



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

ISIZULU AS A SECOND LANGUAGE

0531/05

Paper 5 Oral Assessments A–E

October/November 2010

EXAMINER'S NOTES

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



READ THESE INSTRUCTIONS FIRST

This booklet contains:

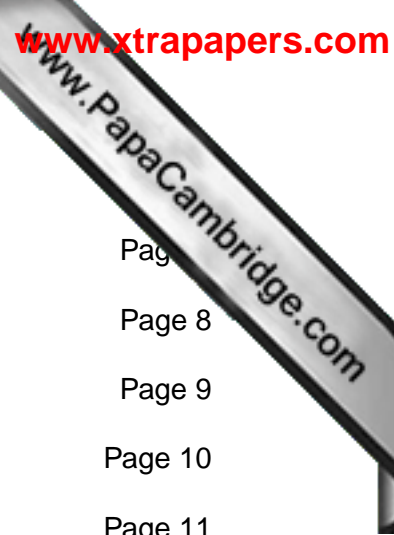
- (a) administrative guidelines on conducting the tests
- (b) marking criteria
- (c) copies of Cards A–E, with Notes for Teacher/Examiner.

This document consists of **13** printed pages and **3** blank pages.



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NOTES ON CONDUCTING AND RECORDING THE TESTS

GENERAL

1. The oral tests take place in the period before the main examination session as notified on the timetable. Each Centre decides on a convenient period within these dates for its oral tests. It is recommended that the tests are conducted within one week to allow sufficient time for a single Examiner to conduct all of the tests. See Section 4 below.
2. Centres must ensure well in advance of the tests that a suitably quiet room is available and that recording equipment is in good order.
3. Centres must adhere to dates for completion of the oral tests and for the receipt of mark sheets and recordings at CIE to allow sufficient time for external moderation. It is vital that material does not arrive late.
4. For Centres with 30 or fewer candidates, there should normally be just one Examiner. Each Centre will select its own Examiner. This is normally a teacher within the isiZulu 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. CIE is not responsible for any fees agreed.

Centres with more than 30 candidates may use more than one Examiner (applying the ratio of an additional Examiner for each 30 candidates). If using more than one Examiner, internal moderation must be carried out by the Centre so that a common standard is applied to all candidates.

5. Centres receive a set of Oral Assessment Cards accompanying this set of Examiner's Notes. Teachers/Examiners responsible for conducting the oral tests should familiarise themselves with these materials before the tests are held. These materials must remain confidential and must be kept in a secure place by the Centre until the end of the examination period.
6. Each Centre must send to CIE the following: (a) recorded sample on cassette(s) or CD(s); (b) completed MS1 Forms; (c) completed Oral Examination Summary Form(s):

(a) Recorded sample

Each Centre must provide a sample of oral tests, to be recorded on cassette(s) or CD(s). The size of the sample required is given in the instructions on the back of the Oral Examination Summary Form.

Please ensure that you do not send the recordings of all the candidates (unless there are 10 or fewer). Ideally the sample should be transferred to one or two cassettes or CDs.

The teacher responsible for internal standardisation at the Centre must ensure that the sample covers the whole mark range of the candidates at the Centre, with marks spaced as evenly as possible from the top mark to the lowest mark. Where there is more than one teacher involved, the sample must include, in equal number, candidates tested by all teachers.

For instructions on recording the samples see Section 15 below. Cassettes/CDs must be sent to CIE together with completed documents. Cassettes/CDs must be clearly labelled with details of the candidates whose interviews have been recorded.

(b) Form MS1

The computer-printed school based assessment mark sheet (Form MS1) has three parts:

- The top sheet must be sent to CIE in the separate envelope provided.
- The middle sheet (which is for the External Moderator's use) must be sent separately to CIE, together with the sample recording and Oral Examination Summary Form(s).
- The bottom sheet must be retained by the Centre in case of postal loss or subsequent enquiries, until after the issue of results.

Form MS1 is to be completed by transferring the mark for each candidate from the Total Mark column on the Oral Examination Summary Form.

(c) Oral Examination Summary Form

This is a document on which marks for each candidate are to be entered in detail. Instructions for its completion will be found on the reverse of the form. The form must be submitted together with the recorded sample and the middle MS1 copy.

Please be careful to check all mark additions. The Oral Examination Summary Form must show the breakdown of marks for all the candidates, not just those selected for the sample. Please put an asterisk (*) against the names of candidates whose interviews have been recorded on the cassette/CD.

