



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

National Curriculum Statement Grades 10–12 (General)

LANGUAGES MODERN GREEK SECOND ADDITIONAL LANGUAGE

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HOW TO USE THIS BOOK

This document is a policy document divided into four chapters. It is important for the reader to read and integrate information from the different sections in the document. The content of each chapter is described below.

❑ Chapter 1 - Introducing the National Curriculum Statement

This chapter describes the principles and the design features of the National Curriculum Statement Grade 10–12 (General). It provides an introduction to the curriculum for the reader.

❑ Chapter 2 - Introducing the Languages Learning Field

This chapter describes the definition, purpose, scope, career links and Learning Outcomes of the Languages Learning Field. It provides an orientation to Languages.

❑ Chapter 3 - Learning Outcomes, Assessment Standards and Content and Contexts

This chapter contains the Assessment Standards for each Learning Outcome, as well as content and contexts for the subject. The Assessment Standards are arranged to assist the reader to see the intended progression from Grade 10 to Grade 12. The Assessment Standards are consequently laid out in double page spreads. At the end of the chapter is the proposed content and contexts which may be used to teach, learn and attain Assessment Standards.

❑ Chapter 4 – Assessment

This chapter deals with the Modern Greek approach to assessment being suggested by the National Curriculum Statement. At the end of the chapter is a table of subject-specific competence descriptions. Codes, scales and competence descriptions are provided for each grade. The competence descriptions are arranged to demonstrate progression from Grade 10 to Grade 12.

Symbols:

The following symbols are used to identify Learning Outcomes, Assessment Standards, grades, codes, scales, competence description and content and contexts:

- ☐ = Learning Outcome
- ☐ = Assessment Standard
- ☐ = Grade
- ☐ = Code
- ☐ = Scale
- ☐ = Competence Description
- ☐ = Content and Contexts

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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CASS	Continuous Assessment
FET	Further Education and Training
GET	General Education and Training
HIV	Human Immunodeficiency Virus
IKS	Indigenous Knowledge Systems
OBE	Outcomes-Based Education
NCS	National Curriculum Statement
NQF	National Qualifications Framework
SAQA	South African Qualifications Authority

CHAPTER 1

INTRODUCING THE NATIONAL CURRICULUM STATEMENT

The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The Preamble states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundation for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The Constitution further states that ‘everyone has the right ... to further education which the State, through reasonable measures, must make progressively available and accessible’.

The National Curriculum Statement Grades 10–12 (General) lays a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum.

PRINCIPLES

The National Curriculum Statement Grades 10–12 (General) is based on the following principles:

- social transformation;
- outcomes-based education;
- high knowledge and high skills;
- integration and applied competence;
- progression;
- articulation and portability;
- human rights, inclusivity, environmental and social justice;
- valuing indigenous knowledge systems; and
- credibility, quality and efficiency.

Social transformation

The Constitution of the Republic of South Africa forms the basis for social transformation in our post-apartheid society. The imperative to transform South African society by making use of various transformative tools stems from a need to address the legacy of apartheid in all areas of human activity and in education in particular. Social transformation in education is aimed at ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population. If social transformation is to be achieved, all South Africans have to be educationally affirmed through the recognition of their potential and the removal of artificial barriers to the attainment of qualifications.

Outcomes-based education

Outcomes-based education (OBE) forms the foundation for the curriculum in South Africa. It strives to enable all learners to reach their maximum learning potential by setting the Learning Outcomes to be achieved by the end of the education process. OBE encourages a learner-centred and activity-based approach to education. The National Curriculum Statement builds its Learning Outcomes for Grades 10–12 on the Critical and Developmental Outcomes that were inspired by the Constitution and developed through a democratic process.

The Critical Outcomes require learners to be able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The Developmental Outcomes require learners to be able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

High knowledge and high skills

The National Curriculum Statement Grades 10–12 (General) aims to develop a high level of knowledge and skills in learners. It sets up high expectations of what all South African learners can

achieve. Social justice requires the empowerment of those sections of the population previously disempowered by the lack of knowledge and skills. The National Curriculum Statement specifies the minimum standards of knowledge and skills to be achieved at each grade and sets high, achievable standards in all subjects.

Integration and applied competence

Integration is achieved within and across subjects and fields of learning. The integration of knowledge and skills across subjects and terrains of practice is crucial for achieving applied competence as defined in the National Qualifications Framework. Applied competence aims at integrating three discrete competences – namely, practical, foundational and reflective competences. In adopting integration and applied competence, the National Curriculum Statement Grades 10–12 (General) seeks to promote an integrated learning of theory, practice and reflection.

Progression

Progression refers to the process of developing more advanced and complex knowledge and skills. The Subject Statements show progression from one grade to another. Each Learning Outcome is followed by an explicit statement of what level of performance is expected for the outcome. Assessment Standards are arranged in a format that shows an increased level of expected performance per grade. The content and context of each grade will also show progression from simple to complex.

Articulation and portability

Articulation refers to the relationship between qualifications in different National Qualifications Framework levels or bands in ways that promote access from one qualification to another. This is especially important for qualifications falling within the same learning pathway. Given that the Further Education and Training band is nested between the General Education and Training and the Higher Education bands, it is vital that the Further Education and Training Certificate (General) articulates with the General Education and Training Certificate and with qualifications in similar learning pathways of Higher Education. In order to achieve this articulation, the development of each Subject Statement included a close scrutiny of the exit level expectations in the General Education and Training Learning Areas, and of the learning assumed to be in place at the entrance levels of cognate disciplines in Higher Education.

Portability refers to the extent to which parts of a qualification (subjects or unit standards) are transferable to another qualification in a different learning pathway of the same National Qualifications Framework band. For purposes of enhancing the portability of subjects obtained in Grades 10–12, various mechanisms have been explored, for example, regarding a subject as a 20-credit unit standard. Subjects contained in the National Curriculum Statement Grades 10–12 (General) compare with appropriate unit standards registered on the National Qualifications Framework.

Human rights, inclusivity, environmental and social justice

The National Curriculum Statement Grades 10–12 (General) seeks to promote human rights, inclusivity, environmental and social justice. All newly-developed Subject Statements are infused with the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. In particular, the National Curriculum Statement Grades 10–12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.

The National Curriculum Statement Grades 10–12 (General) adopts an inclusive approach by specifying minimum requirements for all learners. It acknowledges that all learners should be able to develop to their full potential provided they receive the necessary support. The intellectual, social, emotional, spiritual and physical needs of learners will be addressed through the design and development of appropriate Learning Programmes and through the use of appropriate assessment instruments.

Valuing indigenous knowledge systems

In the 1960s, the theory of multi-intelligences forced educationists to recognise that there were many ways of processing information to make sense of the world, and that, if one were to define intelligence anew, one would have to take these different approaches into account. Up until then the Western world had only valued logical, mathematical and specific linguistic abilities, and rated people as ‘intelligent’ only if they were adept in these ways. Now people recognise the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years. The National Curriculum Statement Grades 10–12 (General) has infused indigenous knowledge systems into the Subject Statements. It acknowledges the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution. As many different perspectives as possible have been included to assist problem solving in all fields.

Credibility, quality and efficiency

The National Curriculum Statement Grades 10–12 (General) aims to achieve credibility through pursuing a transformational agenda and through providing an education that is comparable in quality, breadth and depth to those of other countries. Quality assurance is to be regulated by the requirements of the South African Qualifications Authority Act (Act 58 of 1995), the Education and Training Quality Assurance Regulations, and the General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

THE KIND OF LEARNER THAT IS ENVISAGED

Of vital importance to our development as people are the values that give meaning to our personal spiritual and intellectual journeys. *The Manifesto on Values, Education and Democracy* (Department of Education, 2001:9-10) states the following about education and values:

Values and morality give meaning to our individual and social relationships. They are the common currencies that help make life more meaningful than might otherwise have been. An education system does not exist to simply serve a market, important as that may be for economic growth and material prosperity. Its primary purpose must be to enrich the individual and, by extension, the broader society.

The kind of learner that is envisaged is one who will be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution.

The learner emerging from the Further Education and Training band must also demonstrate achievement of the Critical and Developmental Outcomes listed earlier in this document. Subjects in the Fundamental Learning Component collectively promote the achievement of the Critical and Developmental Outcomes, while specific subjects in the Core and Elective Components individually promote the achievement of particular Critical and Developmental Outcomes.

In addition to the above, learners emerging from the Further Education and Training band must:

- have access to, and succeed in, lifelong education and training of good quality;
- demonstrate an ability to think logically and analytically, as well as holistically and laterally; and
- be able to transfer skills from familiar to unfamiliar situations.

THE KIND OF TEACHER THAT IS ENVISAGED

All teachers and other educators are key contributors to the transformation of education in South Africa. The National Curriculum Statement Grades 10–12 (General) visualises teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors, and subject specialists.

STRUCTURE AND DESIGN FEATURES

Structure of the National Curriculum Statement

The National Curriculum Statement Grades 10–12 (General) consists of an Overview Document, the Qualifications and Assessment Policy Framework, and the Subject Statements.

The subjects in the National Curriculum Statement Grades 10–12 (General) are categorised into Learning Fields.

What is a Learning Field?

A Learning Field is a category that serves as a home for cognate subjects, and that facilitates the formulation of rules of combination for the Further Education and Training Certificate (General). The demarcations of the Learning Fields for Grades 10–12 took cognisance of articulation with the General Education and Training and Higher Education bands, as well as with classification schemes in other countries.

Although the development of the National Curriculum Statement Grades 10–12 (General) has taken the twelve National Qualifications Framework organising fields as its point of departure, it should be emphasised that those organising fields are not necessarily Learning Fields or ‘knowledge’ fields, but rather are linked to occupational categories.

The following subject groupings were demarcated into Learning Fields to help with learner subject combinations:

- Languages (Fundamentals);
- Arts and Culture;
- Business, Commerce, Management and Service Studies;
- Manufacturing, Engineering and Technology;
- Human and Social Sciences and Languages; and
- Physical, Mathematical, Computer, Life and Agricultural Sciences.

What is a subject?

Historically, a subject has been defined as a specific body of academic knowledge. This understanding of a subject laid emphasis on knowledge at the expense of skills, values and attitudes. Subjects were viewed by some as static and unchanging, with rigid boundaries. Very often, subjects mainly emphasised Western contributions to knowledge.

In an outcomes-based curriculum like the National Curriculum Statement Grades 10–12 (General), subject boundaries are blurred. Knowledge integrates theory, skills and values. Subjects are viewed as dynamic, always responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum.

