Speaking

General Information

Let us start off differently this year, by asking ourselves what is meant by the word 'conversation'?

A conversation is a two-way communication between, in this instance, the examiner and the candidate. When the candidate says something the examiner either replies by asking the candidate to explain / motivate / elaborate on what the candidate has just stated or the examiner asks a question relevant to what the candidate has just said.

A conversation is not a monologue nor is a conversation with a question setting exercise.

Hereby an overview of how to Conduct the Speaking Test:

The test should proceed as follows:

Step 1	Introduction:	Start the digital voice recorder Give the candidate's number and name Welcome the candidate and briefly describe the procedure
Step 2	Warm-up section:	Conduct a general conversation by asking the candidate a few questions about himself / herself – The purpose is to put the candidate at ease. This section lasts 2 – 3 minutes.
Step 3	Preparation:	Hand out the Speaking Assessment Card and announce the card Candidate can ask questions on the speaking card Candidate has 2 – 3 minutes to prepare
Step 4	Main part of the test:	Conversation based on Speaking Assessment Card Either the examiner or the candidate may start the conversation No monologues No question setting exercise The test lasts approximately 6 – 9 minutes.

The total duration of the Speaking test, from the beginning of Step 1 to the end of Step 4, should be approximately 10 – 15 minutes.

Note that while Step 1 to Step 4 is recorded, ONLY STEP 4 is to be assessed.

The process to transfer the recordings correctly to the USB for the sample for the external moderation process (which is submitted to the DNEA annually):

1. If there is ONE examiner at the centre, all recordings can go into ONE folder on the recorder.

2. If there is MORE than one examiner at the centre, then each examiner must record his/ her candidates into a separate folder.

3. After recording the candidates onto the recorder, these recordings are then transferred onto a computer. Use media player or any compatible format.

4. Now each examiner selects the candidates for the specific sample from all the candidates that were recorded.

5. Now you have all the folders on the computer with the selected candidates in each folder.

6. Now arrange the candidates according to the order you want them.

7. Now label each candidate with either the candidate number or the candidate name or both.

8. Now all the folders that have been organised can now be transferred onto the USB provided by the DNEA.

The necessity of the recordings correctly transferred to the USB (provided by the DNEA)

During the moderation process the moderators:
- Insert the USB into the USB port on the computer.
- The folder / folders appear for each examiner.
- The moderator selects a folder for a specific examiner.
- The folder is opened and the sample candidates appear.
- The moderators listen to the recordings of the candidates, whereby marks are allocated according to the conversations between the examiner and the candidates using the prescribed Speaking Assessment Criteria Grid, which is in the 'Examiner's Notes'.
- After the moderator has listened to the entire centre, a summary of the whole centre is made and the marks are then scaled according to the differences between the examiners and the moderators(Scaling only happens when deem necessary). Therefore, the examiners must please apply the grid correctly.
- A report is written for every examiner at every centre, the report which the examiners receive at the beginning of the following year.
- It is thus essential that the examiner interprets the marking grid correctly as to not disadvantage the candidates at your centre.

It is therefore of the utmost importance that the above guidelines are meticulously followed as to obtain the best mark possible for each candidate.

The application of the Speaking Assessment Criteria Grid

How to award marks for the speaking test:

1. The Speaking Assessment Criteria Grid is divided into three bands, namely Structure, vocabulary and development and fluency.

2. **Structure** has to do with the construction of the sentences, usage of the tenses / verbs, concord, verb agreement and the sentence in totality.

3. **Vocabulary** has to do with the choice of words used, the variety of words.

4. **Development and Fluency** has to do with change of direction of a conversation where the examiner poses questions in such a way that the candidate can answer at length, expanding of sentences as well as the correct pronunciation and intonation of words.

5. Each band has a maximum of 10 marks, so when totalled together will give a mark out of 30.

6. While listening to a candidate, marks are awarded for each band, therefore ending with a total out of 30.

These bands are independently evaluated but are linked, as there is a definite correlation between the three bands.