7. The sample cassette(s)/CD(s) along with completed MS1 and Oral Examination Summary Form should be returned to CIE as soon as the oral tests have been completed at the Centre. Please do not wait until the end of the assessment period before sending them.

CONDUCTING THE ORAL TESTS

8. The oral tests should proceed along the following lines:
 - (A) Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test.
 - (B) Warm-up section: conduct a general conversation by asking the candidate a few questions about herself/himself, the school, etc., to give the candidate time to get used to the examination situation. The purpose of this section of the test is to put candidates at their ease. As a guide, about 2–3 minutes should be spent on this section.
 - (C) Hand the Oral Assessment Card to the candidate. This must take place AFTER the warm-up has taken place. Any necessary explanation should be given at this point, followed by a short preparation period (approximately 2–3 minutes), when the candidate is at liberty to ask questions. The candidate may not make notes during this period. The recorder should be paused by the Examiner while the candidate considers the Topic Card. The Examiner should indicate this by saying 'the recording will now be paused' so that the External Moderator knows that the candidate is being given time to study the card.

- (D) Main part of the test: conversation based on the Oral Assessment Card. Either the candidate or the examiner or the candidate may start the conversation. The notes in this booklet on each card give some suggestions about questions and prompts which might be used. This section of the test should last approximately 6–9 minutes.

The total duration of the oral test, from the beginning of (B) to the end of (D), should be approximately 10–12 minutes.

Note that only (D) is to be assessed.

The oral test must be conducted in isiZulu throughout.

9. Examination conditions must prevail in the area where the oral tests take place. Adequate supervision must be provided to ensure that candidates leaving the room for the oral tests do not communicate with those waiting to enter.
10. No other person should be present during the oral test, with the exception of another Teacher/ Examiner, Moderator or representative of CIE.
11. Candidates may be examined singly or in pairs.

If paired examining is used, then please note the following:

- It is important for the External Moderator to know which candidate is speaking at any one time. This should be achieved by pairing two candidates whose voices are clearly dissimilar. Avoid pairing candidates with the same first names.
 - A conversation must be maintained. Do not let the candidates enter into an informal 'chat' at any time. In this respect, it may be best not to pair good friends.
 - Do not let a candidate ask a series of questions – the conversation must be equal (in terms of contribution) and at no time should one candidate proceed to interview the other.
 - The Examiner should maintain a stronger presence in pair-examining. It is not appropriate for the Examiner to just 'sit back' and let the candidates get on with it. The Examiner needs to direct/control/monitor the conversation more than when examining candidates singly. It may be that the Examiner needs to intervene more often to ensure appropriate and fair discussion, and to maintain the thread/topic.
 - It is best not to pair a strong candidate with a weak one. Try to pair candidates of roughly equal ability.
 - Think again if you are examining in pairs simply to speed up the process of completing the Oral Tests. Please recognise that the candidates should be given their best chance of success – which might not occur when talking in a pair with an unsuitable partner.
 - Do not give different Topic Cards to each candidate. The conversation must be a three-way conversation based on a single topic.
12. Candidates are not allowed to bring any notes into the examination room, nor are they allowed to consult dictionaries.
 13. A range of Oral Assessment Cards is provided, and the Examiner (not the candidate) chooses the card to be used for each candidate. As wide a variety as possible of the cards should be used during the oral tests at the Centre. In order that candidates are given every chance to do themselves justice, the Assessment Card should be selected with care. The warm-up may give the Examiner an indication of the best card to select. **Remember that the test is one of spoken language not subject knowledge: if it becomes apparent that the candidate finds the topic difficult or inappropriate it is perfectly permissible to move into more productive areas.** ~~There is no need to stick rigidly to the Examiner prompts in such cases~~

14. The Examiner should be positioned so that s/he is facing the candidate, with a table between them. Candidates should not be able to see notes made on Oral Examination Summaries or similar paperwork.

RECORDING THE SAMPLE

15. Centres must ensure that their recording equipment is in good working order. The recorder and the cassette(s)/CDs should be tested on site, some time before the actual oral tests, ideally with one of the candidates. The warm-up section of the test also provides an opportunity to check audibility. Where possible it is advisable to use a recorder with external microphones so that separate microphones can be used for candidate and Examiner. If only one microphone is used it should be placed facing the candidate.

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

With the exception of a permitted pause between the warm-up and the main part of the test (see Section 8 above), once the oral test has begun the recording should run without interruption.