A subject in an outcomes-based curriculum is broadly defined by Learning Outcomes, and not only by its body of content. In the South African context, the Learning Outcomes should, by design, lead to the achievement of the Critical and Developmental Outcomes. Learning Outcomes are defined in broad terms and are flexible, making allowances for the inclusion of local inputs.

What is a Learning Outcome?

A Learning Outcome is a statement of an intended result of learning and teaching. It describes knowledge, skills and values that learners should acquire by the end of the Further Education and Training band.

What is an Assessment Standard?

Assessment Standards are criteria that collectively describe what a learner should know and be able to demonstrate at a specific grade. They embody the knowledge, skills and values required to achieve the Learning Outcomes. Assessment Standards within each Learning Outcome collectively show how conceptual progression occurs from grade to grade.

Contents of Subject Statements in the Languages Learning Field

Each Subject Statement in the **Languages Learning Field** consists of four chapters and a glossary:

- *Chapter 1, Introducing the National Curriculum Statement:* This Modern Greek chapter introduces the National Curriculum Statement Grades 10-12 (General).
- *Chapter 2, Introducing the **Languages Learning Field**:* This chapter introduces the key features of the **Languages Learning Field**. It consists of a definition of the learning field, its purpose, scope, educational and career links, and Learning Outcomes.
- *Chapter 3, Learning Outcomes, Assessment Standards, Content and Contexts:* This chapter contains Learning Outcomes with their associated Assessment Standards, as well as content and contexts for attaining the Assessment Standards.
- *Chapter 4, Assessment:* This chapter outlines principles for assessment and makes suggestions for recording and reporting on assessment. It also lists subject-specific competence descriptions.

- *Glossary:* Where appropriate, a list of selected general and subject-specific terms are briefly defined.

LEARNING PROGRAMME GUIDELINES

A Learning Programme specifies the scope of learning and assessment for the three grades in the Further Education and Training band. It is the plan that ensures that learners achieve the Learning Outcomes as prescribed by the Assessment Standards for a particular grade. The Learning Programme Guidelines assist teachers and other Learning Programme developers to plan and design quality learning, teaching and assessment programmes.

CHAPTER 2

INTRODUCING THE LANGUAGES LEARNING FIELD

DEFINITION

Language is a tool for thought and communication. It is through language that cultural diversity and social relations are expressed and constructed. Learning to use language effectively enables learners to think and acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world.

PURPOSE

In view of the linguistic and cultural diversity of South Africa, its citizens must be able to communicate across language barriers and foster cultural and linguistic respect and understanding. The country's linguistic diversity is acknowledged and valued in the constitutional recognition of eleven official languages and the Language in Education Policy of additive multilingualism. Learners are obliged to include at least two official languages as Fundamental subjects and further languages may be taken as Core and/or Elective subjects.

In the General Education and Training Band, a thorough knowledge of the learners' home language is developed, which provides a sound base for learning additional languages. By the time learners reach Grade 10, they have experienced and explored additional languages and may have used an additional language for learning. The curriculum for the Further Education and Training band provides opportunities for learners to strengthen and develop their multilingual skills. As learners move through the grades, they are required to use language with increasing fluency, proficiency and accuracy in a broadening range of situations. They take greater responsibility for their own learning and apply their language skills in more challenging and complex ways.

The range of literacies needed for effective participation in society and the workplace in the global economy of the twenty-first century has expanded beyond listening, speaking, reading, writing and oral traditions to include various forms such as media, graphic, information, computer, cultural, and critical literacy. The language curriculum prepares learners for the challenges they will face as South Africans and as members of the global community.

The Further Education and Training curriculum enables all learners to meet many of the requirements of the Critical and Developmental Outcomes, including the following objectives:

- Broaden and deepen language competencies developed in the General Education and Training band, including the abstract language skills required for academic learning across the curriculum, and the aesthetic appreciation and enjoyment of texts, so that learners are able to listen, speak, read/view and write/present with confidence. These skills and attitudes form the basis for life-long learning.
- Use language appropriately in real-life contexts, taking into account audience, purpose

and context.

- Express and justify their own ideas, views and emotions confidently in order to become independent and analytical thinkers.
- Use language and their imagination to represent and explore human experience. Through interacting with a wide range of texts, learners are able to reflect on their own lives and experiences and to consider alternative worldviews.
- Use language to access and manage information for learning across the curriculum and in a wide range of other contexts. Information literacy is a vital skill in the ‘information age’ and forms the basis for lifelong learning.
- Use language as a tool for critical and creative thinking. This objective recognises that knowledge is socially constructed through the interaction between language and thinking.
- Express reasoned opinions on ethical issues and values. In order to develop their own value system, learners engage with texts concerning human rights and responsibilities such as the rights of children, women, the disabled, the aged and issues linked to race, culture, ideology, class, belief systems, gender, HIV/AIDS, freedom of expression, censorship and the environment.
- Interact critically with a wide range of texts. Learners will recognise and be able to challenge the perspectives, values and power relations that are embedded in texts.
- Recognise the unequal status of different languages and language varieties. Learners will be able to challenge the domination of any language or language variety and assert their language rights in a multilingual society.

SCOPE

Inclusivity

Teaching and assessment of languages should make provision for inclusion of all learners, and strategies should be found to assist all learners to access or produce language texts. Some students experiencing barriers may not be able to attain some of the Assessment Standards as they are presented in the National Curriculum Statement. Thus the following should be taken into account:

- The terms ‘describe’, ‘recount’, ‘tell’, ‘retell’, ‘paraphrase’, ‘talk’, ‘say’, ‘speak’, ‘discuss’, ‘explain’, ‘ask’ and ‘converse’ should be understood as including all forms of verbal and non-verbal communication, including signed communication and communication aids. Similarly, the word ‘oral’ includes sign language and any alternative communication methods which may be relevant.
- The terms ‘listen’, ‘look’, ‘read’ and ‘view’ include forms of communication such as lip-reading and watching sign language.
- Visually impaired learners may need materials and books in formats such as Braille, audio-tape, large print, tactile material and drawings. The concept ‘visualise’ may be expressed physically. References to ‘read’ include resources such as Braille and talking books.

Language levels

Language learning in the Further Education and Training band includes all the official

languages – Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda, Xitsonga – as well as Sign Language, and can be extended to other languages endorsed by the Pan South African Language Board.

The Subject Statements for Home, First Additional and Second Additional Languages may be versioned for approved non-official languages, and these languages may be offered as Core or Elective Components of the Curriculum.

All languages can be offered at the following levels:

- *Home Language:* The learner's home language needs to be strengthened and developed so as to provide a sound foundation for learning additional languages. In the Further Education and Training band, all official South African languages have Home Language Learning Outcomes of a high, internationally-comparable standard. This is in line with the constitutional requirements of equal status for official languages. The cognitive level of the home language should be such that it may be used as a language of learning and teaching. Listening and speaking skills will be further developed and refined, but the emphasis at this level will be on developing the learners' reading and writing skills.
- *First Additional Language:* Learning a first additional language promotes multilingualism and intercultural communication. Learning Outcomes for First Additional Languages provide for levels of language proficiency that meet the threshold levels necessary for effective learning across the curriculum, as learners may learn through the medium of their First Additional Language in the South African context. This includes the abstract cognitive academic language skills required for thinking and learning. This applies to all official languages. There will be an equal emphasis on the skills of listening, speaking, reading and writing.
- *Second Additional Language:* Learning a second additional language furthers multilingualism and intercultural communication. Although reading and writing skills will be developed, at this level the emphasis will be on developing listening and speaking skills. The level of the Second Additional Language should target improved interpersonal communication.

In the Fundamental component of the Further Education and Training band, all learners must study two official languages, with one at Home Language and the other at either First Additional Language or Home Language level. One of the languages in the Fundamental component must be the Language of Learning and Teaching of the learner. In the Core and Elective components, official languages may be taken at Home Language, First Additional Language and/or Second Additional Language levels for learners who are particularly interested in languages and for the advancement of multilingualism.

EDUCATIONAL AND CAREER LINKS

In the General Education and Training band, languages are dealt with in the Languages Learning Area; in the Further Education and Training band, the Languages learning field links with the SAQA organising field of learning: Communication Studies and Language. To ensure continuity, the same organising principles have been used as in the General Education and Training band:

- the language skills of listening, speaking, reading and writing are the basis for the

- development of Learning Outcomes; and
- the use of a wide range of texts allows learners to explore personal, national and global issues and to construct developing knowledge of the world.

The study of languages can lead to language-oriented careers such as journalism, translation, language teaching, marketing, advertising, diplomacy, and so on. However, it is clear that languages are the basis of all learning, not only in everyday life but also in the workplace. The development of entrepreneurship depends on the learner's language competency. In the highly competitive technological world, access for the learner is determined by communicative competency. Language is a gateway subject which, if poorly taught, severely limits the learner's career options.

Literacy is the basis for the completion of daily tasks and contributes to the life skills the learner needs to deal with the world. Language is a tool that can facilitate meaningful relationships with the people in the learner's immediate community, and the sensitivity with which language is handled determines the success or failure of many interpersonal relationships.

LEARNING OUTCOMES

The scope and purpose outlined above are consolidated into four Learning Outcomes. Although these outcomes are listed separately, they should be integrated when taught and assessed.

Learning Outcome 1: Listening and Speaking

The learner is able to listen and speak for a variety of purposes, audiences and contexts.

Learners understand that speaking and listening are social activities that take place in particular contexts and for various purposes and audiences, and that oral genres and registers vary accordingly. They recognise and use appropriate oral genres and registers in a range of formal and informal contexts.

Listening and speaking are central to learning in all subjects. Through effective listening and speaking strategies, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language.

Learning Outcome 2: Reading and Viewing

The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.

Well-developed reading and viewing skills are central to successful learning across the curriculum, as well as for full participation in society and the world of work. Learners develop proficiency in reading and viewing a wide range of literary and non-literary texts, including visual texts, for information. Learners recognise how genre and register reflect the purpose, audience and context of texts.

Learners use a range of different reading and viewing strategies depending on their purpose

for reading and the nature of the text. They make meaning from texts, identify values and assumptions and respond critically. Through reading and viewing, learners also explore and reflect on the interrelationship of their own existence with that of others. Reading literary texts provides learners with models for their own writing.

Learning Outcome 3: Writing and Presenting

The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.

Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subject fields enables learners to communicate functionally and creatively. The aim is to produce competent, versatile writers who will be able to use their skills to develop appropriate written, visual and multi-media texts for a variety of purposes.

Learning Outcome 4: Language

The learner is able to use language structures and conventions appropriately and effectively.

Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of language structures. They develop critical awareness of how values and power relations are embedded in language and how language may influence others.

