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JUNIOR CERTIFICATE EXAMINATION

Broad Guidelines

The Ministry of Education is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System (Form 1 to Form 3) so that at the completion of secondary education, learners will:

- be equipped to meet the changing needs of the Nation, and
- have attained internationally acceptable standards.

Swaziland's National Education Policy Directives

Junior Certificate (JC) syllabuses for studies in Form 1 to Form 3 will individually, and collectively, enable learners to develop **essential skills** and provide a broad **learning experience** which:

- inculcates values and attitudes as well as knowledge and understanding,
- encourages respect for human rights and freedom of speech,
- respects the values and beliefs of others, relating to issues of gender, culture and religion,
- develops desirable attitudes and behaviour towards the environment,
- provides insight and understanding of global issues which affect quality of life in Swaziland and elsewhere, e.g. the AIDS pandemic; global warming; misdistribution of wealth and technological advances.

The National Curriculum for Form 1 to Form 3

Learners will be given opportunities to develop **essential skills** which will overlap across the entire range of subjects studied. These skills are listed below.

- Communication and language skills
- Numeracy skills: mathematical ideas, techniques and applications
- Problem-solving skills
- Technological awareness and applications
- Critical thinking skills
- Work and study skills
- Independent learning
- Working with others

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To develop these skills, learners must take **six compulsory subjects** and any other subjects selected from the electives below.

Compulsory Subjects

- English Language
- English Literature
- Mathematics
- Religious Education
- Science
- SiSwati

Electives

- Additional Mathematics
- Agriculture
- Bookkeeping and Accounts
- Business Studies
- Consumer Science
- Design and Technology
- Development Studies
- French
- Geography
- History

Fields of Study

- Agriculture
- Business Studies
- Consumer Science
- Pure Sciences
- Social Sciences and Humanities
- Technical Studies

INTRODUCTION

The Junior Certificate syllabuses are designed as three-year courses for examination in Form 3. The syllabus assumes that the learners have been through a Secondary School (Form 1 to 3) Programme of English Language. The Junior Secondary English Language Syllabus is designed to follow on from the seven year Primary School English Programme. It also assumes that the learners have been through an elementary programme of language learning. This covers the four basic language skills: Listening, Speaking, Reading and Writing.

English Language is one of the compulsory subjects in the National Curriculum of Swaziland. The content of this syllabus is arranged under various headings, but it should be read overall to encourage a communicative and appropriately integrated approach to language learning and teaching. It also recognises that language learning is a complex process, usually involving the interplay of listening, speaking, reading and writing underpinned by knowledge of the structure of the language. Learners' needs and the strategies available to teachers may vary greatly from area to area and within any class; but in all cases the English Language Syllabus must encourage awareness of the usefulness of the language, making learners appreciate its importance for their personal, social and intellectual development.

This syllabus recognises the fact that society is dynamic, and socio-cultural changes need to be incorporated. Therefore, the assessment of this syllabus will include current issues to make the syllabus relevant to the needs of the society.

The syllabus will act as an instrument that will direct assessment in the classroom, as well as guide examinations. It is structured such that it dove-tails with the Eswatini General Certificate of Secondary Education (EGCSE) and it conforms to international standards.

Rationale for Teaching English

The rationale to teach English Language in the Junior Secondary Level of Education is as follows:

1. The constitution of Eswatini states that English and siSwati are the two official languages in Swaziland.
2. The medium of instruction is English and most instructional materials are also in English.
3. It is an international language which allows learners to compete and or participate in the global market, educationally, economically, commercially, politically, technologically, socially and culturally.
4. It provides the English Language skills necessary for employment and life in general.
5. It also provides a language foundation for continuing education, and tertiary education within Swaziland, Southern African Development Community (SADC) and internationally.
6. It is a language of business, used in formal sectors such as Parliament, Courts and writing Government reports and Gazettes.

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JC syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content

AIMS

The aims of the syllabus are the same for all learners. These are set out below and describe the educational purposes of a course in English Language for the JC Examination. They are not listed in order of priority.