Key messages

- Many examiners put in a lot of effort to familiarise themselves, with the still new to most curriculum and its requirements, as well as the procedure of the speaking examination.
- Most examiners were sensitive to balancing the need to encourage a discussion with the candidates and allowing them to express themselves fully. Then there were some of the examiners who disregarded the procedures of the speaking examination as well as the awarding of the marks according to the speaking assessment criteria. Many candidates were disadvantaged due to this negligence in 2021, as in 2020.
- Before the Speaking Test starts the centres must check the working order of their recorders.
- During the speaking test the examiner needs to be organised and be able to manage the choice and delivery of speaking cards efficiently. Please follow the guidelines regarding the duration of the conversations as set out in the 'Examiner's Notes'.
- Most speaking tests were competently administered and conducted in ways that brought out the best in the candidates. But, as was reported in 2020, there were some Grade 11 English Second Language teachers who once again did not follow the simple instructions as stipulated in the Examiner's Notes. Examiners are reminded to read the Examiner's Notes carefully in advance of the speaking test.
- English teachers should discuss the Speaking Assessment Criteria Grid with the candidates in depth at the beginning of grade 10, so that the candidates and the teachers are accustomed to the content. Centres should then run mock tests during the course of the year so that the candidates are prepared for the test.
- Prepare appropriate warm-up questions.
- Read the Speaking Assessment Cards before the examination and prepare additional, open-ended questions.
- Remember that the aim of the speaking test is to allow the candidates to speak as much as possible in order to

- be assessed on their spoken language. Examiners should support candidates by engaging in a conversation with them.
- Please remember that there are no 'clicking' sounds in the English language and 'native' words are not acceptable in the speaking tests, as this is the speaking test for English. Please inform your candidates and help them to overcome this issue when more English is spoken daily.
- Cell phones must be switched off during all recordings.
- Place each examiner in a separate file.
- Have a clock/timer in view.
- Ensure the room is quiet as befits a formal examination.
- Ask the candidates to speak up. Place the recorder close to the candidates.
- Listen attentively to the candidates, remembering it is a conversation.
- Label the recordings on the USB label with the candidates' names and numbers.
- Do not wrap or put cellotape around the USB as this is time consuming to remove and then the whole device is sticky.
- Ensure that all administrative tasks are done neatly, meaning that the SASF must be completed in pen, the absent candidates must be indicated as such on the SASF, and the SASF must be completed numerically according to the Mark Sheet (MS1).
- **Internal moderation and standardisation - It is essential that reliable internal moderation processes are undertaken at the Centres where a larger candidate entry dictates the need to use more than one examiner. In these cases, please include a letter, explaining how internal moderation has been carried out and managed. When internal moderation has resulted in a mark change, it would be useful if all categories were adjusted accordingly on the SASF. Unfortunately this was not done!**
- The quality of the spoken English language by some of our English teachers is deteriorating drastically. This is a grave concern, because this means that there is no improvement in the quality of the spoken English by our candidates. Candidates must refrain from using their home language during the Speaking Test.

