

EXAMINATIONS COUNCIL OF ESWATINI

EGCSE

EXAMINATION REPORT

FOR

ENGLISH LANGUAGE (6873)

YEAR

2020

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EGCSE ENGLISH LANGUAGE

Paper 6873/01

Reading and Writing

General Comments

In the 2020 18 884 candidates registered for the examination. This shows a drop in the number of candidates as compared to the 2019. Generally, the performance had slightly dropped as compared to the previous year. However, a few of the candidates scored 40 out of 50. The lowest score was 07 out of 50.

Comments on Specific Questions**Exercise 1**

Generally, the question was well done by most candidates as some scored all the points.

- (a) Who can be at risk when an angle grinder is in use?

Answer: children/ bystanders/ anyone close by

This question was accessible to most candidates. However, some candidates wrote 'Anyone'. This was wrong as it also included the operator.

- (b) What is the main danger linked to using this tool?

Answer: electric shock

This question was also accessible even though some lifted their answers thereby crowding the correct answer.

- (c) Why is it advisable to store the tool in a safe container?

Answer: to ensure the tool is not exposed to dust.

This was accessible to most candidates.

- (d) How can one ensure that the tool works safely and at the desired rate?

Answer: use the correct tool for your material.

This was challenging to most candidates as they missed the question. Some omitted the key word for the answer which was 'material' which rendered their answers incorrect.

- (e) Why is it important to ensure that the angle grinder is sharp and clean before storage?

Answer:

The cutting attachments are less likely to bind / they are easier to control.

It was an accessible because there were 2 options and it could be easily lifted from the passage directly.

- (f) Which two health defects can one get when in an environment where grinders are used?

Answer: allergic reactions, respiratory diseases (both were required).

It was accessible but those who missed it were the ones who did not understand the phrase 'health defects'

Exercise 2

This exercise was badly done by most candidates even though the text was accessible to all candidates.

- (a) Before money was used how did people acquire things?

Answer: people traded the things they had for the things they wanted.

Candidates were giving incomplete answers for example 'by trading' or they were giving examples of the answer 'if you wanted an axe they had to find someone.....'

- (b) What could have triggered bartering in ancient societies?

Answer: surpluses in some commodities and insufficiencies in others.

For the candidates to score they needed to give both parts of the answer. If they omitted one part, it did not give them any mark.

- (c) State the definition of currency.

Answer: anything that is actually used as a means of exchange

accessible to most candidates.

- (d) Mention two ways in which using money brought a great improvement.

Answer: (i) buying and selling did not have to happen at the same time

/ sellers could wait until they were ready to make a purchase.

- (ii) they had to accumulate money from a number of sales for more buying power.

Candidates were giving the first options which did not credit them because it was the same idea. Otherwise candidates were scoring the 2 marks.

- (e) How were the Roman soldiers initially paid?

Answer: sacks of salt

Some candidates omitted the word 'sacks' and only gave the 'salt'. Otherwise it was accessible to most candidates.

- (f) What are the most significant advantages of using metal coins? Give two details.

Answer: portable/ easy to carry around

durable/ could not die and could not rot on the way to the market.

Some candidates were giving the first options as two different answers. Some were giving the second ones as two different answers. Those who opted for the second answer omitted 'on the way to the market.'

- (g) There has been dramatic change on what constituted money in former times to what constitutes money today. What is this change?

Answer: in the past it was gold and silver (precious metals) nowadays money is liquid.

This was a challenging question for many candidates as some could not make the comparison between the past and the present. This resulted in the loss of marks. There was no option of one mark if the comparison did not come out.

- (h) How are international economies linked?

Answer: economy of one affects its partners within a blink of an eye/ one affects the other/ easy for the economy of one country to affect its partners.

Candidates did not score because they wrote 'currency' instead of the 'economy'

- (i) State four ways in which trade has evolved over the years.

Answer: (i) exchange of goods

(ii) bartering

(iii) assigning different values to items

(iv) use of precious metal coins/ gold, silver and copper/ value of currencies was measured against precious metals.