- Develop an awareness of the usefulness of English Language as a medium of national and international communication
- Promote the value of effective language command and use for personal development.
- Develop an awareness of the nature of language and language-learning skills along with skills of a more general application.
- Form a sound base for the effective use of English for the purpose of further study and employment.

Sections of the Syllabus

The main sections of the syllabus are as follows:

- Aims
- Assessment objectives
- Assessment
- Curriculum content
- Appendices

ASSESSMENT OBJECTIVES

The content and assessment objectives of this syllabus focus on the communicative tasks and activities, where learners practise the following skills: reading, writing, listening and speaking.

Reading

Learners will be assessed on their ability to:

- R1 understand and respond to information presented in a variety of forms.
- R2 select and organize material relevant to specific purposes.
- R3 recognise, understand and distinguish between facts, ideas and opinions.
- R4 infer information from texts.

Writing

Learners will be assessed on their ability to:

- W1 communicate effectively through various types of written texts
- W2 write simple prose for description, narration, exposition and argument
- W3 write coherent and cohesive paragraphs sequentially
- W4 summarise passages and other texts
- W5 write notes, notices, minutes, advertisements, telegrams, reports, dialogues, speeches, and complete a variety of forms
- W6 employ and control a variety of accurate grammatical structures.

Listening

Learners will be assessed on their ability to:

- L1 understand and respond to information presented in a variety of forms.
- L2 select and organize material relevant to specific purposes.
- L3 recognise, understand and distinguish between facts, ideas and opinions.
- L4 infer information from texts.

Speaking

Learners will be assessed on their ability to:

- S1 communicate effectively and efficiently in a range of different contexts
- S2 use the appropriate register, stress and pronounce words properly
- S3 make a formal presentation in Standard English using appropriate rhetorical devices.
- S4 Convey information and express opinions effectively
- S5 engage in and influence the direction of a conversation

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SPECIFICATION GRID

Objectives Paper	R1	R2	R3	R4	W1	W2	W3	W4	W5	W6	L1	L2	L3	L4
1 Exercise 1	✓	✓												
1 Exercise 2	✓	✓	✓	✓										
1 Exercise 3	✓	✓	✓	✓						✓				
1 Exercise 4	✓	✓	✓											
1 Exercise 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
2 Exercise 1					✓	✓	✓	✓	✓	✓				
2 Exercise 2					✓	✓	✓	✓	✓	✓				
2 Exercise 3					✓	✓	✓	✓	✓	✓				
3 Exercise 1	✓										✓	✓	✓	
3 Exercise 2	✓										✓	✓	✓	
3 Exercise 3	✓										✓	✓	✓	
3 Exercise 4	✓										✓	✓	✓	✓
3 Exercise 5	✓										✓	✓	✓	✓

Paper 4 assesses Objectives S1, S2, S3, S4 and S5

ASSESSMENT

The purpose of assessment in English Language is two-fold:

- i) To provide feedback to both the teacher and learner as part of the teaching/learning process.
- ii) To evaluate the effectiveness of the English Language Programme at secondary school level.

Scheme of Assessment

All papers are compulsory.

The exam is categorized into four (4) components, and these are as follows:

	Duration of Exam	Weighting
Paper 1 Reading and Directed Writing	1 hour 30 minutes	35%
	Duration of Exam	Weighting
Paper 2 Continuous Writing	2 hours	35%
	Duration of Exam	Weighting
Paper 3 Listening	Approx. 40 minutes	15%
	Duration of Exam	Weighting
Paper 4 Speaking	School-based assessment	15%

Description of Papers

Paper 1 Reading and Directed writing (1 hour 30 minutes) consisting of 50 marks.

For all parts of this component, candidates write their answers in the spaces provided on the question paper. Dictionaries should **not** be used. The paper is divided into **Five Compulsory Exercises**.

Exercise 1 Reading 1 (10 marks)

Assessment Objective R1 and R2

This is a reading exercise of approximately 300 – 400 words in which candidates will be required to answer a series of questions testing skim/gist-reading skills requiring short (single word/phrase) answers, based on a short text printed in the question paper. Text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions, etc.