GENERAL COMMENTS

- In many cases, the FOUR steps in conducting the speaking tests were not followed. The steps are: Step 1 – Introduction, Step 2 - Warm-up section, Step 3- Preparation and Step 4 – Main part of the test. All these steps should have been recorded. Many examiners did not record the preparation period or it was very short. In some cases, the recorder was paused for the duration of the preparation period.
- It is important to follow the guidelines on the duration of the speaking test and the duration of each of the four different steps as set out in the Examiner's Notes. The warm-ups were either too long or too short. Some of the conversations were also too short, which made it difficult for the examiner to assess the candidates accurately, and others were again too long.
- Examination conditions must prevail in the area where the speaking tests take place. Unnecessary background noise must be eliminated. Before recording, the examiner should ensure that all the items are placed securely on the table, so as to avoid any disturbances while the speaking test is in progress.
- Cell phones are not allowed in the examination room.
- The examiner is not allowed to leave the examination venue during a speaking test.
- The appropriate vocabulary for the speaking examination must be used: Refer to candidates, candidate numbers, speaking cards, etc. See the Examiner's Notes.
- **Some examiners were unprepared and were caught off guard when the conversations suddenly stopped or when the prompts became exhausted. Therefore, it is important to read widely about the topics and to do some research beforehand in order to expand on the topics. An examiner should always be well-prepared and confidently in control when conducting the speaking tests.**
- The warm-up section is a general conversation to put the candidates at ease. Please avoid giving them topics like gender-based violence, how to improve the discipline at school, any knowledge-based questions, etc. to speak on. Some of the candidates are already nervous and this will add to their anxiety.
- Examiners should stop dominating the conversations. Avoid talking about your own situation and experiences and give the candidates a chance to speak about the topic at hand.
- Avoid interrupting the candidates while they are talking – let them finish first.
- Examiners should explore individual prompts in more detail and link their questions to what candidates have already said. This exercise is a conversation not a question setting exercise.
- Long monologues can be prevented by carrying on a conversation with the candidates. Fluency is often interpreted to mean 'speed', and some examiners tend to award marks on how quickly a candidate speaks. In some cases, a slower speaker can be a very good speaker.
- Weaker candidates must be assisted by the examiner. The examiners must please be much more sympathetic towards the weaker candidates, because they are the candidates that are the most disadvantaged during this Speaking Test. They can be guided to move into more productive areas which will enable them to speak. Do not become impatient with them. Remember that the test is one of spoken language.
- The first recording for each sample should begin with a clear introductory statement by the examiner to identify the centre, the examination and the examiner. Each candidate recorded should be clearly indicated by giving the candidate's name and the candidate's number (only the last 4 digits of the candidate's number). Some examiners repeated the introductory statement for every candidate.

- In some cases, the examiners allowed the candidates to choose the speaking cards. The examiner should choose the cards.
- Examiners should study the speaking assessment criteria grid thoroughly before the speaking examination starts. It is evident that many examiners cannot interpret the three categories (bands) for the assessment. It is important to know what the required competencies for each category are in order to assess the candidates accurately. The marking grid is lenient, so please assess the candidates accordingly. In many cases the assessment was very lenient towards candidates in the higher range of abilities and severe towards candidates in the lower range of abilities.
- With reference to the Speaking Assessment Criteria Grid, each band has a maximum of 10 marks, which then added together will give you a total out of 30.
- When there is more than one examiner at a centre, internal moderation and standardisation must take place to make sure that each examiner has the same understanding of the marking grid and to ensure that the candidates are assessed fairly in relation to the other candidates at the centre. Remember that the sample is a representation of all the candidates at a centre.
- The sound quality of the recordings provided was generally good.
- The USB supplied by the Ministry of Education, Arts and Culture must be used for the recordings.
- The deterioration of the pronunciation of some examiners. The pronunciation of some examiners is a grave concern. Many teachers could not pronounce basic words, e.g. examiner, clothes and events, just to name a few. As mentioned previously, if you are not certain how a word is pronounced, then please consult the dictionary. And then the candidates copy the examiners by pronouncing the words incorrectly.

The following administrative problems were experienced:

- The candidates' names and numbers were not listed on the Speaking Assessment Summary Form (SASF) as it is printed on the Mark Sheet (MS1). The candidates must be copied from the Mark Sheet to the SASF, not from the checklists.
- The SASF and/or the Mark Sheets were not submitted.
- Untidily written SASFs – correction fluid used.
- All columns of the SASF were not completed, especially the teaching group, this is used to identify the examiners for the moderation process.
- The Mark Sheets were left blank/ no marks entered, it was not completed as instructed, as two copies were supposed to have been printed after entering the marks, one set to be included with the USB and SASF.
- The marks on the SASF and the marks on the Mark Sheets did not correlate.
- The absent candidates were not indicated on the SASF and on the Mark Sheet.
- Two candidates sharing the same candidate number.
- No asterisk (*) was put on the SASF against the names of the candidates who had been recorded.
- Viruses on the USBs.
- There was no white USB label.
- Adding errors were made on the SASF.
- Marks were transferred incorrectly from the SASF to the Mark sheets (MS1).
- The SASF was not signed by the examiner completing the form nor by the internal moderator at the centre.
- Some centres sent recordings of all the candidates rather than a sample across the range of marks.
- Marks were entered on the Mark Sheets, but there were no marks on the SASF, which means that the candidate did not do the speaking test!
- The sample included too few or too many candidates. When there is one examiner at a centre the sample should have 10 recordings. When there are two or more examiners, there should be 5 recordings per examiner.
- With reference to the 'Examiner's Notes', the following: there should only be ONE examiner as far as possible. This means roughly ONE examiner per 100 candidates. The number of examiners is a grave problem for the moderation process, because there is no set consistency.

Quality of recordings

The sound quality of the recordings was generally very clear, although there were a number of recordings which were indistinct because the recorder was placed too far away from the candidates. Please use a recorder when recording the speaking tests, as some examiners are still using cell phones to record the speaking tests.

Examiners'/candidates' cell phones were on and could be clearly heard on the recordings. This is **not** allowed.

Background noise was once again a disturbance such as candidates yelling, laughing and screaming, cell phones ringing, teachers fiddling with papers or scribbling on papers, chairs scraping over the floors and even examiners walking around or leaving the examination room while conducting the speaking test. It is very easy for the moderator to pick up these issues while moderating.

Some candidates' conversations were cut off in the middle or towards the end of the conversations, or the recordings were paused. **This is not allowed**.

Range of Sample

Many examiners did not adhere to the instructions in the 'Examiner's Notes' regarding the range of sample. These centres did not submit sample recordings that covered the whole range of abilities; especially the weakest and the strongest candidates were not recorded. Alternatively, many centres submitted samples that included the best and the weakest candidates and the average candidates were not recorded.

Some examiners did not indicate the samples recorded on the Speaking Assessment Summary Form with an asterisk (*).

In some centres, the names of the candidates on the sample were not written on the white USB label as they appeared on the sample, while some centres did not submit a white USB label with the USB this year. Some centres also indicated candidates whose recordings were not included in the sample as part of the sample.

Many examiners started EACH recording with the centre number and name, examination, examiner's name, the date, the candidate's number and name. The introductory statement is only stated before the first recording to identify the centre.

Recommendations

- **Each centre should select and record 10 candidates who represent the centre. It would be good if 3 of the best, 4 middling and 3 of the weakest candidates are recorded as part of the sample.**

- **The 'Examiner's Notes' clearly states that there should be ONLY ONE EXAMINER PER CENTRE WHERE POSSIBLE. This was a big problem at the full time centres every year, as many schools submitted the recordings of five, six and even seven examiners per centre, and each examiner was only responsible for 35 – 50 candidates. If, and only if, the numbers of the candidates are so many that one examiner cannot cope, more than one examiner will be acceptable.**

- At centres where more than one examiner is responsible for the Grade 11 English as a Second Language, 5 candidates per examiner must be recorded.

- Even at the bigger schools where there are maybe 6 teachers teaching English as a Second Language, it does not mean that all 6 teachers must submit recordings for the sample. Choose 2 or 3 teachers to be examiners for each year and rotate them on an annual basis.

- **Examiners should make sure that the candidates whose names appear on the white USB label are indeed the names of the candidates who are recorded as part of the sample. That is why internal moderation / administrative checking is so important!**

- Examiners should only state the centre number, name, examination, examiner name and the date once at the beginning of each USB on the sample recordings. The purpose of this is to identify the centre.