(v) money has become liquid (any 4)

This was a challenging question to most candidates because they could not identify the points. For point (iv), they omitted the word 'precious'. For point (i) they used 'trade' instead of 'exchange'.

Exercise 3

Generally, the form filling exercise was accessible. Most candidates were able to score section A without a problem. Section B (sentences) were accessible to most candidates.

Those who failed to score in sentence 1 concentrated on the poor performance in athletics as opposed to the love for music which formed the gist of the answer.

Answer :1. wanted to follow music dream

2. shared stages with international acts/ embarked on international tours with Kortecy/ have 9 nominations in the SADC Youth Awards/ 100 000 copies/ nominated for various music award both locally and internationally.

Exercise 4

Uses of emails

Communication

(Sealing) business deals/ success in business

Easily accessible to most candidates.

Advantages

- (i)** Less time consuming
- (ii)** More reliable/ efficient
- (iii)** Reach a large group of people in one delivery/ speedy medium/ quick
- (iv)** Physical distance is not an issue
- (v)** Being anonymous

For point (iv), candidates were giving the point as two different answers, otherwise it was accessible as students scored most of the points.

Challenges

- (i) Not all information is fully transferred/ lack of physical and visual cues/ lack of non-verbal cues
- (ii) Miscommunication
- (iii) Egocentrism/ focus on oneself
- (iv) intrude on our working schedule

Exercise 5

Write a summary on the opposite page stating the benefits and the disadvantages of happiness games.

This was a two-pronged summary where candidates had to give a maximum of 3 benefits and 3 disadvantages of happiness games. Candidates were expected to give the benefits first and then the disadvantages. However, some candidates would give a benefit then a challenge. There were many benefits with many options which resulted in candidates reaching the word limit without the addressing the disadvantages.

Most candidates lifted without discrimination and spent a lot of words introducing the summary which led to them exceeding the word limit before giving the required points.

Recommendations

- it is recommended that students be taught question analysis to help them with understanding and subsequently giving the correct answers
- sentence construction is still a problem in exercise 3, so they should be taught to write proper sentences ending with a full stop. Punctuation needs serious attention.
- When attempting comparison questions, students should be taught to address both sides to bring out the comparison in order to score.
- Reading is still emphasized.

EGCSE ENGLISH LANGUAGE**Paper 6873/02****Continuous Writing****General Comments**

The year 2020 saw a slight increase in the number of candidates who sat for the 2020 examination as 18423 candidates wrote the paper versus the 18 388 candidates who sat for English Language Paper 2 in 2019. Notably, the 2020 examination proved accessible to most candidates however, there was a decline in candidates' performance. Inasmuch as there were no candidates who scored zero, unlike in 2019, this did not necessarily mean that the paper was easy.

Essentially, the question paper was learner friendly, but the candidate's performance proved to be not so good. The material that the candidates were examined on was within their everyday experience. In Exercise 1, the question was centred on blood donation: a subject most candidates were familiar with as evident in their responses. In addition to that, Blood Donor Clubs exist in almost all the schools in the country. Exercise 2 dealt with the issue of minimising the cutting down of trees and selling of firewood which was also not a foreign concept to candidates. Exercise 3, Question 1 was descriptive in nature. Candidates were required to describe a memorable event and show why it was special to them. This question too was within the candidates' scope of understanding as there are many events that take place at school, in other words it was a question that dealt with their everyday experiences, something that they could easily relate to. Question 2 was a narrative that required the candidates to narrate a story with a female character that faints under shocking circumstances. There seemed to be nothing complicated about this topic. Question 3, was an argumentative composition that required candidates to take a stand for or against lack of parental care that results to misbehaviour. Children misbehaviour is a common phenomenon.

As noted earlier, even though the paper looked friendly, most candidates had difficulty in answering the questions or meeting the examiner's expectations. Exercises 2 and Exercise 3, question 3 proved to be a difficult task as the candidates could not meet the desired expectations. This was due to the serious problem of poor question analysis and having a shallow vocabulary.