CHAPTER 3 LEARNING OUTCOMES, ASSESSMENT STANDARDS, CONTENT AND CONTEXTS

Learning Outcome 1: Listening and Speaking

The learner is able to listen and speak for a variety of purposes, audiences and contexts.

Grade 10

We know this when the learner is able to:

- + demonstrate knowledge of different forms of oral communication for social purposes:
 - o comment on experiences, make a prepared response and tell a story ;
 - o initiate and sustain a guided conversation;
 - o give and follow simple directions and instructions;
 - o interact in guided group discussions by expressing own ideas and opinions and listening to and respecting those of others, while engaging with a limited range of familiar issues;
 - o make a short prepared speech or presentation .
- + demonstrate planning and research skills for oral presentations:
 - o research a familiar topic by referring to a range of supplied and relevant sources;
 - o organise selected material coherently by choosing main ideas and details or examples for support;
 - o identify and choose vocabulary, language structures and formats ;
 - o prepare appropriate introductions and endings ;
 - o incorporate some visual, audio and audio-visual aids such as charts, posters, photographs, slides, images, music, sound and electronic media.
- + demonstrate the skills of listening to and delivery of fluent oral presentations:
 - o use familiar rhetorical devices such as rhetorical questions, pauses and repetition ;
 - o use tone, voice projection, eye contact, posture and gestures correctly and respond appropriately;
 - o pronounce common words without distorting meaning ;
 - o demonstrate comprehension of oral texts by making notes and/or by retelling;
 - o listen critically and respond to simple questions for clarification.
- + demonstrate critical awareness of language use in oral situations:
 - o use appropriate style and register to suit purpose, audience and context with developing awareness;
 - o explore the difference between facts and opinions;
 - o comment on language use and attempt to motivate;
 - o explore the links between language and culture;
 - o recognise and challenge obvious manipulative language such as in advertising.

Grade 11

We know this when the learner is able to:

- + demonstrate knowledge of different forms of oral communication for social purposes:
 - o comment on experiences, make prepared and unprepared responses and tell a story;
 - o initiate and sustain conversation;
 - o give and follow straightforward directions and instructions;
 - o interact in group discussions by expressing own ideas and opinions and listening to and respecting those of others, while engaging with familiar issues;
 - o make a short prepared speech or presentation.
- + demonstrate planning and research skills for oral presentations:
 - o research a familiar topic by referring to a range of sources ;
 - o organise material coherently by choosing main ideas and relevant details or examples for support;
 - o identify and choose appropriate vocabulary, language structures and formats ;
 - o prepare appropriate introductions and endings;
 - o incorporate appropriate visual, audio and audio-visual aids such as charts, posters, photographs, slides, images, music, sound and electronic media.
- + demonstrate the skills of listening to and delivery of fluent oral presentations:
 - o use familiar rhetorical devices such as rhetorical questions, pauses and repetition;
 - o use tone, voice projection, eye contact, posture and gestures correctly and respond appropriately;
 - o pronounce common words without distorting meaning ;
 - o demonstrate comprehension of oral texts by making notes, checklists, summaries and /or by retelling and explaining main ideas;
 - o listen critically and respond to familiar questions for clarification.
- + demonstrate critical awareness of language use in oral situations:
 - o use appropriate style and register to suit purpose, audience and context ;
 - o begin to distinguish between facts and opinions;
 - o comment on language use and motivate with evidence;;
 - o recognise the relationship between language and culture;
 - o recognise and challenge obvious emotive and manipulative language such as in propaganda and advertising.

Grade 12

We know this when the learner is able to:

- + 12.1.1 demonstrate knowledge of different forms of oral communication for social purposes:
 - o comment on experiences, defend a position, make prepared and unprepared responses and tell a story;
 - o initiate and sustain a conversation;
 - o give and follow directions and instructions with accuracy;

- interact actively in group discussions by expressing own ideas and opinions and listening to and respecting those of others, while engaging with a range of familiar issues;
 - make a short prepared speech or presentation.
- + 12.1.2 demonstrate planning and research skills for oral presentations
 - research a familiar topic by referring to a range of sources;
 - organise a range of material coherently by choosing main ideas and relevant details or examples for support;
 - identify and choose appropriate vocabulary, language structures and formats;
 - prepare effective introductions and endings;
 - incorporate appropriate visual, audio and audio-visual aids such as charts, posters, photographs, slides, images, music, sound and electronic media.
- + 12.1.3 demonstrate the skills of listening to and delivery of fluent oral presentations:
 - use familiar rhetorical devices such as rhetorical questions, pauses and repetition;
 - use tone, voice projection, pace, eye contact, posture and gestures correctly and respond appropriately
 - pronounce words without distorting meaning;
 - demonstrate comprehension of oral texts by making notes, checklists and summaries and/or by retelling and explaining main and supporting ideas;
 - listen critically and respond to different straightforward questions for clarification.
- + demonstrate critical awareness of language use in oral situations:
 - use appropriate style and register to suit purpose, audience and context;
 - distinguish between facts and opinions;
 - comment on language use and motivate with evidence;
 - recognise the relationship between language and culture;
 - recognise and challenge emotive and manipulative language such as in propaganda and advertising.

Learning Outcome 2: Reading and Viewing

The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.

Grade 10

We know this when the learner is able to:

- + demonstrate various reading and viewing strategies for comprehension and appreciation:
 - ask simple questions to make obvious predictions;
 - skim familiar texts for information by reading titles, introductions, first paragraphs and introductory sentences of paragraphs;
 - scan a narrow range of familiar texts for specific information;
 - read fluently according to purpose and task;
 - summarise main ideas of texts already explained, in point form;

- work out the meaning of unfamiliar words and/or images in very familiar contexts by using knowledge of grammar, contextual clues, sound, colour and by using the senses;
- reread, review and revise to promote understanding.
- + explain the meaning of a range of written, visual, and audio-visual texts:
 - find information and detail in familiar texts;
 - recognise the writer's/narrator's/character's viewpoint;
 - explore rhetorical and figurative devices such as metaphor, symbol, simile and contrast and how they affect meaning;
 - explore the writer's conclusions and compare with own;
 - interpret a selected range of familiar graphic texts;
 - start giving personal responses to familiar texts.
- + recognise how language and images may reflect and shape values and attitudes in texts:
 - recognise that texts contain socio-cultural/political values, attitudes and beliefs such as attitudes towards gender, power relations, human rights and environmental issues;
 - recognise ideas and themes in familiar texts.
- + explore key features of texts and explain how they contribute to meaning (*these features should never be dealt with in isolation*):
 - △ transactional and creative texts:
 - identify and explain the purpose, structure and language use in familiar texts such as retelling, expositions, descriptions and explanations.
 - △ literary texts:
 - trace development of plot, sub-plot and character ;
 - explore messages and themes;
 - explore background and setting;
 - explore word choices, imagery and sound devices in simple poems/songs;
 - recognise that rhyme, rhythm and punctuation affect meaning ;
 - explore the use of dialogue and action.
 - △ visual, audio and multi-media texts:
 - explore basic visual, audio and audio-visual techniques such as the use of colour, subtitles, music, sound, lighting and camera techniques.

Grade 11

We know this when the learner is able to:

- + demonstrate various reading and viewing strategies for comprehension and appreciation:
 - ask questions to make predictions;
 - skim familiar texts for information by reading titles, introductions, first paragraphs and introductory sentences of paragraphs;
 - scan different, familiar texts for specific information;
 - read fluently according to purpose and task;
 - summarise main ideas of familiar texts in sentences and point form;

- work out the meaning of unfamiliar words and/or images in familiar contexts by using knowledge of grammar, contextual clues, sound, colour, design and by using the senses;
 - reread, review and revise to promote understanding.
- + 11.2.2 explain the meaning of a range of written, visual, and audio-visual texts:
 - find information and detail in texts;
 - explain the writer's/narrator's/character's viewpoint and give some supporting evidence from the text;
 - explain rhetorical and figurative devices such as metaphor, symbol, simile and contrast and how they affect meaning;
 - explain the writer's conclusions and compare with own;
 - interpret different, familiar graphic texts;
 - give personal responses to texts.
- + recognise how language and images may reflect and shape values and attitudes in texts:
 - explain obvious socio-cultural/political values, attitudes and beliefs such as attitudes towards gender, power relations, human rights and environmental issues ;
 - explain ideas and themes .
- + explore key features of texts and explain how they contribute to meaning (*these features should never be dealt with in isolation*):
 - △ transactional and creative texts:
 - identify and explain the purpose, structure and language use in texts such as reports, retelling, descriptions, expositions and explanations.
 - △ literary texts:
 - explain development of plot, sub-plot and character;
 - explore messages and themes and relate them to the text as a whole;
 - explain how background and setting relate to character and/or theme;
 - explore word choices, imagery and sound devices;
 - recognise that rhyme, rhythm and punctuation affect meaning;
 - explain the use of dialogue and action.
 - △ visual, audio and multi-media texts:
 - explain the basic visual, audio and audio-visual techniques such as the use of colour, subtitles, music, sound, lighting and camera techniques.

Grade 12

We know this when the learner is able to:

- + demonstrate various reading and viewing strategies for comprehension and appreciation:
 - ask questions to make predictions;
 - skim texts for information by reading titles, introductions, first paragraphs and introductory sentences of paragraphs;
 - scan a range of texts for specific information;
 - read fluently according to purpose and task;
 - summarise main ideas in point form, sentences and paragraphs;

- work out the meaning of unfamiliar words and/or images in familiar contexts by using knowledge of grammar, contextual clues, sound, colour, design and by using the senses;
- reread, review and revise to promote understanding.
- + explain the meaning of a range of written, visual and audio-visual texts:
 - find information and detail in texts;
 - explain the writer's/narrator's/character's viewpoint and give some supporting evidence from the text;
 - explain rhetorical and figurative devices such as metaphor, symbol, simile and contrast and how they affect meaning;
 - explain the writer's conclusions and compare with own;
 - interpret a range of familiar graphic texts;
 - give and motivate personal responses to texts;
- + recognise how language and images may reflect and shape values and attitudes in texts:
 - explain socio-cultural/political values, attitudes and beliefs such as attitudes towards gender, class, age, power relations, human rights and environmental issues;
 - explain ideas and themes
- + explore key features of texts and explain how they contribute to meaning (*these features should never be dealt with in isolation*):
 - △ transactional and creative texts:
 - identify and explain the purpose, structure and language use in texts such as reports, retelling, descriptions, expositions and explanations.
 - △ literary texts:
 - explain development of plot, sub-plot and character;
 - interpret messages and themes and their significance in the text as a whole;
 - explain how background and setting relate to character and/or theme;
 - interpret word choices, imagery and sound devices;
 - explain how rhyme, rhythm and punctuation affect meaning ;
 - explain the use of dialogue and action.
 - △ visual, audio and multi-media texts:
 - explain the basic visual, audio and audio-visual techniques such as the use of colour, subtitles, music, sound, lighting and camera techniques.