- When there is more than one examiner at a centre, each examiner must do their speaking test recordings in a **separate folder**. This makes the process of moderation so much easier. Do not announce all the examiners responsible for the recordings during the introductory statement, only the examiner that is responsible for those 5 recordings in that specific folder on the USB.

Examining Techniques

Many of the examiners were well prepared and asked relevant, interesting and thought-provoking questions. However, too many examiners still allowed long monologues and did not support the candidates by asking questions and thus not creating a conversation. Again, many examiners allowed long silences when examining the weaker candidates. This should be prevented by prompting or asking regular questions to the candidates. The examiners must also refrain from whispering the answers to the candidates, as well as asking the same question over and over when it is obvious that the candidate does not understand the question. This is a speaking conversation, not a question setting examination. Do not create the impression that it is a test of knowledge.

Many examiners would read what is on the Speaking Topic Card and then instruct the candidates to start to speak, without asking a question. This should be done by the candidates during the preparation time.

Some examiners still let the candidates choose their topic for the speaking test. It clearly states in the "Examiner's Notes' that the examiner must choose the topic of discussion for the candidates.

The purpose of the warm-up section is to put the candidates at ease, but many examiners asked one or two questions that lasted for a minute instead of 2 - 3 minutes as prescribed. Where examiners made full use of the 2 to 3 minutes to

put the candidates at ease, these candidates generally performed better during the oral test. Alternatively, some warm-up sections lasted too long.

The preparation time in many instances were not recorded. This is Step 3 of a 4 Step process, which requires the examiner to record the preparation time. This section should last 2 – 3 minutes, also depending on the candidate. Here examiners should strictly adhere to the 2 – 3 minutes, as there were some preparation periods that were up to six minutes long.

The main part of the speaking test should last about 6 - 9 minutes. Many examiners again rushed through the speaking test, which lasted for 4 - 6 minutes and some were even shorter, thus disadvantaging these candidates.

Please avoid asking more than one question at a time, as it may confuse the candidates, especially the weaker ones. Please also avoid completing statements/ sentences for the candidates as this may disadvantage the candidates.

Many examiners penalised candidates who spoke slowly, because low marks were awarded to these candidates, whereas some examiners awarded high marks to candidates who spoke fast, not considering the structures attempted by these candidates in both instances. It is of vital importance to listen to the candidates attentively when awarding marks.

Many examiners did not study the speaking assessment criteria grid carefully, because there was no definite correlation between the components on the marking grid, e.g. a candidate would score 8 for structure, 4 for vocabulary and 6 for fluency, which is impossible.

Many examiners still chose topics that the candidates could not relate to, especially for the weaker candidates. It is important to know your candidates and you can even test the waters during the warm-up section to find the interests of the candidates as well as the speaking abilities of the candidates.

Some examiners did not give candidates time to express their opinions about the topics and kept on interrupting them and dominating the conversations. This makes the assessment difficult as the candidate hardly gets a chance to speak. Some examiners stuck rigidly to the given prompts, also formulating them into questions, without considering the individual candidate ability/ familiarity on the topic.

Some examiners showed impatience towards the weaker candidates, especially when they could not answer the posed questions and this caused long periods of silence. This also caused examiners to be impatient towards some candidates, because some examiners also posed questions that were structurally so bad that the candidates could not understand the questions posed. Refrain from asking candidates sensitive and personal questions. This is not what the speaking test is about.

Due to a lack of proper preparation, many examiners struggled with the correct pronunciation and to structure their questions grammatically correct. This resulted in confusion and candidates not responding to the best of their ability.

Candidates who are attending full time centres are addressed by their first name or surname in school, the same applies for the examination process. **Addressing the candidates as Mr, Ms, sweet-heart or darling is unacceptable**.

Recommendations

- The purpose of the Speaking Test is to let the candidates perform to the best of their abilities, while engaging in a conversation with the examiner. This can only be done if the examiners are well prepared. Being well prepared means that the examiner must know as much as possible about the topics, has researched all relevant information regarding all five topics, made sure of the pronunciations of the different words, as well as have written out well formulated questions that can be posed to the candidates.