Exercise 2 Reading 2 (10 marks)

Assessment Objectives R1, R2, R3 and R4

This is a reading exercise of approximately 500 – 600 words in which candidates will be required to answer a series of questions testing more detailed comprehension, based on a text printed in the question paper. Text will take the form of a report/newspaper/magazine article, which may incorporate a graphical element.

Exercise 3 Information Transfer (10 marks – 6 for Reading Objectives and 4 for Writing Objectives)

Assessment Objectives R1, R2, R4, W1, W2, and W5.

This is an information transfer task of approximately 300 – 400 words in which candidates will be required to complete a form template on the basis of information provided in the question paper. They will also be required to write two sentences based on the information in the notes.

Exercise 4 Note-making (10 marks)

Assessment Objectives R1, R2 and R3

This is a note-making task in which candidates will be required to make brief notes (under supplied heading or headings) relating to a text printed in the question paper.

Exercise 5 Summary (10 marks – 6 for Reading Objectives and 4 for Writing Objectives)

Assessment Objectives R1, R2, R3, W1, W2, W3, W4, W5 and W6

This is a summary writing task in which candidates will be required to write a summary of about 100 words, about an aspect or aspects of the passage.

This paper will be weighted at **35%** of the final total available marks.

Paper 2 Continuous Writing (2 hours) Consisting of 50 marks

For all parts of this component, candidates write their answers in the spaces provided on the question paper. Dictionaries should **not** be used.

Exercise 1 Informal Writing 1 (15 marks)

Assessment Objectives: W1, W2, W3, W4, W5 and W6

Candidates will be required to write approximately one page (150-200 words) on continuous prose in response to a short stimulus (which must take the form of visuals, and or short prompts printed on the paper. A purpose, format and audience will be specified.

Candidates receive up to 8 marks for content and up to 7 marks for style and accuracy in language.

Exercise 2 Formal Writing 2 (15 marks)

Assessment Objectives: W1, W2, W3, W4, W5 and W6. Candidates will be required to write approximately one page (150-200 words) on continuous prose in response to a short graphic stimulus and/or short prompts printed on the paper. The purpose, format and audience will be specified.

Candidates receive up to 8 marks for content and up to 7 marks for style and accuracy of language.

Exercise 3 Extended Writing 3 (20 marks)

Assessment Objectives: W1, W2, W3, W4, W5 and W6

Candidates will be required to write approximately 1½ – 2 pages (250-350 words) on continuous prose. They will be required to write on one topic from a choice of three titles. Candidates will be required to write either an argumentative/discursive, expository/factual, descriptive or narrative piece which may have a visual element as a stimulus.

Candidates receive up to 10 marks for content and up to 10 marks for style and accuracy of language.

Paper 3 Listening (Approximately 40 minutes) consisting of 25 marks.

For all exercises in this component, candidates will write their answers in the spaces provided on the question paper. Each exercise tests listening comprehension of recorded texts (e.g., dialogue, announcements, conversations, talks) on a compact disc (CD) played in the examination room. Each text is heard twice on the CD. The CD is controlled by the invigilator of the examination, not the candidate(s).

Dictionaries should not be used.

This paper is divided into **Five Compulsory Exercises**

Exercise 1

Consists of questions 1 - 5 (5 marks) Assessment Objectives: R1, L1 and L2

Five scenarios based on a series of short spoken text (e.g., travel announcement, answer-phone message, brief dialogue), requiring short answers.

Exercise 2 (5 marks) Assessment Objectives: R1, L1, L2 and L3

Testing listening for understanding based on longer spoken texts (e.g. conversation, interview, monologue, talk) requiring completion of gaps on forms/charts printed in the question paper.

NB: Questions in this exercise will have leads and examples.

Exercise 3 (5 marks) Assessment Objectives: R1, L1, L2, L3 and W1

Testing listening for understanding based on longer spoken texts (e.g. conversation, interview, monologue, talk) requiring completion of gaps on form/charts printed in the question paper.