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

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

Centre Number:	[e.g.]	AZ 999
Centre Name:	[e.g.]	Abcxyz Academy
Examination:	0510	IsiZulu as a Second Language
Examiner Name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 October 2010

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

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

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

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

GENERAL ADVICE

16. Please bear the following in mind when marking:

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

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

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

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

17. To conduct oral tests effectively, good Examiners:

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

MARKING CRITERIA

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

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

A Amaphupho

Ikhadi lomfundi

Abantu bahlale bemangazwa ngamaphupho nokuphupha.

Khuluma ngamaphupho nomhloli.

Sebenzisa la maphuzu alandelayo ukuhlenganisa inkulumo yakho:

- amaphupho osuke waba nawo
- iphupho onalo ngekusasa lakho
- umbono wokuthi ukuphupha emini kuyinto embi
- ukuhumusha kwamaphupho; lokho amaphupho angasitshela khona ngathi
- isizathu esenza ukuthi ososayensi bafune ukufunda kabanzi ngamaphupho.

Uvumelekile ukuzicabangela amanye amaphuzu ahambisana nalokhu.

Khumbula ukuthi awuvunyelwe ukubhala amanothi phansi.

Umyalezo oqondene noTisha/Mhloli

Isigaba 1: Ukuzilungiselela

Buza umfundi imibuzo embalwa eqondene naye, nesikole njalo njalo ukuze asijwayele lesi simo sokuhlolwa. Ungasimaki lesi sigaba.

Isigaba 2: Umsebenzi woqobo

Nikeza umfundi ikhadi lokuhlolwa bese umchazela okulindelekile ukuze uqiniseke ukuthi umfundi uyakuqonda okumele kwenziwe.

Umfundi kumele anikezwe imizuzu embalwa ukuthi afunde umsebenzi futhi azilungiselele. Akuvunyelwe ukuba enze amanothi.

Isigaba 3: Ukuthuthukisa

Xoxa nomfundi ngemibono neziphakamiso ezinikeziwe.

B Ukuthanda into ngokweqile

Ikhadi lomfundi

Ukuthanda into ethile ngokweqile kuvame ukuthathwa njengento embi.

Khuluma ngezingxenye ezahlukene zokuthanda into ngokweqile kanye nomhloli.

Sebenzisa la maphuzu alandelayo ukuhlela inkulumo yakho:

- into ocabanga ukuthi uyithanda ngokweqile. Izibonelo; ushokoleli, umabonakude, ezemidlalo
- ungakuchaza kanjani ukuthanda into ngokweqile, nikeza izibonela zalokhu
- umthelela walokhu emphakathini
- umbono wokuthi ayikho into engukuthanda ngokweqile; ukuthi nje abantu abafuni ukuziyeka ezinye izinto
- umbono wokuthi ungayenza kalula imali eningi ngezinto ezithandwa ngabantu ngokweqile.

Uvumelekile ukuzicabangela amanye amaphuzu ahambisana nalokhu.

Khumbula ukuthi awuvunyelwe ukubhala amanothi phansi.

Umyalezo oqondene noTisha/Mhloli

Isigaba 1: Ukuzilungiselela

Buza umfundi imibuzo embalwa eqondene naye, nesikole njalo njalo ukuze asijwayele lesi simo sokuhlolwa. Ungasimaki lesi sigaba.

Isigaba 2: Umsebenzi woqobo

Nikeza umfundi ikhadi lokuhlolwa bese umchazela okulindelekile ukuze uqiniseke ukuthi umfundi uyakuqonda okumele kwenziwe.

Umfundi kumele anikezwe imizuzu embalwa ukuthi afunde umsebenzi futhi azilungiselele. Akuvunyelwe ukuba enze amanothi.

Isigaba 3: Ukuthuthukisa

Xoxa nomfundi ngemibono neziphakamiso ezinikeziwe.

C Amanzi**Ikhadi lomfundi**

Amanzi adingekile ukuze siphile kodwa futhi ayakwazi ukuthatha impilo.

Khuluma nomhloli ngesihloko samanzi.

Sebenzisa la maphuzu alandelayo ukuhlenganisa inkulumo yakho:

- amanzi ayithinta kanjani impilo yakho
- izindlela zokusebenzisa amanzi ukwenza imisebenzi kanye nokudlala
- izindlela esingalondoloza ngazo amanzi futhi siwasebenzise ngokuqaphela ekhaya nasezindaweni zonke jikelele
- izimo lapho ukuba namanzi amaningi noma amancane kakhulu kungadala izinkinga
- umbono wokuthi amanzi ayingxenywe yemvelo okumele itholakale mahhala yiwona wonke umuntu.

