

Annual Examinations for Secondary Schools 2022

YEAR 11	ENGLISH LANGUAGE CONVERSATION – VISUAL	TIME: 5 minutes
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Examiner's Paper

Instructions to Examiner

(10 marks)

1. Each candidate is given either Task 1A or Task 1B, and either Task 2A or Task 2B.
2. Use each task with approximately half the candidates. It is the responsibility of the examiner to inform the invigilator which papers should be handed to the candidate preparing for the examination.
3. Greet the candidate and hand out the candidate's paper. (Candidate has previously prepared himself/herself outside the classroom for a maximum of 10 minutes.)

Task 1

4. Ask the candidate the first two questions in Set 1.
5. Ask all the candidates a minimum of three questions from Set 2.
6. Choose different combinations of questions from the list so that, by the end of the examination, all the questions will have been used.
7. If the candidate's responses are brief, ask more than three questions from Set 2.
8. Make sure that the candidate is engaged in conversation for long enough (approximately 5 minutes) to enable you to make an accurate and fair assessment of his/her speaking skills.
9. Do not rephrase or improvise questions.
10. Refer closely to the Marking Criteria to enable you to arrive at a fair assessment of the candidate's ability to use spoken English.

Task 2

11. Use one role play with approximately half of the candidates and the other role play with the other half.
12. Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.
13. You may repeat the question to the candidate but do not improvise any questions.

Awarding of marks

14. Refer closely to the Marking Criteria to enable you to arrive at a fair assessment of the candidate's ability to use spoken English.
A global mark out of 10 is to be awarded after both tasks have been completed.

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Examiner's Paper

Task 1A: FREE TIME ACTIVITIES

Set 1

1. Talk about what you can see in pictures 1 and 2.
2. Mention TWO differences between picture 3 and picture 4.

Set 2

3. Which of the four activities seen in the pictures would you like to do and why?
4. Why do you think some people prefer relaxing activities, while others choose dangerous ones?
5. Do you think that young people make good use of their free time? Why?
6. Describe a memorable experience which you had in your free time.
7. If you had to discourage your friends from spending so much of their free time online, what would you tell them?

Picture 1	Picture 2
	
Picture 3	Picture 4
	

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YEAR 11

**ENGLISH LANGUAGE
CONVERSATION – VISUAL**

TIME: 5 minutes

Examiner's Paper

Task 1B: FREE TIME ACTIVITIES

Set 1

1. Talk about what you can see in pictures 1 and 2.
2. Mention TWO differences between picture 3 and picture 4.

Set 2

3. Which of the four activities seen in the pictures would you never do and why?
4. Why do you think some people like to spend their free time outdoors, while others prefer to stay indoors?
5. Do you think that young people have enough free time? Why?
6. Describe a terrible experience which you had in your free time.
7. If you had to persuade your friends to take up a hobby, what would you tell them?

Picture 1	Picture 2
	
Picture 3	Picture 4
	

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YEAR 11

**ENGLISH LANGUAGE
CONVERSATION – VISUAL**

TIME: 5 minutes

Candidate's paper

1A

Look at the following pictures to help you talk about FREE TIME ACTIVITIES

Picture 1	Picture 2
	
Picture 3	Picture 4
	

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YEAR 11

**ENGLISH LANGUAGE
CONVERSATION – VISUAL**

TIME: 5 minutes

Candidate's paper

1B

Look at the following pictures to help you talk about FREE TIME ACTIVITIES

Picture 1	Picture 2
	
Picture 3	Picture 4
	

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YEAR 11	ENGLISH LANGUAGE CONVERSATION – ROLE PLAY	TIME: 5 minutes
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Examiner's paper

2A

Read the situation and continue the dialogue by following the prompts in the order given to you.

You get a call from your friend Kim and you try to convince her to participate in a talent show. In this situation the Examiner will play the role of your friend.

Examiner: Hello (name of candidate). I've been trying to call you all morning but somehow could not get through.

Candidate: Greet Kim and give a reason why you could not be reached.

Examiner: So what are you doing next weekend?

Candidate: Tell Kim about the talent show and invite her to come along to the auditions.

Examiner: No, I'm too shy and I don't think I'd enjoy it.

Candidate: Give Kim one reason why she should join you.

Examiner: I'm not sure.

Candidate: Give TWO more reasons why it would be worth it.

Examiner: Mmm ... maybe. But do you think we'll be chosen?

Candidate: Reply in the affirmative and suggest a place and time to meet up.

Examiner: Oh well, maybe I'll give it a try, after all.

Candidate: Reply accordingly.