Learning Outcome 3: Writing and Presenting

The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.

Grade 10

We know this when the learner is able to:

- + demonstrate planning skills for writing for a specific purpose, audience and context:
 - explain the requirements of a few familiar tasks;

- identify the target audience and the specific purpose such as explaining, informing, describing;
 - identify and explain types of texts to be produced such as informational, creative, transactional and multi-media texts;
 - decide on and apply the appropriate style and format of familiar texts;
 - research topics from familiar sources and record findings ;
 - locate, access, select, organise and integrate relevant information from familiar sources ;
 - develop and organise ideas by using techniques such as mind-maps, diagrams, lists of key words, flow-charts;
 - use some visual and design elements appropriately.
- +
- demonstrate the use of writing strategies and techniques for first drafts:
 - use main and supporting ideas from the planning process ;
 - identify and use appropriate figurative language, words, descriptions, colour, placement and sound ;
 - use sentence types, and sentences of different lengths and structures;
 - use paragraph conventions such as topic sentences, introduction and ending to improve coherence;
 - use some conjunctions, pronouns and adverbs to improve cohesion.
- +
- reflect on own work, considering the opinion of others, redraft and present final product:
 - use set criteria to reflect on own and others' writing ;
 - improve coherence and cohesion in overall structure;
 - consider whether content, style and effects are appropriate to purpose, audience and context;
 - sustain own point of view with some sensitivity;
 - refine word choice, sentence and paragraph structure and eliminate obvious errors and offensive language;
 - show developing sensitivity to human rights, social, cultural, environmental and ethical issues;
 - prepare a final draft by proofreading and editing;
 - present final product paying attention to appropriate presentation style such as a neatly presented text or a striking, colourful poster.

Grade 11

We know this when the learner is able to:

- +
- demonstrate planning skills for writing for a specific purpose, audience and context:
 - explain the requirements of a range of familiar tasks;
 - identify the target audience and the specific purpose such as narrating, explaining, informing, describing;
 - identify and explain types of texts to be produced such as imaginative, informational, creative, transactional and multi-media texts;
 - decide on and apply the appropriate style and format of texts ;
 - research topics from a variety of familiar sources and record findings;

- locate, access, select, organise and integrate relevant information from familiar sources;
 - develop and organise ideas by using techniques such as mind maps, diagrams, lists of key words and flow-charts with some coherence;
 - use some visual and design elements appropriately.
- + demonstrate the use of writing strategies and techniques for first drafts:
- use main and supporting ideas from the planning process;
 - identify and use appropriate figurative language, words, descriptions, colour, placement and sound ;
 - use a variety of sentence types, and sentences of different lengths and structures;
 - apply paragraph conventions such as topic sentences, introduction and ending to improve coherence;
 - use conjunctions, pronouns and adverbs to improve cohesion.
- + reflect on own work, considering the opinion of others, redraft and present final product:
- use set criteria to reflect on own and others' writing;
 - improve coherence and cohesion in overall structure;
 - consider whether content, style and effects are appropriate to purpose, audience and context;
 - sustain own point of view with growing confidence;
 - refine word choice, sentence and paragraph structure and eliminate obvious errors and offensive language;
 - show sensitivity to human rights, social, cultural, environmental and ethical issues;
 - prepare a final draft by proofreading and editing;
 - present final product paying attention to appropriate presentation style such as a neatly presented text or a striking, colourful poster.

Grade 12

We know this when the learner is able to:

- + demonstrate planning skills for writing for a specific purpose, audience and context:
- explain the requirements of a selected range of tasks;
 - identify the target audience and the specific purpose such as narrating, explaining, informing, describing, manipulating;
 - identify and explain types of texts to be produced such as imaginative, informational, creative, transactional and multi-media texts;
 - decide on and apply the appropriate style and format of texts effectively;
 - research topics from a variety of sources and records findings;
 - locate, access, select, organise and integrate relevant information from a variety of sources;
 - develop and organise ideas by using techniques such as mind maps, diagrams, lists of key words and flow-charts with coherence;
 - use a range of visual and design elements appropriately.

- + demonstrate the use of writing strategies and techniques for first drafts:
 - use main and supporting ideas from the planning process effectively;
 - identify and use appropriate figurative language, words, descriptions, colour, placement and sound;
 - use a variety of sentence types, and sentences of different lengths and structures;
 - use paragraph conventions such as topic sentences, introduction and ending and logical progression of paragraphs to improve coherence;
 - use conjunctions, pronouns and adverbs to improve cohesion.

- + reflect on own work, considering the opinion of others, redraft and present final product:
 - use set criteria to reflect on own and others' writing;
 - improve coherence and cohesion in overall structure;
 - consider whether content, style, register and effects are appropriate to purpose, audience and context;
 - sustain own point of view competently;
 - refine word choice, sentence and paragraph structure and eliminate obvious errors and offensive language;
 - show sensitivity to human rights, social, cultural, environmental and ethical issues;
 - prepare a final draft by proofreading and editing;
 - present final product paying attention to appropriate presentation style such as a neatly presented text or a striking, colourful poster.

Learning Outcome 4: Language

The learner is able to use language structures and conventions appropriately and effectively.

Grade 10

We know this when the learner is able to:

- + identify and explain the meanings of words and use them correctly in a range of familiar texts:
 - spell most commonly used words correctly;
 - keep a personal spelling list;
 - use selected common abbreviations correctly;
 - use dictionaries and the thesaurus to find meanings of words;
 - explore the gender, plurals and diminutives of nouns;
 - explore the comparative and superlative degrees of adjectives and adverbs;
 -
 - use some complex (root and prefix and/or suffix) compound words (combination of two words) correctly ;
 - use a selection of polysemes, homophones, homonyms, synonyms, antonyms and one word for a phrase.

- + use structurally sound sentences in a meaningful and functional manner:
 - o use verb forms and auxiliaries to express tense and mood in familiar contexts with increasing accuracy;
 - o explore the use of negative forms;
 - o use subject, object and predicate with growing accuracy;
 - o explore correct word order;
 - o use simple sentences correctly and start exploring the construction of compound and complex sentences and the use of clauses, phrases, pronouns and conjunctions;
 - o use and recognise different sentence types such as statements, questions, commands and instructions;
 - o use active and passive voice with increasing confidence;
 - o explore the different uses of direct and indirect speech;
 - o use concord with developing accuracy;
 - o use punctuation correctly most of the time and for a range of purposes such as to clarify meaning, show grammatical relationships and add emphasis;
 - o use determiners and prepositions with growing accuracy;
 - o explore and use personal, relative, possessive and interrogative pronouns;
 - o explore the use of figurative language such as idioms, idiomatic expressions and proverbs;
 - o translate short sentences from target language into home language and vice versa.

- + develop critical language awareness:
 - o explore and use words with different connotations ;
 - o explore how hidden messages, values and attitudes in texts reflect the position of the speaker/receiver/reader/viewer;
 - o explore obvious emotive, persuasive and manipulative language and challenge the use of insensitive language.

Grade 11

We know this when the learner is able to:

- + identify and explain the meanings of words and use them correctly in a range of texts:
 - o spell commonly used words correctly;
 - o keep a personal spelling list;
 - o use selected common abbreviations correctly;
 - o use dictionaries and the thesaurus to find meanings of words;
 - o use gender, plurals and diminutives of nouns with growing accuracy;
 - o use the comparative and superlative degrees of adjectives and adverbs with growing accuracy;
 - o use complex (root and prefix and/or suffix) compound words (combination of words) increasingly correctly;
 - o use a growing selection of polysemes, homophones, homonyms, synonyms, antonyms and one word for a phrase.

- + use structurally sound sentences in a meaningful and functional manner:
 - o use verb forms and auxiliaries to express tense and mood in familiar contexts with increasing accuracy;
 - o use negative forms with increasing accuracy;

- use subject, object and predicate correctly;
 - use word order with growing accuracy;
 - use simple sentences correctly and construct acceptable compound and complex sentences by using clauses, phrases, pronouns and conjunctions;
 - use and recognise different sentence types such as statements, questions, commands and instructions;
 - use active and passive voice for appropriate purposes;
 - use direct and indirect speech correctly;
 - use concord with increasing accuracy;
 - use punctuation correctly and for a range of purposes such as to clarify meaning, show grammatical relationships and add emphasis;
 - use determiners and prepositions correctly;
 - use personal, relative, possessive and interrogative pronouns with growing accuracy;
 - use figurative language such as idioms, idiomatic expressions, proverbs appropriately;
 - translate sentences from target language into home language and vice versa.
- +
- develop critical language awareness:
- understand and use words with different connotations;
 - explore how hidden messages, values and attitudes in texts reflect the position of the speaker/receiver/reader/viewer;
 - identify and challenge emotive, persuasive, manipulative and insensitive language.

Grade 12

We know this when the learner is able to:

- +
- identify and explain the meanings of words and use them correctly in a range of texts:
- spell commonly used words correctly;
 - keep a personal spelling list;
 - use common abbreviations correctly;
 - use dictionaries and the thesaurus to find meanings of words;
 - use gender, plurals and diminutives of nouns correctly;
 - use the comparative and superlative degrees of adjectives and adverbs correctly;
 - use complex (root and prefix and/or suffix) compound words (combination of words) correctly;
 - use polysemes, homophones, homonyms, synonyms, antonyms and one word for a phrase.
- +
- use structurally sound sentences in a meaningful and functional manner:
- use verb forms and auxiliaries to express tense and mood accurately in different contexts;
 - use negative forms correctly;
 - use subject, object and predicate correctly;
 - use word order correctly;
 - use simple sentences correctly and construct acceptable compound and complex sentences by using clauses, phrases, pronouns and conjunctions;

- use and recognise different sentence types such as statements, questions, commands and instructions;
 - use active and passive voice for appropriate purposes and understand how voice can change meaning;
 - use direct and indirect speech correctly and for required effect;
 - use concord correctly;
 - use punctuation correctly and for a range of purposes such as to clarify meaning, show grammatical relationships and add emphasis;
 - use determiners and prepositions correctly;
 - use personal, relative, possessive and interrogative pronouns accurately;
 - use figurative language such as idioms, idiomatic expressions, proverbs appropriately;
 - translate short paragraphs from target language into home language and vice versa.
- +
- develop critical language awareness:
 - explain and use words with different connotations;
 - explore how hidden messages, values and attitudes in texts reflect the position of the speaker/receiver/reader/viewer;
 - identify and challenge bias and stereotyping, emotive, persuasive, manipulative and insensitive language.