NB: Questions in this exercise will have leads only – no examples.

Exercise 4 (5 marks) Assessment Objectives: R1, L1, L2, L3, L4 and W1

Testing listening for understanding based on longer spoken texts (e.g. conversation, interview, monologue, talk).

The exercise will consist of questions requiring short or sentence – length answers.

Exercise 5 (5 marks) Assessment Objectives: R1, L1, L2, L3, L4 and W1

Testing listening for understanding based on longer spoken texts (e.g. conversation, interview, monologue, talk).

The exercise will consist of questions requiring short or sentence – length answers.

Paper 4 Speaking (approximately 8 – 10 minutes) consisting of 15 marks.

Assessment Objectives S1, S2, S3, S4 and S5

Oral tests are conducted during a period before the main examination session. Materials for the examination are dispatched to Centres before this period, and once these have been opened the tests must be conducted as soon as possible. After the tests, the Centre must send back to ECESWA the recorded CDs for moderation before the official deadline.

At least five Oral Assessment Cards will be issued, with an accompanying set of Teacher's Notes. Each card will introduce a topic for discussion between the Teacher/Examiner and the candidate, together with suggestions for the development of the conversation.

The Teacher/Examiner selects **ONE** Oral Card for each candidate from the range provided.

The total duration of the oral examination should be approximately 8 – 10 minutes, made up of:

- Non-assessed 'warm-up' conversation (approximately 1 - 2 minutes)
- Time for the candidate to read the Oral Assessment Card and to prepare a response (no written notes are permitted) (approximately 1 - 2 minutes)
- Assessed conversation (approximately 4 - 5 minutes)

The Teacher/Examiner will usually be the Centre's English Language teacher, but someone from outside the Centre could be used if there is need.

The Teacher/Examiner will conduct and internally assess the Examinations using the oral assessment criteria grid, and will submit recorded conversations of all the candidates' performances for external moderation. These will then be moderated by ECESWA.

CURRICULUM CONTENT

Learners will develop all skills in the curriculum content outlined below.

SKILL : READING
Competencies

All learners should be able to:

- demonstrate the ability to recognise public notices and signs (including timetables and advertisements);
- demonstrate the ability to extract relevant specific information from forms, letters, brochures and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds;
- scan for particular information, organise the relevant information and present it in a logical manner/given format;
- demonstrate the ability to identify the important points or themes within an extended piece of writing;
- draw conclusions from and see relations within an extended text.

SKILL : WRITING

Competencies

All learners should be able to:

- carry out writing tasks, such as completing forms, taking notes or writing summaries in an appropriate and accurate form of English in response to a written stimulus;
- demonstrate the ability to describe, report, give personal information;
- identify, organise and present given material in a particular form;
- carry out longer original writing tasks on a wide range of topics in response to a written or graphic stimulus.

SKILL : LISTENING

Competencies

All learners should be able to:

- demonstrate understanding of specific details, information and semi-formal announcements, (e.g., news, weather, travel broadcasts, and in interviews, dialogues and telephone conversations);
- demonstrate general comprehension of the speaker's intentions where appropriate;
- identify the important points or themes of the material they hear, including attitudes;
- draw conclusions from and identify relationships between ideas within the material they hear;
- show awareness of major variations in register;
- take notes from material they have heard.

SKILL : SPEAKING

Competencies

All learners should be able to:

- demonstrate competence in a range of speech activities, (e.g., respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs);
- conduct a sustained conversation;
- demonstrate flexibility in dealing with new, topical ideas;
- show a sense of audience.

APPENDIX 1: NOTES ON THE ADMINISTRATION OF THE LISTENING EXAMINATION

Centres will be supplied with one Compact Disk (CD) for every 30 candidates plus one spare, and will be able to keep these after the examination. Centres are strongly advised to hold the listening examination in a room that is suitable for up to thirty candidates at a time. If a Centre has equipment that is especially powerful, more candidates may be accommodated without special permission, but no applications for special consideration will be accepted on the

grounds of inaudibility. Language laboratories may be used, but particular care must be taken to ensure adequate supervision.