Uvumelekile ukuzicabangela amanye amaphuzu ahambisana nalokhu.

Khumbula ukuthi awuvunyelwe ukubhala amanothi phansi.

Umyalezo oqondene noTisha/Mhloli**Isigaba 1: Ukuzilungiselela**

Buza umfundi imibuzo embalwa eqondene naye, nesikole njalo njalo ukuze asijwayele lesi simo sokuhlolwa. Ungasimaki lesi sigaba.

Isigaba 2: Umsebenzi woqobo

Nikeza umfundi ikhadi lokuhlolwa bese umchazela okulindelekile ukuze uqiniseke ukuthi umfundi uyakuqonda okumele kwenziwe.

Umfundi kumele anikezwe imizuzu embalwa ukuthi afunde umsebenzi futhi azilungiselele. Akuvunyelwe ukuba enze amanothi.

Isigaba 3: Ukuthuthukisa

Xoxa nomfundi ngemibono neziphakamiso ezinikeziwe.

D Umculo odlalwa bukhoma

Ikhadi lomfundi

Khuluma ngalokhu nomhloli.

Sebenzisa la maphuzu alandelayo ukuhlanganisa kahle inkulumo yakho:

- amathuba oke waba nawo ekubeni yingxenye noma okubukela umculo odlalwa bukhoma
- yini eyenza umculo odlalwa bukhoma ube mnandi noma ube mubi
- umbono wokuthi umculo odlalwa bukhoma uthokozeleka kakhulu kune kunomculo oqoshwe kuma CD
- intokozo kanye nobunzima bomculo odlalwa bukhoma
- ukusetshenziswa womculo odlalwa bukhoma ukuze izinjongo zepolitiki.

Uvumelekile ukuzicabangela amanye amaphuzu ahambisana nalokhu

Khumbula ukuthi awuvunyelwe ukubhala amanothi phansi.

Umyalezo oqondene noTisha/Mhloli

Isigaba 1: Ukuzilungiselela

Buza umfundi imibuzo embalwa eqondene naye, nesikole njalo njalo ukuze asijwayele lesi simo sokuhlolwa. Ungasimaki lesi sigaba.

Isigaba 2: Umsebenzi woqobo

Nikeza umfundi ikhadi lokuhlolwa bese umchazela okulindelekile ukuze uqiniseke ukuthi umfundi uyakuqonda okumele kwenziwe.

Umfundi kumele anikezwe imizuzu embalwa ukuthi afunde umsebenzi futhi azilungiselele. Akuvunyelwe ukuba enze amanothi.

Isigaba 3: Ukuthuthukisa

Xoxa nomfundi ngemibono neziphakamiso ezinikeziwe.

E Inkululeko yokuvakasha

Ikhadi lomfundi

Njengoba umhlaba usuphenduke idolobha elilodwa, kuhlale kukhulunywa ngamalungelo abantu okwazi ukuvakasha umhlaba wonke ngenkululeko.

Khuluma ngalolu daba nomhloli.

Sebenzisa la maphuzu alandelayo ukuhlanganisa kahle inkulumo yakho:

- amathuba oke waba nawo okuhlala noma okuvakashela elinye izwe
- ukhululeka kangakanani ukuvakasha umhlaba wonke
- izizathu ezingenza abantu bafune ukuyohlala kwamanye amazwe
- izizathu zokuthi amazwe akubhekisise ukuthi bangaki abantu abangenayo nabaphumayo ezweni labo
- umbono wokuthi wonke amazwe angabi nemithetho yokuvimbela ukungena ngenkululeko uhlale kuwo.

Uvumelekile ukuzicabangela amanye amaphuzu ahambisana nalokhu.

Khumbula ukuthi awuvunyelwe ukubhala amanothi phansi.

Umyalezo oqondene noTisha/Mhloli

Isigaba 1: Ukuzilungiselela

Buza umfundi imibuzo embalwa eqondene naye, nesikole njalo njalo ukuze asijwayele lesi simo sokuhlolwa. Ungasimaki lesi sigaba.

Isigaba 2: Umsebenzi woqobo

Nikeza umfundi ikhadi lokuhlolwa bese umchazela okulindelekile ukuze uqiniseke ukuthi umfundi uyakuqonda okumele kwenziwe.

Umfundi kumele anikezwe imizuzu embalwa ukuthi afunde umsebenzi futhi azilungiselele. Akuvunyelwe ukuba enze amanothi.

Isigaba 3: Ukuthuthukisa

Xoxa nomfundi ngemibono neziphakamiso ezinikeziwe.

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