CONTENT AND CONTEXTS FOR THE ATTAINMENT OF ASSESSMENT STANDARDS

In this section content and contexts are provided to support the attainment of the Assessment Standards. The content indicated needs to be dealt with in such a way as to assist learners to progress towards the achievement of the Learning Outcomes. Content must serve the Learning Outcomes and not be an end in itself. The contexts suggested will enable the content to be embedded in situations which are meaningful to the learners and so assist learning and teaching. The teacher should be aware of and use local contexts, not necessarily indicated here, which could be more suited to the experiences of the learners. Content and context, when aligned to the attainment of the Assessment Standards, provide a framework for the development of Learning Programmes. The Learning Programme Guidelines give more detail in this respect.

The use of texts for the teaching of language

When the word ‘text’ is used in the Subject Statements for Languages, it has the widest possible meaning, including all oral, written, visual, audio, audio-visual and multi-media forms. In all language teaching, texts should be used as a starting point, and certain types of texts will be produced as a product of the process. Through the production of texts that increase in complexity from Grade 10 through to Grade 12, the relevant Assessment Standards show progression. Texts, both simple and complex, are the basis of progression in all languages.

Texts are, therefore, the main source of ‘content and context’ for the communicative, integrated learning and teaching of languages.

The full range of texts used and produced should expose the learner to:

- rich and appropriate social, cultural and historical settings that develop understanding of the heritage of the language;
- challenging and stimulating themes that develop critical understanding of values and appreciation of the important socio-cultural and ethical issues which are relevant to the lives of South African learners;
- a wide range of points of view;
- models of written and spoken language with a wide variety of structures to help the learner develop correct and appropriate use of language;
- analysis of stereotypes, bias and generalisations to develop critical thinking;
- persuasive and manipulative language;
- power relations within and between languages;
- developing awareness of audience, purpose and context with appropriate mood, tone and register;
- features and elements of a wide range of texts, including literary texts;
- visual, audio and audio-visual elements;
- varieties of style and stylistic devices, such as a wide range of figurative and creative language;

The **text-based** approach and the **communicative approach** are both dependent on the continuous use and production of texts.

A **text-based approach** explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers, viewers and designers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed.

The **communicative approach** means that when learning a language, a learner should have a great deal of exposure to it and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be a natural, informal process carried over into the classroom where literacy skills of reading/viewing and writing/presenting are learned in a 'natural' way – learners read by doing a great deal of reading and learn to write by doing much writing.

Understanding how texts are constructed

Texts are produced in particular contexts with particular purposes and audiences in mind. Different categories of texts have different functions and follow particular conventions in terms of structure, style, grammar, vocabulary and content. These are referred to as **genres**. Learners need to be able to understand and to produce a range of different genres.

Texts also reflect the cultural and political contexts in which they are created. The language used in texts carries messages regarding the cultural values and political standpoints of the persons who have written or designed them. Thus texts are not neutral. Learners need to be

able to interpret and respond to the values and attitudes in texts.

Thus, in a text-based approach, language is always explored in texts, and texts are explored in relation to their contexts. The approach involves attention to formal aspects of language (grammar and vocabulary) but as applied in texts. In order to talk about texts, learners need a 'meta-language' – they need to know the words that describe different aspects of grammar, vocabulary, style, and different genres.

Texts can be categorised as **texts used** and **texts produced**. These are detailed in the lists that follow. These lists cannot cover all the possible text types – the teacher is welcome to add texts that can be used in integrated language teaching. The intention of the lists is to give the teacher a wide choice of what could be used or produced. Detail of what is required in terms of complexity of texts and relative formality of register is given in the Learning Programme Guidelines.

TEXTS USED FOR THE INTEGRATED TEACHING OF SECOND ADDITIONAL LANGUAGE, GRADES 10–12		
Literary texts Drama Folklore Novel Poetry Short stories		
Further genres to be covered in Grades 10 to 12 include transactional, reference, creative, visual, audio, audio-visual and multi-media texts. A wide selection of texts must be used in integrated teaching over the three-year period.		
Transactional texts: Advertisements Brochures Dialogues (written) Diaries E-mail messages Faxes Flyers Forms Invitations Letters (formal and informal) Magazine articles Memoranda Minutes and agendas Newspaper articles Notes Notices Obituaries Pamphlets Postcards Posters Reports Reviews Telegrams	Reference texts: Dictionary Encyclopaedia Schedules Telephone directories Textbooks Timetables TV guides Creative texts: Creative texts created by learners Dialogues Diaries Dramatisation Folk songs Folk tales Literary texts Myths, legends and fables Riddles Songs Speeches Story telling	Visual, audio, audio-visual and multi-media texts: Advertisements Cartoons Charts and maps Comic strips Engravings Graffiti Graphs, diagrams, tables Illustrations Jokes (illustrated), caricatures Music videos Photographs Radio programmes Readings of dramas, novels or short stories Recordings Signs Slide shows Slides Slogans Symbols Transparencies TV programmes and documentaries

TEXTS PRODUCED DURING THE INTEGRATED TEACHING OF SECOND ADDITIONAL LANGUAGE, GRADES 10–12 (A selection should be produced in Grades 10 to 12.)	
Transactional texts: Dialogues E-mail messages Faxes Filling in forms Formal letters of request, complaint, sympathy, invitation, thanks, congratulations Friendly letters Invitation cards Pamphlets Postcards Short reports (formal and informal) SMS	Creative texts: Narrative and descriptive compositions Responses to literature Reference and informational texts: Directions Instructions Mind-maps and flow-diagrams Notes Easy summaries Oral, visual and multi-media texts: Advertisements Dialogues Flyers Group Discussions Informal conversations Posters Short formal and informal speeches Slogans
Non-compulsory texts for enrichment: dramatisations, story telling, radio and television news, radio and television dramas, panel discussions, own short stories/poems/plays, cartoons, comic strips, jokes, signs, and so on.	

CHAPTER 4

ASSESSMENT

INTRODUCTION

Assessment is a critical element of the National Curriculum Statement Grades 10–12 (General). It is a process of collecting and interpreting evidence in order to determine the learner's progress in learning and to make a judgement about a learner's performance. Evidence can be collected at different times and places, and with the use of various methods, instruments, modes and media.

To ensure that assessment results can be accessed and used for various purposes at a future date, the results have to be recorded. There are various approaches to recording learners' performances. Some of these are explored in this chapter. Others are dealt with in a more subject-specific manner in the Learning Programme Guidelines.

Many stakeholders have an interest in how learners perform in Grades 10–12. These include the learners themselves, teachers, parents, guardians, sponsors, Provincial Departments of Education, the Department of Education, the Ministry of Education, employers, and Higher Education and Training institutions. In order to facilitate access to learners' overall performances and to inferences on learners' competences, assessment results have to be reported. There are many ways of reporting. The Learning Programme Guidelines and the Assessment Guidelines discuss ways of recording and reporting on school-based and external assessment as well as giving guidance on assessment issues specific to the subject.

WHY ASSESS

Before a teacher assesses learners, it is crucial that the purposes of the assessment be clearly and unambiguous. Understanding the purpose of assessment ensures that an appropriate match exists between the purposes and the methods of assessment. This, in turn, will help to ensure that decisions and conclusions based on the assessment are fair and appropriate for the particular purpose or purposes.

There are many reasons why learners' performance is assessed. These include monitoring progress and providing feedback, diagnosing or remediating barriers to learning, selection, guidance, supporting learning, certification and promotion.

In this curriculum, learning and assessment are very closely linked. Assessment helps learners to gauge the value of their learning. It gives them information about their own progress and enables them to take control of and to make decisions about their learning. In this sense, assessment provides information about whether teaching and learning is succeeding in getting closer to the specified

Learning Outcomes. When assessment indicates lack of progress, teaching and learning plans should be changed accordingly.

TYPES OF ASSESSMENT

This section discusses the following types of assessment:

- baseline assessment;
- diagnostic assessment;
- formative assessment; and
- summative assessment.

Baseline assessment

Baseline assessment is important at the start of a grade, but can occur at the beginning of any learning cycle. It is used to establish what learners already know and can do. It helps in the planning of activities and in Learning Programme development. The recording of baseline assessment is usually informal.

Diagnostic assessment

Any assessment can be used for diagnostic purposes – that is, to discover the cause or causes of a learning barrier. Diagnostic assessment assists in deciding on support strategies or identifying the need for professional help or remediation. It acts as a checkpoint to help redefine the Learning Programme goals, or to discover what learning has not taken place so as to put intervention strategies in place.

Formative assessment

Any form of assessment that is used to give feedback to learners is fulfilling a formative purpose. Formative assessment is a crucial element of teaching and learning. It monitors and supports the learning process. All stakeholders use this type of assessment to acquire information on the progress of learners. Constructive feedback is a vital component of assessment for formative purposes.

Summative assessment

When assessment is used to record a judgement of the competence or performance of learners, it serves a summative purpose. Summative assessment gives a picture of learners' competence or progress at any specific moment. It can occur at the end of a single learning activity, a unit, cycle, term, semester or year of learning. Summative assessment should be planned and a variety of assessment instruments and strategies should be used to enable learners to demonstrate competence.

WHAT ASSESSMENT SHOULD BE AND DO

Assessment should:

- be understood by learners and by the broader public;
- be clearly focused;
- be integrated with teaching and learning;
- be based on pre-set criteria of the Assessment Standards;
- allow for expanded opportunities for learners;
- be learner-paced and fair;
- be flexible;
- use a variety of instruments; and
- use a variety of methods.

HOW TO ASSESS

Teachers' assessment of learners' performances must have a great degree of reliability. This means that teachers' judgements of learners' competences should be generalisable across different times, assessment items and markers. The judgements made through assessment should also show a great degree of validity; that is, they should be made on the aspects of learning that were assessed.

Because each assessment cannot be totally valid or reliable by itself, decisions on learner progress must be based on more than one assessment. This is the principle behind continuous assessment (CASS). Continuous assessment is a strategy that bases decisions about learning on a range of different assessment activities and events that happen at different times throughout the learning process. It involves assessment activities that are spread throughout the year, using various kinds of assessment instruments and methods such as tests, examinations, projects and assignments. Oral, written and performance assessments are included. The different pieces of evidence that learners produce as part of the continuous assessment process can be included in a portfolio. Different subjects have different requirements for what should be included in the portfolio. The Learning Programme Guidelines discuss these requirements further.

Continuous assessment is both classroom-based and school-based, and focuses on the ongoing manner in which assessment is integrated into the process of teaching and learning. Teachers get to know their learners through their day-to-day teaching, questioning, observation, and through interacting with the learners and watching them interact with one another.

