using a suitable digital voice recorder or sound recording program on a computer. Each candidate's file must be saved individually. The Speaking tests selected for external moderation should then be transferred to a standard-format CD. **The centre is responsible for supplying CDs for the recording of its sample for external moderation.**

All recording equipment and CDs must be of as high a standard as possible and care should be taken to ensure that recording quality is good. The recording equipment must be tested in advance, and new, unrecorded CDs used. The recording level should be tested before the start of the tests. Where possible, the recording equipment should have external microphones so that separate microphones can be used for the candidate and the examiner. If only one microphone is being used, it should be placed facing the candidate. If the candidate is softly-spoken, the microphone should be placed nearer to the candidate before the start of the test.

Each candidate should be introduced by their candidate number and their name.

For example:

'Candidate number 047, candidate name Ben Robinson'

Recording should be done as unobtrusively as possible and it should be emphasised that the recording is to check the examiner not the candidate.

Examiners should take care to avoid long gaps and extraneous noise on the recordings.

Once a test has begun, the recording should run without interruption. On no account should the examiner stop and re-start the recording during a test.

Centres must spot-check recordings at the end of each half day session of examining.

14.2.5 Presentation of the sample for external moderation

The examiner should introduce each CD with the following information:

- Centre number
- Centre name
- Syllabus number
- Syllabus name
- Name of examiner
- Date

At the end of the sample, the examiner should say: 'End of sample'.

The contents of each CD to be sent for external moderation should be clearly labelled.

ADDENDUM 1: Topic areas: further guidance

Teachers can explore the topic areas **in any way they choose**. The following examples (which are not prescriptive) are a useful guide to planning courses. All these suggestions, and other themes chosen by the teacher from within the topic areas, should be studied with reference to countries/communities where German is spoken.

Human relationships – family – generation gap – young people

- family activities; new patterns of family relationships; the status of the elderly and responsibility for their care
- generation gap; conflicts in the family circle; young people and the older generation; attitudes of young people to the family environment
- young people; young people and their peer group; young people as a target group for advertisers and politicians

The media – food and drink – health and fitness

- the role and influence of the media; the power of advertising
- communications; (online) shopping; internet;
- healthy eating; fast-food; national traditions of eating and drinking
- sustainability; consumption
- healthy living; exercise; dieting; drugs; health care provision; stress; AIDS

Work and leisure – sport – equality of opportunity – travel and tourism – education –

- women in society and in the workforce; equality of opportunity for minority groups
- preparation for work and job opportunities; career plans; qualifications and job routines; demise of traditional industries; possible solutions, immigrant workers; integration of immigrants
- individual and team sports; amateur and professional sport
- value of leisure; balance between leisure and work; planning leisure time
- tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel; Namibia as tourist destination
- education systems and types of school; patterns of curriculum; relationship between education and training; vocational training; further and higher education provision; examinations; digital media in education

Social and economic development

- positive and negative aspects of social and economic development; recent and predicted trends

Medical advances – scientific and technological innovation

- advances in the treatment of disease; ethical issues of medical and other technologies
- cloning; genetic modifications; modern communications systems
- pandemics and societal reactions

Environment – pollution – conservation

- the individual in his/her surroundings; effect of environment on individuals; protest action to protect one's locality; ways of contributing to environmental awareness
- global warming; acid rain; air pollution; water pollution; noise pollution; destruction of rain forests; damage to animal world; solutions and cost implications
- saving endangered species and landscapes

Contemporary aspects of Namibia and Germany

- e.g. political, regional, social issues

ADDENDUM 2: Mark Schemes for Speaking Test

Section 1: Presentation (20 marks)

- Content and Presentation – 10 marks
- Pronunciation and Intonation – 5 marks
- Language – 5 marks

Candidates who make no specific reference to the contemporary society and/or cultural heritage of Germany will have their mark for Content and Presentation halved.

CONTENT AND PRESENTATION (knowledge of facts; ability to express opinions and raise issues for discussions)		PRONUNCIATION AND INTONATION		LANGUAGE	
9/10	Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; examiner's interest sustained.	5	Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.	5	Has a very good feeling for the language; speaks fluently and accurately; shows good use of relevant idiom and uses a wide range of structures and vocabulary.
7/8	Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation stilted though keeps examiner's interest.	4	Good pronunciation makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	4	Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
5/6	Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	3	A fair degree of accuracy in A pronunciation; quite a number of errors; some attempt at intonation and expression.	3	May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning
3/4	Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the examiner's interest.	2	Intelligible but shows marked influence of mother tongue and very many errors of Pronunciation	2	Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
0/1/2	Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation.	0/1	Very poor; many gross errors; frequently incomprehensible.	0/1	Very marked hesitation; severe limitation of structures and vocabulary; thought process basically influenced by mother tongue.