- Examiners should adhere to the instructions given in the Examiner's Notes. The warm-up section and the preparation section has a purpose and MUST be conducted and recorded as part of the speaking test. Prepare interesting and relevant questions to ask during this section. Ensure that the questions are clear and grammatically correct!

- **The examiners should remember that the oral test is one of spoken language and not of subject knowledge. If the candidates cannot speak about the topics that were chosen for them, the examiner may move to a more productive topic within the selected topic. Alternatively, change the topic to one that the candidate may be able to speak about. There is no need to stick rigidly to the topic or the prompts on the Speaking Card. No candidate needs to struggle through a topic that he/she cannot talk about!**

- The examiners should prepare as many relevant and thought provoking questions as possible on the different speaking topics in addition to the prompts on the Speaking Card. This will help them to guide candidates into a conversation if a candidate has little to say about the given prompts on the Speaking Card.

- Listen to what the candidates have to say about a topic and probe them on their opinions and ideas regarding the topic. So, listen attentively to the candidates and develop real conversations with them. Be aware as not to yawn or sound bored on the recordings, as this affects the candidates.

- If the candidates speak slowly it does not necessarily mean that they cannot speak about the topic or that they are weak. Many of these candidates listened to, were good speakers. Examiners should be objective and should not allow this matter to influence them when marks are awarded. If a candidate speaks continuously about the topic and has the vocabulary to express his/her thoughts, they cannot be considered as weak or average. Weak candidates will give single-word responses or utter sentences with many language errors that blur, but do not obscure communication.

- **Examiners should study the topics carefully beforehand and select the easier topics for the weaker candidates. Examiners who really know their candidates will carefully select the best oral topic, which would suit every individual candidate.**

- When recording the sample, the examiner should try to include as many of the different topics provided as possible.

- Examiners must not be hesitant to award higher marks, because the marking grid is lenient, especially towards the weaker candidates.

- **Study the Speaking Assessment Criteria Grid carefully before the speaking examination. When marks are awarded for the different categories (bands), they should correlate with each other. For example, when 7 out of 10 is awarded for vocabulary, 4 out of 10 for fluency does not correlate with this mark, because one needs vocabulary to be fluent, i.e. 7 for structure, 7 for vocabulary and 8 for fluency correlate with each other.**

- Alternatively, use the same marking grid when awarding marks for speaking activities from Grade 10 when examiners should start to expose candidates to the procedures of the Speaking Test. Here the teacher can expose the candidates to the Speaking Assessment Criteria Grid by discussing it in depth with the candidates.

- The Part-time tutors must familiarise the candidates with the examination process for the speaking test too. This must be done either during class time or during the holiday workshops. The Part-time candidates must obtain the same information as any full time candidate. It is, therefore the responsibility of the tutor to see that the candidates are familiar with the examination process of the speaking test.

- Examiners who conduct the Speaking Examination at the Part-time Centres should provide the same quality and standard of work as at the Full Time Centres.

- Candidates should be taught not to use foul language during the interviews, neither should examiners use foul language. It is offensive!

- The total mark for the English Second Language Speaking Test is out of 30, the total is at the top of the Mark Sheet on the mark sheet on the USB supplied by the DNEA.

- After every annual examination training, which is given in each region, the Head of Examinations is obliged to inform all teachers who have to submit any document for the NSSC external examination, about the correct procedure in completing and submitting the documents to the Head of examinations. It is also the duty of the Head of Examinations to check that all documents submitted are completed correctly.

COMMENTS ON THE INDIVIDUAL SPEAKING CARDS

Speaking Card A – Helping the local community

This speaking topic was the easiest for most candidates as they attempted the prompts relatively well, because they could relate to this topic. They could describe their local community and the people who live there. This was the most popular speaking card given to the candidates. Candidates were able to inform the examiner about their help rendered to their communities and the people they know who rendered the services in the different communities. In some instances the candidates were emotional when they referred to the poverty of themselves and the scarcity of the basic needs for them and their fellow community members. As examiners, it was a better card to give the candidates.