Continuous assessment should be applied both to sections of the curriculum that are best assessed through written tests and assignments and those that are best assessed through other methods, such as by performance, using practical or spoken evidence of learning.

METHODS OF ASSESSMENT

Self-assessment

All Learning Outcomes and Assessment Standards are transparent. Learners know what is expected of them. Learners can, therefore, play an important part, through self-assessment, in 'pre-assessing' work before the teacher does the final assessment. Reflection on one's own learning is a vital component of learning.

Peer assessment

Peer assessment, using a checklist or rubric, helps both the learners whose work is being assessed and the learners who are doing the assessment. The sharing of the criteria for assessment empowers learners to evaluate their own and others' performances.

Group assessment

The ability to work effectively in groups is one of the Critical Outcomes. Assessing group work involves looking for evidence that the group of learners co-operate, assist one another, divide work, and combine individual contributions into a single composite assessable product. Group assessment looks at process as well as product. It involves assessing social skills, time management, resource management and group dynamics, as well as the output of the group.

METHODS OF COLLECTING ASSESSMENT EVIDENCE

There are various methods of collecting evidence. Some of these are discussed below.

Observation-based assessment

Observation-based assessment methods tend to be less structured and allow the development of a record of different kinds of evidence for different learners at different times. This kind of assessment is often based on tasks that require learners to interact with one another in pursuit of a common solution or product. Observation has to be intentional and should be conducted with the help of an appropriate observation instrument.

Test-based assessment

Test-based assessment is more structured and enables teachers to gather the same evidence for all learners in the same way and at the same time. This kind of assessment creates evidence of learning that is verified by a specific score. If used correctly, tests and examinations are an important part of the curriculum because they give good evidence of what has been learned.

Task-based assessment

Task-based or performance assessment methods aim to show whether learners can apply the skills and knowledge they have learned in unfamiliar contexts or in contexts outside of the classroom. Performance assessment also covers the practical components of subjects by determining how learners put theory into practice. The criteria, standards or rules by which the task will be assessed are described in rubrics or task checklists, and help the teacher to use professional judgement to assess each learner's performance.

RECORDING AND REPORTING

Recording and reporting involves the capturing of data collected during assessment so that it can be logically analysed and published in an accurate and understandable way.

Methods of recording

There are different methods of recording. It is often difficult to separate methods of recording from methods of evaluating learners' performances.

The following are examples of recording instruments:

- rating scales;
- task lists or checklists; and
- rubrics.

Each is discussed below.

Rating scales

Rating scales are any marking system where a symbol (such as A or B) or a mark (such as 5/10 or 50%) is defined in detail to link the coded score to a description of the competences that are required to achieve that score. The detail is more important than the coded score in the process of teaching and learning, as it gives learners a much clearer idea of what has been achieved and where and why their learning has fallen short of the target. Traditional marking tended to use rating scales without the descriptive details, making it difficult to have a sense of the learners' strengths and weaknesses in terms of intended outcomes. A six-point scale of achievement is used in the National Curriculum Statement Grades 10 – 12 (General).

Task lists or checklists

Task lists or checklists consist of discrete statements describing the expected performance in a particular task. When a particular statement (criterion) on the checklist can be observed as having been satisfied by a learner during a performance, the statement is ticked off. All the statements that have been ticked off on the list (as criteria that have been met) describe the learner's performance. These checklists are very useful in peer or group assessment activities.

Rubrics

Rubrics are a combination of rating codes and descriptions of standards. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require teachers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of the distinct features that make up the criteria, or combine both. The Learning Programme Guidelines give examples of subject-specific rubrics.

To design a rubric, a teacher has to decide the following:

- Which outcomes are being targeted?
- Which Assessment Standards are targeted by the task?
- What kind of evidence should be collected?
- What are the different parts of the performance that will be assessed?
- What different assessment instruments best suit each part of the task (such as the process and the product)?
- What knowledge should be evident?
- What skills should be applied or actions taken?
- What opportunities for expressing personal opinions, values or attitudes arise in the task and which of these should be assessed and how?
- Should one rubric target all the Learning Outcomes and Assessment Standards of the task or does the task need several rubrics?
- How many rubrics are, in fact, needed for the task?

It is crucial that a teacher shares the rubric or rubrics for the task with the learners before they do the required task. The rubric clarifies what both the learning and the performance should focus on. It becomes a powerful tool for self-assessment.

Reporting performance and achievement

Reporting performance and achievement informs all those involved with or interested in learners' progress. Once the evidence has been collected and interpreted, teachers need to record a learner's achievements. Sufficient summative assessments need to be made so that a report can make a statement about the standard achieved by the learner.

The National Curriculum Statement Grades 10–12 (General) adopts a six-point scale of achievement. The scale is shown in Table 4.1.

Table 4.1 **Scale of achievement for the National Curriculum Statement Grades 10–12 (General)**

Rating Code	Description of Competence	Marks (%)
6	Outstanding	80–100
5	Meritorious	60–79
4	Satisfactory	50–59
3	Adequate	40–49
2	Partial	30–39
1	Inadequate	0–29

SUBJECT COMPETENCE DESCRIPTIONS

To assist with benchmarking the achievement of Learning Outcomes in Grades 10–12, subject competences have been described to distinguish the grade expectations of what learners must know and be able to achieve. Six levels of competence have been described for each subject for each grade. These descriptions will assist teachers to assess learners and place them in the correct rating. The descriptions summarise what is spelled out in detail in the Learning Outcomes and the Assessment Standards, and give the distinguishing features that fix the achievement for a particular rating. The various achievement levels and their corresponding percentage bands are as shown in Table 4.1.

In line with the principles and practice of outcomes-based assessment, all assessment – both school-based and external – should primarily be criterion-referenced. Marks could be used in evaluating specific assessment tasks, but the tasks should be assessed against rubrics instead of simply ticking correct answers and awarding marks in terms of the number of ticks. The statements of competence for a subject describe the minimum skills, knowledge, attitudes and values that learners should demonstrate for achievement on each level of the rating scale.

When teachers/assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a particular outcome. The relevant Assessment Standard or Standards must be used when creating the rubric for assessing the task or question. The descriptions clearly indicate the minimum level of attainment for each category on the rating scale.

The competence descriptions for this subject appear at the end of this chapter.

PROMOTION

Promotion at Grade 10 and Grade 11 level will be based on internal assessment only, but must be based on the same conditions as those for the Further Education and Training Certificate. The requirements, conditions, and rules of combination and condonation are spelled out in the *Qualifications and Assessment Policy Framework for the Grades 10–12 (General)*.

WHAT REPORT CARDS SHOULD LOOK LIKE

There are many ways to structure a report card, but the simpler the report card the better, providing that all important information is included. Report cards should include information about a learner's overall progress, including the following:

- the learning achievement against outcomes;
- the learner's strengths;
- the support needed or provided where relevant;
- constructive feedback commenting on the performance in relation to the learner's previous performance and the requirements of the subject; and
- the learner's developmental progress in learning how to learn.

In addition, report cards should include the following:

- name of school;
- name of learner;
- learner's grade;
- year and term;
- space for signature of parent or guardian;
- signature of teacher and of principal;
- date;
- dates of closing and re-opening of school;
- school stamp; and
- school attendance profile of learner.

ASSESSMENT OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

The assessment of learners who experience any barriers to learning will be conducted in accordance with the recommended alternative and/or adaptive methods as stipulated in the *Qualifications and Assessment Policy Framework for Grades 10–12 (General)* as it relates to learners who experience barriers to learning. Refer to the *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System*.

COMPETENCE DESCRIPTIONS FOR SECOND ADDITIONAL LANGUAGE

Code	Scale	Competence Descriptions
6	80%–100% Outstanding	By the end of Grade 10 the learner with outstanding achievement can: • speak and present confidently, coherently and cohesively; show awareness of and use language conveying sensitivity and respect; listen critically to identify, interpret, analyse and explain information for different purposes; fluently use language in a range of familiar communication situations. • effectively and confidently interpret, analyse and explain texts, and accurately identify specific information when reading and viewing; show thorough insight and give and clearly justify own opinions; read aloud with exceptional fluency; show sensitivity to different views and cultural issues. • write and present coherent, cohesive and accurate texts; pay attention to different, audiences, purposes, contexts and formats; structure ideas and viewpoints in a sustained, convincing and original way; revise and edit writing independently to produce improved texts. • understand and use structures and conventions of language confidently and with growing accuracy; effectively identify, interpret and explain the meanings and functions of words and word forms; use a range of sentence structures for functional purposes; show thorough control of grammar and vocabulary.
5	60%–79% Meritorious	By the end of Grade 10 the learner with meritorious achievement can: • mostly speak and present confidently, coherently and cohesively; show considerable awareness of and use language conveying sensitivity and respect; listen critically to identify information for different purposes but shows hesitance when interpreting, analysing and explaining; use language mostly fluently in familiar communication situations • mostly confidently identify information when reading and viewing but shows hesitance when interpreting, analysing and explaining texts; show good insight, give and justify own opinions well; mostly read aloud fluently; mostly show sensitivity to different views and cultural issues. • mostly write and present coherent, cohesive and accurate texts but makes errors; mostly pay attention to different, audiences, purposes, contexts and formats; mostly structure ideas and viewpoints in a sustained and convincing way showing some evidence of originality; revise and edit writing with assistance to produce improved texts. • understand and use structures and conventions of language mostly with accuracy and confidence; mostly identify, interpret and explain the meanings and functions of words and word forms; use different sentence structures for functional purposes but makes some errors; show good

		control of grammar and vocabulary.
4	50%–59% Satisfactory	By the end of Grade 10 the learner with satisfactory achievement can: • with prompting and encouragement at times, speak and present reasonably confidently, coherently and cohesively; show reasonable awareness of and use language conveying sensitivity and respect; ; listen reasonably critically to identify information but needs assistance when interpreting, analysing and explaining; use language reasonably fluently in familiar communication situations. • reasonably confidently identify and interpret information when reading and viewing but has difficulty when analysing and explaining texts; show reasonable insight and can often give and justify own opinions; read aloud reasonably fluently; show reasonable sensitivity to different views and cultural issues. • write and present reasonably well but texts sometimes show a lack of coherence, cohesion and accuracy; with assistance, pay attention to different, audiences, purposes, contexts and formats; develop ideas and viewpoints in a reasonably focused and consistent way; with constant assistance, revise and edit writing to produce reasonably improved texts. • understand and use the structures and conventions of language reasonably accurately; with assistance identify, interpret and explain the meanings and functions of words and word forms reasonably accurately; use different sentence structures for functional purposes but often makes errors; show reasonable control of grammar and vocabulary.
3	40%–49% Adequate	By the end of Grade 10 the learner with adequate achievement can: • speak and present with sufficient confidence, coherence and cohesion, but needs constant prompting; show sufficient awareness and use of language conveying sensitivity and respect; listen sufficiently critically to identify information but can only interpret, analyse and explain texts with constant guidance; use language with sufficient fluency in familiar communication situations; • read and view but often experiences difficulty when identifying, interpreting, analysing and explaining texts independently; show adequate insight but hesitates when giving or motivating own opinions; read aloud with adequate fluency; show sufficient sensitivity to different views and cultural issues. • write and present sufficiently well but texts very often show a lack of coherence, cohesion and accuracy; with assistance, pay adequate attention to different, audiences, purposes, contexts and formats; with constant support develop ideas and viewpoints in a sufficiently focused way; revise and edit but needs constant guidance to overcome errors which seriously impede meaning. sufficiently understand and use structures and conventions of language but makes many careless errors; with constant assistance, sufficiently identify, interpret and explain the meanings and functions of words and word forms; use different sentence structures for functional purposes but