Section 2: Topic Conversation (40 marks) and Section 3: General Conversation (40 marks)

- Comprehension and Responsiveness – 10 marks
- Accuracy – 10 marks
- Feel for the Language –10 marks

Comprehension & Responsiveness	Accuracy	Feel for the Language
9-10 Very Good No problems of comprehension. Responses are natural and spontaneous even to unexpected questions. Able to present and defend a point of view in discussion.	9-10 Very Good Consistently accurate. Only occasional minor slips.	9-10 Very Good Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom.
7-8 Good Few problems of comprehension. Responds thoughtfully, and copes fairly well with unexpected questions. Reasonably forthcoming but tends to follow Examiner's lead.	7-8 Good Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.	7-8 Good Has a very good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue
5-6 Satisfactory Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. OR Relies heavily on prepared responses.	5-6 Satisfactory Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.	5-6 Satisfactory Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.
3-4 Weak Has general difficulty in understanding. Limited response to questions on the majority of topics raised.	3-4 Weak Generally inaccurate use of the language.	3-4 Weak Has scant feeling for the idiom. Generally translates literally from the mother tongue.
0-2 Poor Severe problems of comprehension. Very marked hesitation. Limited responsiveness.	0-2 Poor No grasp of grammatical accuracy. Errors constant and repeated.	0-2 Poor Has no feeling for the foreign target language.

Range of vocabulary and structures

- Providing Information and Opinions – 5 marks
- Seeking Information and Opinions – 5 marks

Providing information and opinions	Seeking information and opinions*
5 Very good Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.	5 Very good More than one question asked with confidence. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. High level of accuracy, using a range of question forms.
4 Good Has sufficient range of vocabulary and structures to handle reasonably mature subjects.	4 Good Asks more than one question confidently. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Questions largely accurate, but forms may be limited.
3 Satisfactory Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.	3 Satisfactory Capable of asking a minimum of one question. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Has difficulty in formulating questions, but questions comprehensible.
2 Weak Severe limitations of vocabulary and structures restrict discussion to a very basic level.	2 Weak Severe limitations in asking questions – possibly one question only. Question(s) will probably not arise naturally or be relevant to the topic under discussion. Question(s) difficult to understand.
0–1 Poor Very restricted vocabulary. Only simple sentences and no variety of structure.	0–1 Poor Questions attempted, but incomprehensible. (1) No questions, even when prompted. (0)

* In the case of candidates who do not ask any questions by the end of the Topic Conversation, Examiners must prompt by asking

Do you have any questions to ask of me? in the appropriate language. The same prompt should be used at the end of the General

Conversation. Candidates will not be penalised for being prompted.

ADDENDUM 3: Mark scheme for Reading and Writing

Quality of Language – Accuracy (Questions 3, 4 and 5)

5 Very good

Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).

4 Good

Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.

3 Sound

Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.

2 Below average

Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.

0–1 Poor

Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

Additional marking guidance for Quality of Language – questions 3 and 4

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark. Identify the answer(s) scoring 0 for Content in the whole set of answers.

Add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total <u>Content</u> marks available on questions where a candidate scores 0	Reduce quality of Language mark by:
2-3	1
4-5	2
6-7	3
8-14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks)

Response to passages (Questions 5)

This should be marked as a mini-essay according to the variety and interest of the opinions and views expressed the candidate's response to the original text stimulus, and their ability to express a personal point of view. Additional guidance on marking specific questions will be given to examiners.

5 Very good

Varied and interesting ideas showing an element of flair, imagination and a capacity to express a personal point of view.

4 Good

Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.

3 Sound

A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.

2 Below average

Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.

0–1 Poor

Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text.

ADDENDUM 4: Mark Scheme for Essays

Language (24 marks)	Content (16 marks)
21-24 Very good Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idioms.	14-16 Very good Detailed, clearly relevant and well-illustrated; coherently argued and structured.
16-20 Good Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.	11-13 Good Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
10-15 Adequate A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idioms.	7-10 Adequate Some knowledge, but not always relevant; a more limited capacity to argue.
5-9 Poor Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.	3-6 Poor Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
0-4 Very poor Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	0-2 Very poor Vague and general, ideas presented at random.



The National Institute for Educational Development

P/Bag 2034

Okahandja

NAMIBIA

Telephone: +264 62 509000

Facsimile: +264 62 509073

E-mail: info@nied.edu.na

Website: <http://www.nied.edu.na>