Speaking Card B – Clothes

This speaking topic was challenging as many candidates struggled to develop the prompts, maybe some examiners were also slightly at fault here, not being completely prepared. Most candidates answered in phrases, not in full sentences, to converse with the examiner. Many candidates were not able to expand prompt two and prompt five, as they did not understand what 'special' and 'second-hand' clothes were. The examiners possibly thought it was an easy speaking card, as it was mostly given to the weaker candidates.

Speaking Card C – A healthy lifestyle

This speaking topic proved to be the most challenging, because many candidates did not fully understand what a healthy lifestyle is. Many candidates focussed on the physical aspect of a healthy lifestyle, but only a few candidates could perceive that mental health is a part of a healthy lifestyle. The last prompt proved problematic to some examiners and candidates, as some examiners did not know what the words 'ban' and 'fast food' were, explaining 'fast food' as sweets, chips and biscuits that you buy in the shops.

Speaking Card D – Travelling

This speaking topic was popular with the examiners, even though some candidates struggled to address the aspect of travelling by air. Some candidates also did not get the concept of travelling as a form of leisure. Even a few examiners expressed 'travelling in the air' as travelling by air. Candidates who were given this speaking topic generally did well.

Speaking Card E – School events

Many candidates could relate to this topic, as they were able to tap into their experience regarding school events, whether prize-giving, soccer tournaments, athletics meetings, Valentine dances, etc. Despite this, some candidates still lacked the necessary vocabulary to express themselves well enough to obtain marks in the higher bands. Prompt four was mostly well addressed by the candidates serving as LRC members.

POSITIVE SUGGESTIONS TO TEACHERS

- The Examiner's Notes MUST be studied in detail. All the information on conducting the speaking tests is clearly explained in this document. Examiners should familiarise themselves with the content well in advance of the speaking examination. Do not do things that are not in the Examiner's Notes!!

- Study the speaking assessment criteria grid carefully. Know the competencies of each category (band) in order to assess the candidates accurately. Please take note that there is a definite correlation between the three different bands on the marking grid, e.g. a candidate cannot get 8 for Structure, 6 for Vocabulary and 6 for Development and Fluency.

- It is important to study the speaking cards beforehand to familiarise yourself with the prompts on the cards. It is also good to collect some extra information on the topics and to have a few extra questions on the topic at hand. Make sure you know the meanings of all the words and terminology used in the different speaking cards, e.g. fast food.

- Make sure that the correct forms are used, as well as how to complete the forms Speaking Assessment Summary Form (SASF), white USB label.

- Administrative checking of the documents must be done at the Centre to avoid adding errors, transferring of marks incorrectly to the Mark Sheet, etc.

- **VERY IMPORTANT!** Ensure that the candidates' names and numbers are copied to the SASF in exactly the same order they appear on the Mark Sheet (MS1).

- Put an asterisk (*) against the names of the candidates (on the SASF) whose interviews have been recorded on the USB.

- There should only be **ONE examiner per Centre** where possible.

- Centres with large numbers of candidates using more than one examiner must make arrangements for their examiners to undertake internal moderation so that a common standard is applied to all the candidates.

- A centre with one examiner must submit a sample of 10 recordings. A centre with two or more examiners must submit 5 recordings per examiner. See the reverse side of the SASF.

- Only the recordings in the sample must be submitted on the USB, not the recordings of the whole centre.

- Avoid recording the candidates who have speech impairment or any physical disability, as they would not be able to perform at their best when they know that they are being recorded. This is also so unfair to that specific candidate.

- Be friendly and helpful. The speaking test is intended to credit positive achievement.

- **A suggestion that this report goes to the HOD responsible for English as a Second Language and is discussed at a subject meeting prior to the Speaking examination.**

Best wishes for 2022!