		makes many serious errors; show sufficient control of grammar and vocabulary.
2	30%–39% Partial	By the end of Grade 10 the learner with partial achievement can: • speak and present but hardly shows cohesion or coherence; seldom show an awareness of or use language conveying sensitivity and respect hardly listen critically to identify information and seldom interprets, analyses and explains texts even with guidance ; sometimes convey a very basic message in familiar communication situations but seldom fluently. • seldom interpret, analyse and explain texts independently and accurately when reading and viewing; hardly show insight or give and motivate own opinions; seldom read aloud fluently; seldom show sensitivity to different views and cultural issues. • seldom write and present coherent, cohesive or accurate texts; seldom pay attention to different, audiences, purposes, contexts and formats even with constant assistance; only with assistance develop basic ideas and viewpoints but these are not focused and meaning is often obscured by serious errors; show limited evidence of revision and editing even with constant guidance. • seldom understand and use structures and conventions of language and makes many serious errors; seldom identify, interpret and explain the meanings and functions of words and word forms even with constant guidance; use only simple sentence structures for functional purposes and makes many errors; show limited control of grammar and vocabulary.
1	0%–29% Inadequate	By the end of Grade 10 the learner with inadequate achievement can: • speak and present but only with lengthy pauses and in a seriously fragmented way; show very limited awareness of or use language conveying sensitivity and respect; due to extremely poor listening skills not identify, interpret, analyse or explain information when listening; as a result of extremely poor vocabulary and language use not communicate effectively. • hardly ever identify, interpret, analyse or explain texts when reading and viewing; show no insight nor give or motivate opinions; hardly read aloud; hardly ever show any sensitivity to different views and cultural issues . • not write and present texts that are coherent, cohesive or accurate; not pay attention to different audiences, purposes, contexts and formats when writing and presenting; due to misinterpretation of topics and poor language use, produce writing which is unintelligible; show no evidence of revision or editing and cannot improve work despite continuous guidance. • not understand or use structures and conventions of language and shows only a very basic grasp of elementary words and word forms; use only ungrammatical sentences and shows no grasp of grammar and vocabulary.

Code	Scale	Competence Descriptions
6	80%–100% Outstanding	By the end of Grade 11 the learner with outstanding achievement can: • speak and present confidently, coherently and cohesively, show awareness of and use language conveying sensitivity and respect; listen critically to accurately identify, interpret, analyse and explain information for a range of purposes; fluently use language in a range of communication situations. • effectively and confidently interpret, analyse and explain texts, and accurately identify specific information when reading and viewing; show thorough insight and give and clearly justify own opinions; read aloud with exceptional fluency; show sensitivity to a range of views and cultural issues. • write and present coherent, cohesive and accurate texts; pay attention to different audiences, purposes, contexts and formats; structure ideas and viewpoints in a sustained, convincing and original way; revise and edit writing independently to produce improved texts. • understand and use structures and conventions of language accurately and confidently; effectively identify, interpret and explain the meanings and functions of words and word forms; use a range of sentence structures for functional purposes; show thorough control of grammar and vocabulary.
5	60%–79% Meritorious	By the end of Grade 11 the learner with meritorious achievement can: • mostly speak and present confidently, coherently and cohesively; show considerable awareness of and use language conveying sensitivity and respect; listen critically to identify and interpret information for different purposes but sometimes shows hesitance when analysing and explaining; use language mostly fluently in different communication situations. • mostly confidently identify and interpret when reading and viewing but shows hesitance when analysing and explaining texts; show good insight, give and clearly justify own opinions; mostly read aloud fluently; show sensitivity to different views and cultural issues. • mostly write and present coherent, cohesive and accurate texts but makes some errors; mostly pay attention to different, audiences, purposes, contexts and formats; mostly structure ideas and viewpoints in a sustained and convincing way showing some originality; revise and edit writing mostly independently to produce improved texts. • understand and use structures and conventions of language mostly with accuracy and confidence; mostly identify, interpret and explain the meanings and functions of words and word forms; use different sentence structures for functional purposes but makes some errors; show good control of grammar and vocabulary.
4	50%–59% Satisfactory	By the end of Grade 11 the learner with satisfactory achievement can: • with prompting and encouragement at times, speak and present reasonably confidently, coherently and cohesively; show reasonable awareness of and use language conveying sensitivity and respect;

		mostly listen reasonably critically to identify information but needs assistance when interpreting, analysing and explaining; use language reasonably fluently in communication situations. • reasonably confidently identify and interpret information when reading and viewing but needs assistance when analysing and explaining texts; show reasonable insight and give and justify own opinions ; read aloud reasonably fluently; show reasonable sensitivity to different views and cultural issues. • write and present reasonably well but texts sometimes show a lack of coherence, cohesion and accuracy; with assistance, pay attention to different, audiences, purposes, contexts and formats; develop ideas and viewpoints in a reasonably focused and consistent way; with assistance, revise and edit writing to produce improved texts. • understand and use structures and conventions of language reasonably accurately; with assistance, identify, interpret and explain the meanings and functions of words and word forms reasonably accurately; use different sentence structures for functional purposes but often makes errors; show reasonable control of grammar and vocabulary.
3	40%–49% Adequate	By the end of Grade 11 the learner with adequate achievement can: • speak and present with sufficient confidence, coherence and cohesion but needs prompting; show sufficient awareness of and use language conveying, sensitivity and respect; listen sufficiently critically to identify information but experiences difficulty when analysing, interpreting and explaining texts; use language with sufficient fluency in familiar communication situations. • sufficiently identify information when reading and viewing but often experiences difficulty when interpreting, analysing and explaining texts independently; show adequate insight but hesitates when giving and motivating own opinions; read aloud with adequate fluency; show sufficient sensitivity to different views and cultural issues. • write and present sufficiently well but texts often show a lack of coherence, cohesion and accuracy; with assistance, pay adequate attention to different, audiences, purposes, contexts and formats; with support develop ideas in a sufficiently focused way; revise and edit but needs constant guidance to overcome errors which impede meaning. • sufficiently understand and use structures and conventions of language but makes careless errors; with assistance, sufficiently identify, interpret and explain the meanings and functions of words and word forms; use different sentence structures for functional purposes but makes serious errors; show sufficient control of grammar and vocabulary.
2	30%–39% Partial	By the end of Grade 11 the learner with partial achievement can: • speak and present but hardly shows cohesion or coherence; seldom show awareness of or use language that reflects sensitivity and respect; hardly listen critically to identify information and experiences difficulty when interpreting, analysing and explaining texts even with guidance;

		sometimes convey a very basic message in familiar communication situations but seldom fluently. • very seldom interpret, analyse and explain texts independently and accurately when reading and viewing; show limited insight and seldom give and motivate own opinions; seldom read aloud fluently; seldom show sensitivity to different views and cultural issues. • seldom write and present coherent, cohesive or accurate texts; seldom pay adequate attention to different audiences, purposes, contexts and formats even with assistance; only with assistance develop basic ideas and viewpoints, but these are not focused and meaning is obscured by serious errors; show limited evidence of revision and editing even with constant guidance. • seldom understand and use structures and conventions of language and makes serious errors; seldom identify, interpret and explain the meanings and functions of words and word forms even with guidance; use only simple sentence structures for functional purposes and makes many errors; show limited control of grammar and vocabulary.
1	0%–29% Inadequate	By the end of Grade 11 the learner with inadequate achievement can: • speak and present but only with lengthy pauses and in a fragmented way; show very limited awareness of or use language conveying sensitivity and respect; due to very poor listening skills hardly ever identify, interpret, analyse or explain information when listening; as a result of very poor vocabulary and language use not communicate effectively. • hardly ever identify, interpret, analyse or explain texts when reading and viewing; show no insight nor give or motivate opinions; hardly read aloud; hardly ever show any sensitivity to different views and cultural issues . • not write and present texts that are coherent, cohesive or accurate; not pay attention to different audiences, purposes, contexts and formats when writing and presenting due to misinterpretation of topics and poor language use, produce writing which is unintelligible; show no evidence of revision or editing and cannot improve work despite continuous guidance. • hardly ever understand or use structures and conventions of language and shows only a basic grasp of elementary words and word forms; use only ungrammatical sentences and shows no grasp of grammar and vocabulary.

Grade 12 Second Additional Language

Code	Scale	Competence Descriptions
6	80%–100% Outstanding	By the end of Grade 12 the learner with outstanding achievement can: • speak and present confidently, coherently and cohesively; ; show awareness of and use language clearly conveying sensitivity and

		respect; listen critically to accurately identify, interpret, analyse and explain information for a range of purposes; fluently use language in a wide range of communication situations. - effectively and confidently interpret, analyse and explain texts, and accurately identify specific information when reading and viewing; show thorough insight and give and clearly justify own opinions; read aloud with exceptional fluency; show sensitivity to a range of views and cultural issues. - write and present coherent, cohesive and accurate texts; effectively pay attention to different audiences, purposes, contexts and formats; structure ideas and viewpoints in a sustained; convincing and original way; revise and edit writing independently to create correct texts. - understand and use structures and conventions of language accurately and confidently; very effectively identify, interpret and explain the meanings and functions of words and word forms; use a wide range of sentence structures for functional purposes; show thorough control of grammar and vocabulary.
5	60%–79% Meritorious	By the end of Grade 12 the learner with meritorious achievement can: - mostly speak and present confidently, coherently and cohesively ; show considerable awareness of and use language conveying sensitivity and respect; listen critically to identify and interpret information for different purposes but sometimes shows hesitance when analysing and explaining; use language mostly fluently in a range of communication situations. - mostly confidently identify and interpret when reading and viewing but shows hesitance when analysing and explaining texts; show good insight, give and clearly justify own opinions; mostly read aloud fluently; show sensitivity to different views and cultural issues. - mostly write and present coherent, cohesive and accurate texts; mostly pay attention to different, audiences, purposes, contexts and formats; mostly structure ideas and viewpoints in a sustained, convincing way showing some originality; revise and edit writing mostly independently to produce improved texts. - understand and use structures and conventions of language mostly with accuracy and confidence; identify, interpret and explain the meanings and functions of words and word forms; use a range of sentence structures for functional purposes but makes some errors; show good control of grammar and vocabulary.
4	50%–59% Satisfactory	By the end of Grade 12 the learner with satisfactory achievement can: with prompting and encouragement at times, speak and present reasonably confidently, coherently and cohesively ; show reasonable awareness of and use language conveying sensitivity and respect; listen reasonably critically to identify and interpret information but needs assistance when analysing and explaining; use language reasonably fluently in communication situations.