Others were negatively affected by the lack of language proficiency, wrong spelling, mother tongue interference, poor sentence construction, the use of run-on sentences and poor paragraphing. Of note was the use of incorrect tense especially in questions where the expected responses relied heavily on the pre-determined tense in the question stem. Moreover, some candidates lacked the art of arguing.

Comments on Specific Questions

Exercise 1

You are the chairperson of the blood Donation Club in your school. You have been asked to present a speech during assembly to students on why they should donate blood.

Write a speech that you will deliver to the students

In your speech you should include the following:

those who are eligible to give blood

the importance of donating blood

encouragement to other students to donate blood

Your speech should be about 150- 200 words long

a total of 14 marks is allocated for the speech and is distributed as follows:

7 marks for content, and

7 marks for style and accuracy of language.

Candidates were expected to write a speech for this exercise. It was learner friendly and most candidates were well informed about blood donation and knew how to write a speech. A majority of the candidates wrote relevant speeches and followed the proper format.

Good Responses

Candidates who gave good responses observed protocol in their introduction, introduced themselves and highlighted the topic of discussion. In the body the speech revolved around the three given prompts, which were well developed with relevant content, and the conclusion was informed by the purpose of the speech and expressed gratitude.

Weak Responses

Candidates failed to give precise content on who is to donate. Instead of giving responses on who is to donate rather they dwelt on who cannot donate. Some candidates did not understand the word eligible (some would say everyone was eligible to donate). Others were ignorant of the composition of the audience as they would greet irrelevant people in the

audience e.g. support staff, school committee, etc. They were those who did not discuss the last bullet at length.

Exercise 2

In this exercise independence of thought must be encouraged. Candidates should be taught how to effectively argue without using the speech bubbles. Candidates should display their creativity bearing in mind that this is creative writing.

Question

The Swaziland Environmental Authority feels strongly about issues affecting the environment and has taken drastic steps to minimise the cutting of trees and selling of firewood.

Below are some comments from the public:

- “Why? This is our source of income”
- “This is proper’ we need to protect the natural environment”
- “How is that possible? We need to clear land for development”
- “Yes! We must preserve these trees for our future generations”
- Write an article for your school magazine expressing your views.
- The article should be about 150-200 words long.
- This question demanded that candidates write a persuasive article for their school magazine.
- This exercise posed as a challenge to a majority of candidates as a result it was poorly done.

Good Responses

Good responses were produced by those candidates who understood the purpose, audience, register and style of the task. They knew that they were supposed to write an article and express their views. These candidates displayed awareness of the bone of contention. They took a clear stand, established it and maintained it throughout their articles and used appropriate persuasive tone. Their stand was well supported with evidence, illustrations, examples, logical reasoning, statistics, rhetorical questions and research findings.

Weak Responses

There were many weak responses in this question. Candidates did not take a clear stand. Thus their responses were vague and did not persuade the audience at all. Some of them

regurgitated the speech bubbles while others even quoted the question. These candidates did not give their own views as per the demands of the question hence the work presented lacked independence of thought.

Some candidates failed to understand the meaning of 'minimising'. They thought that they had to 'abolish, stop, ban,' etc. some candidates from a few Centres just wrote dialogues using the given speech bubbles.

Exercise 3

Question 1 Descriptive Composition

Describe a memorable event during your school years and why it was special to you.

In this question candidates were expected to write a Descriptive Composition

Good Responses

Candidates who analysed the question well showed that the event was worth remembering, within the school years and had elements of being special. These candidates used appropriate descriptive words and their feelings were evident through use of appropriate language. The element of the event being memorable and special was clear. Candidates presented a logical account of the event.

Weak Responses

These pieces of writing became largely narrative instead of being descriptive. The candidates narrated an event and explained how it was special while others discussed an event outside the school years which rendered their responses irrelevant. Some candidates mentioned all events they ever attended in the school. Most of these compositions described the preparations for the event and only had just two paragraphs on the actual event. Some wrote expository essays i.e. educating the audience about what was special about the event instead of describing it. A few candidates wrote negative memorable event like the death of a loved one. This was a sign that they failed to understand the two key words memorable and special. Other candidates failed to use the appropriate tense.