Checking Listening CDs

- Listening CDs must be spot-checked for recording and sound quality one working day before the exam, in the presence of the invigilator. This check must not affect the security of the examination.
- In order to check the acoustics (i.e., the loudspeakers and sound quality), one of the CDs must be spot-checked at the appropriate volume in the examination room on the day of the examination and no later than 30 minutes before the examination is due to take place. This check must not affect the security of the examination.
- On neither of the above occasions may the CDs be listened to in full nor may the CDs be removed from the Centre for checking.

Conduct of the Listening Examination

Ideally, an English Teacher should be present to deal with any technical difficulties that may arise. If this person has to be the Teacher who prepared the candidates for the subject under examination, they must not be the sole Invigilator.

Once started, the CDs must not be stopped except in the case of a serious emergency. Noise from outside the examination room does not constitute a serious emergency and the CD must not be stopped in these circumstances. Candidates should be warned of this before the examination begins.

In the event of the CD being stopped in a serious emergency, it should be restarted, once the emergency has been dealt with, at exactly the same place. A statement from the Invigilator, indicating at which point in the recording the interruption took place, the nature of the incident and the length of the interruption, should be submitted to the Examinations Council of Swaziland, along with an application for special consideration. If there is good reason to doubt whether certain items have been heard by all candidates, these items should be identified in the report and the reason for doubt given.

Centres should contact the Examinations Council of Eswatini if equipment fails during the examination in order to make alternative arrangements for the conduct of the listening test.

APPENDIX 2: NOTES ON CONDUCTING AND RECORDING THE ORAL EXAMINATIONS

GENERAL

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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 examinations. 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 examinations 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 ECESWA 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. The Examiner is normally the English Language teacher, but could be someone from outside the Centre if there is need. A group of neighboring 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. ECESWA is not responsible for any fees agreed upon.

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 familiarize 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 ECESWA the following: (a) recorded CD(s) of all candidates' performance; (b) completed MS1 Forms; (c) completed Oral Examination Summary Form(s) and (d) the attendance register:

(a) Recorded sample

For instruction on how to do the recording see Section 14 below. CDs must be sent to ECESWA together with completed documents. CDs must be clearly labeled with details of the candidates recorded.

(b) Form MS 1

The computer-printed school based assessment mark sheet (Form MS 1) has two parts:

- * The top sheet must be sent to ECEWA in the separate envelope provided.
- * 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

7. The CD(s) along with completed MS1 and Oral Examination Summary Form should be returned to ECESWA 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 EXAMINATIONS

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 candidates 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 1-2 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 1-2 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 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 examination should last approximately 4-9 minutes.

The total duration of the oral test, from the beginning of (B) to the end of (D) should be approximately 8-10 minutes.

Note that only (D) is to be assessed.

The oral examination must be conducted in English 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 a representative of ECESWA.
- 11. Candidates are not allowed to bring any notes into the examination room, nor are they allowed to consult dictionaries.
- 12. 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 examination 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.**
- 13. The Examiner should be positioned so that s/he is facing the candidate, with a table or desk in between. Candidates should not be able to see notes made on Oral Examination Summary Forms or similar paperwork.

RECORDING THE SESSION

14. Centres must ensure that their recording equipment is in good working order. The recorder and the CD(s) should be tested on site, sometime before the actual oral tests, ideally with one of the candidates. The warm-up section of the examination 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 examination (see Section 8 above), once the oral examination has begun the recording should run without interruption.

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

Centre Number: [e.g.] 1000
Centre Name: [e.g.] Malungisa High School
Examination: 101 English Language
Examiner Name: [e.g.] Mr. A. Lukhele
Date: [e.g.] 1 October 2018

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

Candidate Number: [e.g.] 0021
Candidate Name: [e.g.] Blessing Dlamini

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

Before the CD is dispatched, spot checks must be made to ensure that every candidate is clearly audible. The contents of each CD must be clearly labelled.