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Candidate's paper

2A

Read the situation and continue the dialogue by following the prompts in the order given to you.

You get a call from your friend Kim and you try to convince her to participate in a talent show. In this situation the Examiner will play the role of your friend.

Examiner:

Candidate: Greet Kim and give a reason why you could not be reached.

Examiner:

Candidate: Tell Kim about the talent show and invite her to come along to the auditions.

Examiner:

Candidate: Give Kim one reason why she should join you.

Examiner:

Candidate: Give TWO more reasons why it would be worth it.

Examiner:

Candidate: Reply in the affirmative and suggest a place and time to meet up.

Examiner:

Candidate: Reply accordingly.

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Examiner's paper

2B

Read the situation and continue the dialogue by following the prompts in the order given to you.

You get a call from your friend Kim and you try to convince her to participate in a TV game show. In this situation the Examiner will play the role of your friend.

Examiner: Hello (name of candidate). I've been trying to call you all morning but somehow could not get through.

Candidate: Greet Kim and give a reason why you could not be reached.

Examiner: So, what are you doing next weekend?

Candidate: Tell Kim about the TV game show and invite her to come along to the auditions.

Examiner: No, I'm shy and I don't think I'd enjoy it..

Candidate: Give Kim one reason why she should join you.

Examiner: I am not sure.

Candidate: Give TWO more reasons why it would be worth it.

Examiner: Mmm ... maybe. But do you think we'll be chosen?

Candidate: Reply in the affirmative and suggest a place and time to meet up.

Examiner: Oh well, maybe I'll give it a try, after all.

Candidate: Reply accordingly.

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Candidate's paper

2B

Read the situation and continue the dialogue by following the prompts in the order given to you.

You get a call from your friend Kim and you try to encourage her to participate in a TV game show. In this situation the Examiner will play the role of your friend.

Examiner:

Candidate: Greet Kim and give a reason why you could not be reached.

Examiner:

Candidate: Tell Kim about the TV game show and invite her to come along to the auditions.

Examiner:

Candidate: Give Kim one reason why she should join you.

Examiner:

Candidate: Give TWO more reasons why it would be worth it.

Examiner:

Candidate: Reply in the affirmative and suggest a place and time to meet up.

Examiner:

Candidate: Reply accordingly.

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Marks 9-10	Excellent	<ul style="list-style-type: none"> – Has full operational command of the language; – Is able to speak naturally and at length with some pauses typical of natural spoken language; – Shows a high level of accuracy in the use of basic and some complex sentence structures and patterns; – Displays a wide range of vocabulary when speaking about a variety of topics; – Is idiomatically accurate; – Expands on input; – Uses clear pronunciation throughout with the correct intonation and stress; – Achieves set tasks competently; – Interacts with ease in a variety of situations and uses appropriate discourse markers
7 - 8	Very good	<ul style="list-style-type: none"> – Has very good command of the language; – Is able to speak at length with relative ease though there are some pauses for grammatical and lexical repair that do not hinder effective communication; – Shows consistent control over basic sentence structures and patterns; – Makes some mistakes in the use of complex structures, that do not, however, interfere with communication; – Generally displays a wide range of vocabulary; – Generally shows a good level of idiomatic accuracy; – Uses clear pronunciation and generally correct intonation and stress with some mistakes that do not, however, interfere with communication; – Achieves set tasks relatively well.
5 - 6	Fairly good to good	<ul style="list-style-type: none"> – Has generally effective command of the language; – Uses pauses that rarely interfere with meaning; – Generally displays control over basic grammatical structures and patterns; – Displays a more limited range of vocabulary; – Interacts fairly well with a sufficient degree of naturalness; – Uses generally clear pronunciation that rarely interferes with communication; – Achieves set tasks generally well with an occasional need for prompting
3 - 4	Slightly inadequate	<ul style="list-style-type: none"> – Shows frequent hesitations that occasionally prevent communication; – Makes some basic mistakes in simple structures; – Uses adequate vocabulary range though strictly limited to familiar contexts; – Uses short responses and needs frequent prompting; – Pronounces common words properly but has problems with unfamiliar words; – Achieves set tasks at the simplest level.
1 – 2	Weak	<ul style="list-style-type: none"> – Can use only limited language in familiar contexts; – Can produce very short, isolated utterances with frequent hesitations and a distracting use of fillers, most of which are in L1; – Needs continual prompting; – Commits frequent basic errors in simple sentence structures; – Displays a range of vocabulary that is limited to the most common words; – Responds slowly, hesitantly and inappropriately to verbal cues; – Makes frequent use of L1 when searching for the right words; – Does not achieve task