Question 2 Narrative Composition

In this question Candidates were expected to tell a story.

Suddenly she fainted. It was a shock. Write a story which contains these words.

Good Responses

Candidates who met the question's demands wrote interesting stories where it was evident that the main character has experienced elements of shock and fainting. Their stories were narrated in the past tense. There was also appropriate use of vocabulary in the stories.

Weak Responses

A majority of the Candidates who presented weak responses wrote stories which had no clear storyline. Others wrote stories where the main character was a "he and not she'. In some other cases the narrator fainted.

Question 3 Argumentative Essay

Candidates were expected to write an argumentative composition.

Misbehaviour among children is a result of parental care. What are your views?

Good Responses

Candidates displayed understanding of the bone of contention. These candidates understood key words 'misbehaviour and parental care' and that the focus was on children and not the parents. The candidates took a clear stand, established it and maintained it throughout and used appropriate persuasive tone.

Weak Responses

These candidates either gave responses that were non-committal or their stands were not clear. Some candidates just discussed misbehaviour among children and overlooked parental care. Other candidates changed the question to misbehaviour leading to lack of parental care instead of lack of parental care being a cause for misbehaviour. There were candidates who presented a lot of other people's views rather than their views. Omission of the keywords 'lack' in the line of their argument distorted the whole sense of their compositions. Absence of persuasive tone and misuse of persuasive vocabulary (opponents, proponents, adversaries, critics, etc.) was glaring in the weaker responses. There were cases of candidates who decided to discuss than argue: a clear indication that they misinterpreted the rubric.

It is worth noting that there were candidates who changed the argumentative question into a narrative. There were also instances where a few candidates responded to all three questions given in exercise 3 in one composition.

Recommendations

- Candidates should be taught question analysis and the demarcation between an argumentative and discursive writing.
- Candidates should be discouraged from using explicit and profane language.
- Candidates are expected to spell words given in the question correctly (information transfer).
- Candidates need to time themselves as even though a majority were able to complete their work, a minority could not. This could have been due to time constraints. This was particularly evident in the narrative composition.
- Teachers are encouraged to keep teaching candidates' conventions of paragraphing and sentence construction (Most had run-on sentences, or no paragraphs at all). All in all expose candidates to all aspects of grammar.
- Teachers should keep putting emphasis on the importance of question analysis.
- Discourage the use of informal language in formal pieces of work e.g. mom, dad etc.
- Encourage creativity and the use of language to produce particular effect (use proper descriptive words, strong adverbs and sentence variation).
- Candidates should be reminded to plan before answering.

EGCSE ENGLISH LANGUAGE

Paper 6873/03

Listening Comprehension

General Comments

The candidates increased in 2020 as compared to 2019. The paper was fairly done by most candidates. This was evident in that a majority of the candidates attained double digit scores and there were less single digit scores in comparison to last year. Overall, the paper proved to be accessible for most of the candidates. Most of the candidates who sat of the examination were unable to score the maximum marks in exercise 1 and 5 which disadvantaged them.

The listening component tests the skill of listening with understanding for specific information. Candidates' responses showed that some have not mastered the skill.

Comments on Specific Questions**Exercise 1****Question 1**

Which office is Michael looking for?

Answer: Foreign Students' Office

This question was not accessible to the candidates. A majority of them responded relevantly but failed to score because they did not adhere to the conventions of the language, e.g., using capital letters as this was a proper noun.

Question 2

Who has organised the entertainment?

Answer: Social Committee

This item was inaccessible to the candidates as many had a challenge of writing the response as a proper noun hence the need to use upper caps. Poor spelling also contributed to the loss of marks in cases such as, comite, comity to mention but a few.'

Question 3

Which question does Maria think is the most challenging?

Answer: “What makes you think you are suitable for the job?”