GENERAL ADVICE

15. Please bear the following in mind when marking:
- Be objective.** Do not allow any knowledge of a candidate's personality and attitudes to influence objective assessment. For example, knowledge that a candidate is very conscientious in her homework is irrelevant in assessing her oral examination. If the candidate's performance is affected because s/he faces difficult circumstances or personal problems at the time of the examination this is a matter to be dealt with via Special Considerations procedures, for which Exams Officers at Centres complete separate documentation. Oral Tests 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 examination should be seen as giving credit for what candidates can do not penalizing 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 J.C. oral examination is intended to credit positive achievement.
16. To conduct Oral Examinations effectively, good Examiners:
- always put candidates at ease from the outset (smiling as candidates enter the room, indicating where they should sit etc.) while maintaining a clear sense that the oral examination is being conducted in a formal examination situation

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- 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 examination as if it is a test of knowledge
- never indicate their opinion of candidates' performance during or after the oral examination– a good Examiner will normally send a candidate out of the examination smiling, no matter how good or bad the candidates' performance has been.

APPENDIX 3: PAPER 2 – MARKING CRITERIA

GENERAL CRITERIA FOR MARKING EXERCISES 1 AND 2

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Mark Band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark Band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
7 - 8	<p>Highly effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfills the task, with consistently appropriate register and excellent sense of purpose and audience. • Development of ideas: shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained. 	7	<p>Fluent:</p> <ul style="list-style-type: none"> • Style: Almost first language competence. Ease of style. Confident and wide ranging use of language, idioms and tenses. • Accuracy: No or very few errors. Well-constructed and linked paragraphs.
5 - 6	<p>Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfills the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	5 - 6	<p>Precise:</p> <ul style="list-style-type: none"> • Style: Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate.
3 - 4	<p>Satisfactory:</p> <ul style="list-style-type: none"> • Relevance: Fulfills the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • Development of ideas: Material is satisfactorily developed at appropriate length. 	3 - 4	<p>Safe:</p> <ul style="list-style-type: none"> • Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • Accuracy: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.
1 - 2	<p>Partly relevant:</p> <ul style="list-style-type: none"> • Relevance: Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. • Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. <p>Award 1 mark.</p> <ul style="list-style-type: none"> • Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark. 	1 - 2	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary. • Accuracy: Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating. Paragraphs absent or inconsistent. • Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. Award 1 mark.
0	<p>Little relevance:</p> <ul style="list-style-type: none"> • No engagement with the task or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language. 	0	<p>Hard to understand:</p> <ul style="list-style-type: none"> • Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of English writing. Paragraphs absent or inconsistent.