A number of candidates were unable to give a precise response to this question. A majority of them could not score a mark for failing to punctuate appropriately such as putting a question mark at the end of the sentence. They also failed to use quotation marks and to begin with a capital letter. This was a direct quotation so candidates were expected to lift the question from the text as it was without using synonyms.

Question 4

Why should one go shopping for training shoes in the afternoon?

Answer: feet swell during the day

Candidates performed fairly well in this question. Challenges occurred where they used wrong words such as, feets, fit, instead of ‘feet’ and sweat, sweel and sweal instead of ‘swell’. Some gave responses that were completely out of point like, ‘a pair of trainers’.

Question 5

Why should the juice, fruits and dessert be kept in sealed containers?

Answer: to avoid ants and bees

Generally, this question was fairly done. Some candidates could not spell ‘ants’; they gave words such as aunt. They also gave wrong words such as ‘bears’ or ‘beers’ instead of ‘bees’. It was noted that most candidates were unable to associate the subject matter with the context which resulted in wrong responses.

Exercise 2

This is a gap filling exercise. Candidates were expected to listen to the presentation on handicraft in Eswatini then fill in the details.

Generally, this exercise was accessible to most candidates as the majority of candidates were able to score all the marks. Those who could not score the total marks misspelt some of the words.

Item 1**Markets****Answer:** regional

global

(all items required)

job creation

This item was fairly done as most candidates were able to score a mark.

Regional was misspelt as “reginal”, “reginel”, “regions”, “regionally”.

Global was misspelt as “globally”, “gobel”, “globul”.

Job creation was misspelt as “job creaction”.

Item 2**Challenges of informal sector:****Answer:** training

requirements

(all items required)

This item was a bit challenging as candidates could not get both words correctly in order to score.

Training was misspelt as “training”, “treining”, “tranning”.

Requirements was misspelt as “requirments”, “requarments”, “recquirement”.

Item 3**Organisations:****Answer:** home

materials

The item was accessible as a majority of candidates were able to obtain a mark.

Home was a fairly accessible item.

Materials was misspelt as “materials”, “metirials”, “matirials”.

Item 4**Swaziland Trading House****Answer: commercial****infrastructure**

This item was challenging as most candidates failed to score due to wrong spelling.

Commercial was misspelt as “comercial”, “cormmeciial.”

Infrastructure was misspelt as “infrastructure”, “infrastruture”, “inferstructure”, “infra structure”.

Exercise 3**RECYCLING**

This was another gap filling exercise. Candidates were required to listen to a talk about recycling and then fill the information in the gaps. This exercise was accessible to most candidates since it addressed a subject that was familiar to them. This resulted to a majority of candidates scoring all the marks in the exercise. However, there were some candidates who could not score the full marks because of incorrect spelling.

Item 1**Definition:****Answer: processing****Purpose**

A majority of candidates were able to access, “processing” and “purpose”. They were mostly let down by spelling. Some of the words that were incorrectly spelt included purpose: “purpos, perpose and purppose”. For “processing” candidates spelt it like: “prosessing, procesing, proucesing and prrocessing. Another let down was that candidates ignored the continuous tense on the word “processing” and wrote “process” which resulted to them not scoring a mark.

Item 2**Facts about glass:****Answer: quality****Purity**

The item proved to be accessible to most candidates as a majority of them were able to score a mark. However, spelling proved to be a challenge to some candidates. Such words include “quility, qwality and qulity” for quality and for “purity” they wrote “purerity, purety, purrity and puerity” to mention a few.

For “demand” most candidates scored a mark. The few that did not score wrote incorrect spelling such as “demmand, dimand, deemand and demund for demand”. For “raw” a minority of candidates could not score a mark because of incorrect spelling. They wrote: “roar” with some writing the homophone (row).

Item 3**Recycling into business****Answer: Treasure****Environment****Benefit****Clog up**

A sizeable number of candidates were able to access this item. They were only let down by the last aspect of the question: “clog up”. This item proved to be most challenging to the candidates as they displayed lack of understanding of what was discussed. This resulted to them giving responses such as “clogger, glog, cloak up, lock up” with some writing wrong spelling for “clog” such as “clogg, clorg, cloque and cloug”.