GENERAL CRITERIA FOR MARKING EXERCISE 3

MARK Band	CONTENT : relevance and development of ideas (AO: W1, W2,W6)	MARK Band	LANGUAGE : style and accuracy (AO: W1, W3,W4,W5)
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10	<p>Highly effective:</p> <ul style="list-style-type: none"> • Relevance: Consistently relevant, uses appropriate register and excellent sense of purpose and audience. • Development of ideas: shows independence of thought. Ideas are well developed, at appropriate length. The interest of the reader is highly aroused and sustained. Quality is sustained throughout and enjoyable to read. 	10	<p>Fluent :</p> <ul style="list-style-type: none"> • Style: Almost first language competence. Sentence structure varied for particular effects. Confident and wide ranging use of language and idioms. Vocabulary is wide and precise to convey intended shades of meaning. • Accuracy: Highly accurate apart from very occasional slips. Paragraphs have unity, are linked and show evidence of being well organized.
9	<p>Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task with consistently appropriate register and a sense of purpose and audience. • Development of ideas: Shows some independence of thought. Ideas are well developed, at appropriate length. The interest of the reader is aroused and sustained. Quality is sustained. Enjoyable to read. 	9	<p>Precise</p> <ul style="list-style-type: none"> • Style: Generally accurate apart from occasional errors that are either slips or caused by ambition. Uses some idioms and precise in use of vocabulary to convey intended shades of meaning • Accuracy: Paragraphs have unity, are usually linked and show some evidence of being well-organized.
7 - 8	<p>Upper satisfactory:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Some interest is aroused. 	7 - 8	<p>Mostly accurate:</p> <ul style="list-style-type: none"> • Style: Some variety of sentence structures and vocabulary, sometimes attempting sophisticated language. • Accuracy: Mostly accurate, errors from ambition do not mar clarity of communication. Grammatical errors occur when more sophistication is attempted. There are paragraphs showing some unity, although links may be absent or inappropriate.
5 - 6	<p>Lower satisfactory:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions or failures of logic. • Development of ideas: Material is satisfactorily developed at appropriate length. 	5 - 6	<p>Safe:</p> <ul style="list-style-type: none"> • Style: Mainly simple structures and vocabulary. • Accuracy: Meaning is clear, and work is of a safe literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Spelling of simple vocabulary is accurate, errors in more difficult words. Paragraphs are used but without coherence or unity.
3 - 4	<p>Partly relevant:</p> <ul style="list-style-type: none"> • Relevance: Partly relevant and some engagement with the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/ or audience. • Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. 	3 - 4	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structure and vocabulary. • Accuracy: Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating.
1 - 2	<p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with the task or any engagement is completely hidden by density of errors. 	1 - 2	<p>Multiple errors:</p> <ul style="list-style-type: none"> • Multiple types of error in grammar/spelling/word usage/punctuation throughout which mostly make it difficult to understand. Occasionally, sense can be deciphered.
0	<p>No relevance:</p> <ul style="list-style-type: none"> • No engagement with the task. If essay is completely irrelevant, no mark can be given for language. 	0	<p>Hard to understand:</p> <ul style="list-style-type: none"> • Density of errors. Whole sections impossible to recognize as pieces of English writing.

APPENDIX 4: PAPER 4 MARKING CRITERIA

Give a mark out of 5 for each category (structure, vocabulary, development and fluency), and then add these marks to give an overall total out of 15.

Mark	Structure	Vocabulary	Development and Fluency
5	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.
4	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.
3	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.
2	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	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.

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Appendix 5: English Language Oral Examination Summary Form Junior Certificate 101/04

Please read the instructions printed overleaf and in the Instructions and Mark Scheme before completing this form.

Centre Number					Centre Name			November	2	0		
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Candidate Number	Candidate Name	Oral Assessment Card	Structure (max 5)	Vocabulary (max 5)	Fluency and Development (max 5)	Total Mark (max 15)	Externally Moderated Mark (max 15)

Name of teacher completing this form		Signature		Date	
Name of internal moderator (where appropriate)		Signature		Date	

A. INSTRUCTIONS FOR COMPLETING ORAL ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet MS1 at a later stage i.e. in candidate index number order.
3. Indicate the Oral Assessment Card (Card with Oral Topics) selected for the candidate.
 - (a) Indicate marks awarded out of a maximum of 5 for each section (Structure, Vocabulary and Fluency and Development).
 - (b) In the column headed 'Total Mark', add the marks to present a total out of 15.
4. Where there are more than one teacher conducting the Oral Assessment.
5. The teacher completing the form and another teacher in the English Language Department should check the correctness of the information on the form and both complete and sign the bottom portion.

B. REQUIREMENTS FOR EXTERNAL MODERATION

1. Examinations Council of Eswatini (ECESWA) sends a computer-printed Coursework Mark Sheet (MS1) to each Centre showing the names and index numbers of each candidate. Transfer the total mark for each candidate from the Oral Assessment Summary Form to the computer-printed mark sheet (MS1).
2. Once the Oral Examination has been completed and all additions thoroughly checked by another teacher, all the relevant material should be dispatched immediately to ECESWA. These include:
 - The recorded CD with all the candidates' performance
 - Oral Examination Summary Form
 - MS1 Form (including the unlisted page; even if there are no candidates listed on it)
 - Attendance Register (**it must be completed and submitted**)