For the other three items candidates also had challenges with spelling. For “treasure” they wrote “tresure, tressure, trasher, treajure and treasurer”. For “environment” they wrote “enviroment, invironment, envaroiment and envaironment”. For “benefit” they wrote “benifit, beneffit, binifit, and benefitt”.

Item 4**Electronic Waste:****Answer: system****Health**

This item proved to be accessible to a majority of candidates as most of them were able to score a mark. However, some could not get a mark because of incorrect spelling. For “system” they wrote spelling such as “systeem, system, system, and sistim”. For “health” they would write the adjective “healthy”.

Exercise 4

This exercise proved to be challenging to some candidates as they could not score all marks. However, some of the candidates were able to score high marks. Those who were unable to score high marks were those that wrote wrong spelling or failed to confirm to the conventions of the language.

Question 1**Which part of the country does Mbali come from?****Answer: Eastern part / East**

This was generally well answered except for those who wrote ‘Eastern’ in small letters for ‘E’. Some could not spell the word correctly whilst others gave ‘ESwatini / Sishingishane / Shingishane’ which was completely wrong.

Question 2**Which word indicates that Mbali’s mother was a strong woman?****Answer: ‘Rock’**

A majority of the candidates were able to score a mark for this question except for those who wrote a phrase instead of a word. For instance, they wrote “a rock / the rock and some gave a full sentence “She was a rock.” Others gave an example of Mbali’s mother’s strength such as “She managed to take her six children to school / She managed to raise six children on her own.”

Question 3**What is the title of Bhejane's album in which Mbali featured?****Answer: "Creator"**

A majority of the candidates did not score a mark for this question because they failed to punctuate the title correctly or they wrote the wrong spelling of the word. They wrote small letter "C" for Creator and others wrote Creater or gave "Uyabusa" which was the title of the song and not the album she featured in.

Question 4**Which one character trait enabled Mbali to attain her goal?****Answer: Perseverance / Persistence**

A majority of the candidates were able to score a mark for this question except for those who were unable to spell the word correctly and those who wrote complete sentences but failed to change the form of the word to grammatically fit in the sentence. For example, "She was persistence / persisting."

Question 5**Mention two challenges Mbali faced as a new artist in the industry.****Answer: (i) Promoting her music****(ii) being a female in male dominated industry****(iii) It took a while for people to warm up to her music.**

A majority of the candidates could not score a mark for this question because of the wrong responses they gave as an answers. For instance, they wrote :

(i) Promoting my / his own music / her new music**(ii) Being a female in a male dominated industry****(iii) It took a while for people to warm up to it**

Exercise 5

Candidates were to listen to a talk about the easiest dogs to keep. Unlike the previous year, this year a lot of candidates scored far below average.

Question 1

Why do people love dogs?

Answer: Dogs bring joy and happiness

Both joy and happiness were necessary for answer to score. A reasonable number managed to score and those who failed to score had a challenge with the spelling of happiness and others provided only one word. The incorrect spellings for happiness were as follows: hapiness and happyness.

Question 2

What makes the Japanese Chin not fit for exercise and occasional walking?

Answer: Its short muzzle

This question was poorly done by candidates due to failure to comprehend and some misspelt muzzle. Most wrote muscle, murzle, muzzil, mussle, mazle and muzzl.

Question 3

Why is the Bolognese dog most loved by royalty and women?

Answer: It is cuddly and fluffy

Both words were needed for the answer to score. The question was fairly done by candidates. Those who failed to score was as a result of giving one word or incorrect spellings. The incorrect spellings for cuddle were curdly, caddy and cudle, for fluffy the incorrect spellings were fluphy, flurfy and flaffy.

Question 4

Give one similarity between the Pug and Puggle.

Answer: Can be house/apartment kept

Both shed a bit of fur

To score a mark the candidates were expected to provide either of the above options. This was the most challenging question in this section as most candidates scored zeros. Incorrect responses included; they are good for house/apartment life; both shared a bit of fare, fay or fair. For bit they wrote beet, beat.

Question 5

Which two characteristics make the greyhound an ideal hunting dog?

Answer: Steady and calm/ big and quick

Both words were required for candidates to score a mark. The question was accessible to most candidates. However, some candidates only wrote one word. There were also cases of misspelt words such as steadi, studdy, sterdy, culm and some wrote quickly instead of quic.

Question 6

How is the Labrador Retriever different from the other breeds?

Answer: They explore and hunt by themselves unlike other breeds

Unlike other breeds, they prefer the yard

They learn to do impressive tricks with no effort unlike other breeds

This question was a challenge for most candidates. Only a few candidates were able to score for both answers. Incorrect responses included:

- They hunt for themselves
- They hunt themselves

The other challenge was with the spelling for prefer as some wrote prefair. There were also cases where candidates offered incomplete responses thereby failing to score a mark.

EGCSE ENGLISH LANGUAGE**Paper 6873/04****Oral Communication****General Comments**

The performance of candidates showed a slight improvement from that of 2019. Most candidates were above average due to the familiarity of the subject matter and exposure to the basics of the language. Three out of the five cards (Card A – Water, Card C – Copying and Card D - Study Timetable) were popular and done well by most candidates. Card B – Self-Love and Card E – Luck; were least popular.

In some instances, examiners/teachers failed to lead or prompt candidates towards the right direction. Some examiners had challenges in following the marking criteria; they were either too lenient or too severe in awarding marks. Examiners should refer closely to the marking criteria for each and every candidate for proper allocation of marks.

Conduct of the Oral Exam

Conducting the exam has greatly improved except for a few challenges that were noted.

Part A

This is where the Examiner is expected to begin the recording by giving the candidate's name and number, was erratic in a few centres. Some examiners gave a wrong examination number or a wrong name to a particular candidate. Sometimes they allowed candidates to introduce themselves, of which they would do, but then forget to give their examination numbers. Examiners are urged to always use the Attendance Register to verify candidates' names and numbers. A number of examiners also failed to use this part to briefly explain what was going to happen in the course of the exam. In some centres, where there were two or more examiners, the examination was not well coordinated. You will find that one examiner would follow the procedure correctly while the others did not. Examiners are advised to coordinate their understanding of the Examiner's Notes before conducting the examination so that a common standard is applied to all candidates.

Part B

This is the Warm-Up Session. It was a challenge for some Examiners. Some sessions were a bit long while others were shorter than the stipulated 2-3 minutes. Some examiners mentioned all the cards or rather the contents of each card in this section, which is discouraged. Examiners are advised to discuss general issues that will put candidates at ease and help them get used to the examination situation. After that the examiner should then decide which card will be selected depending on the candidate's interest or response. However, it is worth noting that most examiners were able to use the warm up effectively.

Part C

Handing the Assessment Card to the candidate was not done satisfactorily by some Centres. At this point the Examiner should mention which card has been selected for the candidate. This process should always be on record, and the Examiner must pause the recording. This should be indicated by saying 'the recording will now be paused'. This allows the external moderator to know that the candidate was given time to study the card.

Part D

The Main part of the test which is assessed, showed a great improvement. Most Centres adhered to the stipulated time, which is about 6-9 minutes. However, in some instances, the conversations were longer than expected. Examiners are reminded to expertly control candidates so that they do not stretch the conversations for too long. In case of short conversations, it was partly because the Examiners did not clarify the prompts for the candidates or those particular candidates had difficulty in expressing themselves.

In some instances, Examiners simply read the prompts as they were on the card then asked the candidates what they thought about them. When the candidates were confronted with such, they had difficulty in expressing their views without the examiner's guidance. Others were made to make long presentations without the examiner's assistance in making the conversation flow. This is strongly discouraged as the test is supposed to be a conversation between the candidate and the examiner, not a presentation. Examiners should always remember that they were there to guide the candidate through the conversation and should always appear interested in what the candidate was saying, then grade him/her accordingly.

Some centres did not order the recordings on the CDs numerically as they appeared on the attendance register. The summary form should also follow that order. A few centres submitted blank CDs while others did not have the main conversations for some candidates. Having said that, Centres are urged to listen to the CDs and create a back-up before submitting them to ECESWA.

This year a number of mistakes were encountered and they included the following:

Paperwork

Using a pencil when filling in the summary form – always use ink

Wrong calculation of marks on the Summary Forms – it is advisable to cross-check if the calculations have been done correctly.

Some candidates had no marks in the Summary Form yet they appeared in the recordings
Entering marks on the Externally Moderated column in the Summary Form – the ‘Externally Moderated’ mark column in the Summary Form is to be used ONLY by the External Moderator.

Absent candidates were not marked appropriately in the Attendance Register and Summary Form – always make sure that absent candidates are marked appropriately, don’t leave blank spaces.

Always submit the Attendance Register and the duplicate should remain at the Centre as a form of back-up copy.

Centres are reminded to always submit all relevant material to ECESWA – marked Attendance Register, completed Summary Form, all recorded CDs with labels.

Some Examiners either inflated or were too severe when awarding marks – always refer to the marking criteria for proper mark allocation. If there are two or more examiners in the Centre, they should first coordinate their understanding of the marking criteria beforehand.

Recorded CDs

Generally, recording has greatly improved. However, there were still a few Centres where problems were encountered. These included the following:

Some CDs were inaudible (volume too low especially the candidate's part) – Centres are urged to check their CDs for audibility before submission.

Other Centres submitted empty CDs – Examiners should always check their recordings before submission.

Some Centres did not submit all the candidates' recordings while for other Centres some conversations did not run up to the end – Centre must ensure that all candidates appear on the recording before submitting to ECESWA.

In some Centres, there was a lot of background noise, either from the recording equipment or external noise.

For a few Centres, the recording was just one long folder for all the candidates, instead of separate folders for each candidate, labelled with his/her examination number and name. This helps to see that all candidates are present in the recording.

Examiners/teachers are also encouraged to label candidates (exam number and name) in the recordings for easy identification.

Conversations

In this section as well, there was great improvement, except for only a few instances as compared to other years. These included some of the following:

- Indicating candidate's number and name was not consistent in some Centres;
- In some Centres, explanation of the exam procedure was not applied in the same way to all the candidates - Examiners are reminded to consult the Examiner's/Teacher's Notes to ensure they conform to the expectations of conducting the exam. It is empirical that a common standard procedure is applied to all the candidates;
- Some examiners did not use the warm up sessions to select the appropriate card for the candidates. Examiners are encouraged to use this part of the exam to select the appropriate card for the candidates;

- Some warm up sessions were rather too long, resulting to the main part of the exam being short;
- Some examiners conducted the oral exam as if it was a question and answer session, or a presentation - this is supposed to be a conversation. Therefore, Examiners are reminded that the purpose of the exam is to examine candidates, as such, they should be given more time to talk than the examiners themselves;
- Examiners are encouraged to ask 'open' questions which allow candidates to respond at length and that they should not interrupt with their own views;
- Some examiners/teachers did not simplify the prompts to the candidates, sometimes resulting to weak candidates being stuck and not knowing how to proceed with the examination. It is important to simplify the prompts to the candidates so that even the weak candidates can be able to say something on the issue being discussed. It is also equally important to unpack and simplify the stem of the question to ensure that each candidate understands what it means;
- If it becomes apparent that the candidate finds the topic difficult or inappropriate, it is permissible to move into more productive areas, rather than to stick rigidly to the Examiner's prompts;
- Examiners are encouraged to read and follow the guide stipulated in the Teacher's/Examiner's Notes.

Mark Allocation

- **Weak Responses**
- therefore, highly recommended that in Centres where two or more Examiners conduct the exam, they should first coordinate their understanding of the marking criteria to ensure uniformity in the awarding of marks.