		• reasonably confidently identify and interpret information when reading and viewing but needs assistance when analysing and explaining texts; show reasonable insight and give and justify own opinions; read aloud reasonably fluently; show reasonable sensitivity to different views and cultural issues. • write and present reasonably well but texts sometimes show a lack of coherence, cohesion and accuracy; with some assistance, pay attention to different, audiences, purposes, contexts and formats; develop ideas and viewpoints in a reasonably focused and consistent way; with assistance revise and edit writing to produce improved texts. • understand and use structures and conventions of language reasonably accurately; with assistance, identify, interpret and explain the meanings and functions of words and word forms reasonably accurately; use different sentence structures for functional purposes but makes errors; show reasonable control of grammar and vocabulary.
3	40%–49% Adequate	By the end of Grade 12 the learner with adequate achievement can: • speak and present with sufficient confidence, coherence and cohesion, but needs prompting at times show sufficient awareness of and use language conveying sensitivity and respect; listen sufficiently critically to identify and interpret information but experiences difficulty when analysing and explaining texts; use language with sufficient fluency in different communication situations. • sufficiently identify information when reading and viewing but at times experiences difficulty when interpreting, analysing and explaining texts independently; show adequate insight but hesitates when giving and motivating own opinions; read aloud with adequate fluency; show sufficient sensitivity to different views and cultural issues. • write and present sufficiently well but texts often show a lack of coherence, cohesion and accuracy; with assistance, pay adequate attention to different, audiences, purposes, contexts and formats; with support develop ideas in a sufficiently focused way; revise and edit but needs guidance to overcome errors which sometimes impede meaning. • sufficiently understand and use structures and conventions of language but makes careless errors; with assistance, sufficiently identify, interpret and explain the meanings and functions of words and word forms; use different sentence structures for functional purposes but makes many errors; show sufficient control of grammar and vocabulary.
2	30%–39% Partial	By the end of Grade 12 the learner with partial achievement can: • speak and present but hardly shows cohesion or coherence; seldom show awareness of or use language that reflects sensitivity and respect; hardly listen critically to identify and interpret information and experiences difficulty when analysing and explaining texts even with guidance; sometimes convey a basic message in familiar communication situations but seldom fluently.

		• seldom interpret, analyse and explain texts independently and accurately when reading and viewing; show limited insight and seldom give and motivate own opinions; seldom read aloud fluently; seldom show sensitivity to different views and cultural issues. • seldom write and present coherent, cohesive or accurate texts; seldom pay adequate attention to different, audiences, purposes, contexts and formats; only with assistance develop basic ideas and viewpoints but these are not focused and meaning is obscured by errors show limited evidence of revision and editing even with constant guidance. • seldom understand and use structures and conventions of language and makes serious errors; seldom identify, interpret and explain the meanings and functions of words and word forms even with guidance; use only simple sentence structures for functional purposes and makes errors; show limited control of grammar and vocabulary.
1	0%–29% Inadequate	By the end of Grade 12 the learner with inadequate achievement can: • speak and present but with lengthy pauses and in a fragmented way; show very limited awareness of or use language conveying sensitivity and respect; due to very poor listening skills, hardly ever identify, interpret, analyse or explain information when listening; as a result of poor vocabulary and language use very seldom communicate effectively. • hardly ever identify, interpret, analyse or explain texts when reading and viewing; show no insight nor give or motivate opinions; hardly read aloud; hardly ever show any sensitivity to different views and cultural issues . • not write and present texts that are coherent, cohesive or accurate; not pay attention to different audiences, purposes, contexts and formats when writing and presenting; due to misinterpretation of topics and poor language use; produce writing which is unintelligible; show almost no evidence of revision or editing and can hardly ever improve work despite continuous guidance. • hardly ever understand or use structures and conventions of language and shows only a basic grasp of elementary words and word forms; use mostly ungrammatical sentences and shows no grasp of grammar and vocabulary.

GLOSSARY

acronym – a pronounceable word formed from the first letter or letters in a phrase or name (e.g. FET = Further Education and Training)

additional language (also see home language) – a language learned in addition to one's home language

additive multilingualism – when a person learns a language (or languages) in addition to his or her home language. This language does not replace the home language but is learned alongside it. In an additive multilingual programme, the home language is strengthened and affirmed while any further language learned is seen as adding value (e.g. all Additional Languages, including the Language of Learning and Teaching are taught alongside the home language but do not replace it).

aesthetic – sensitive to the beauty of language and thus sensitive to and appreciative of the lasting value of texts

alliteration – the repetition of similar, usually initial, consonant sounds

ambiguity – double meaning created by the way in which words are used; when used unintentionally, ambiguity obscures the meaning (e.g. 'General flies back to front' or 'Short children's stories are in demand')

anecdotes – narratives of small incidents or events told for the purpose of information, entertainment, humour, malice, or to reveal character

animation – the technique of using a series of still pictures to create an illusion of movement or life

anticlimax – when an expectation of some high point of importance or excitement is not fulfilled or the seriousness of a literary plot is suddenly lost as a result of a comical, digressive or meaningless event

antithesis – the expression of two opposed or different ideas in balanced contrast (e.g. 'more haste, less speed')

antonym – a word that is opposite in meaning to another word in the same language (e.g. 'happy' and 'sad')

appropriacy – if language is appropriate it is suitable in terms of the context in which it is used (e.g. the greeting 'Good morning, Mr Jones' would be appropriate in a formal work situation whereas 'Hi, Jo' would be appropriate between friends)

assessment – a continuous structured process of gathering information on learner competence in many different ways

assessment standards – criteria used to assess an outcome

assonance repetition (mostly) of vowel sounds in two or more words (e.g. "It is June and the world is all in tune")

audience – the intended reader(s), listener(s) or viewer(s) of a particular text; in planning a piece of writing speakers/writers must take into the consideration the purpose and audience when choosing an appropriate form of writing

authentic texts – texts which have a practical function (e.g. magazine and newspaper articles, recordings from radio and television, advertisements, product labels, travel brochures, government forms, examples of real letters)

bias – a tendency to favour one thing, idea, attitude or person over another which makes it difficult to make a fair assessment

caption – a title or comment attached above or below an article, a picture, a photo, and so on

caricature an exaggerated portrayal (written or visual) of a character which is achieved by mocking personality traits or appearance

cause (see also **effect**) – that which gives rise to an action or condition

cinematographic techniques – devices used in the construction of a film (e.g. composition, lighting, type of shot)

cliché – an expression or an idea that has been used so often that it has lost its expressive power

climax – the most exciting, effective or important part of the story; this important part is not necessarily at the end

coherence – the underlying logical relationship which links ideas together and gives a passage or paragraph unity

cohesion – the linking of sentences or paragraphs by means of logical connectors such as conjunctions, pronouns or repetition

colloquialism (see also **slang**) – language belonging to ordinary or familiar conversation but not used in formal language

comparative (see also **superlative**) – degrees of comparison as found in adjectives and adverbs are positive, comparative or superlative (e.g. 'long' (positive), 'longer' (comparative), 'longest' (superlative))

compare (see also **contrast**) – to assess the way in which things are similar

complex word – a word consisting of a main part and one or more other parts (e.g. re-invent)

compound word – two or more words combined (e.g. bodyguard)

conflict – the struggle that arises between characters or between individuals and their fate or circumstances; conflict in literature can also arise from opposing desires or values in a character's own mind

conjunction – a word used to join two clauses, words, phrases or sentences

connotative meaning (see also **denotative meaning**) – both the positive and negative associations that a word collects through usage that go beyond the literal (primary) meaning

context – a text is always used and produced in a context; the context includes the broad and the immediate situation including aspects such as the social, cultural and political background; the term can also refer to that which precedes or follows a word or text and is essential to its meaning

contrast (see also **compare**) – to consider the way in which things differ

conventions – accepted practices or rules in the use of language. Some conventions help to convey meaning (e.g. the rules of grammar, punctuation, typefaces, capital letters); some assist in the presentation of content (e.g. table of contents, general layout, headings, footnotes, charts, captions, lists, pictures, index); and others reflect a pattern of language that has become formulaic (e.g. greetings, small talk).

creative thinking – the process of thinking about ideas or situations in inventive and unusual ways in order to understand them better and respond to them in a new and constructive manner; learners think creatively in all subject areas when they imagine, invent, alter or improve a concept or product

critical awareness – the analysis of how meaning is constructed with understanding of power relations in and between languages; it empowers the learner to resist manipulation and to use language sensitively

denotative meaning (see also **connotative meaning**) – the literal or primary meaning of a word

derivative – a word derived from another or from a root; usually formed by adding a prefix or suffix (e.g. 'quickly' from 'quick')

dialect – a form of a language adapted by a particular community; it is significantly different from other forms of the same language in terms of words, structures and/or pronunciation

dramatic irony occurs when the audience/reader/viewer knows more about the situation and its implications than the characters involved; it heightens the tension, enjoyment and audience participation

editing – the process of drafting and redrafting a text, including correcting grammatical usage, punctuation and spelling errors and checking writing for coherence of ideas and cohesion of structure; in media, editing involves the construction, selection and lay-out of texts

effect (see also **cause**) – the result or consequence of an action or condition

emotive language – language which arouses strong feelings

euphemism – a mild or vague expression substituted for a thought which is felt to be too harsh or direct

explicit (as opposed to **implicit**) – meaning which is clearly or directly stated

figurative (as opposed to **literal**) – words or phrases used in a non-literal way to create a desired effect; literary texts often make concentrated use of figurative language (e.g. simile, personification, metaphor)

fluency – the word comes from the flow of a river and suggests a coherence and cohesion that gives language use the quality of being natural, easy to use and easy to interpret

font – the type and size of the letters used when writing, typing or printing (e.g. 12pt (size) Times New Roman (style of lettering))

foregrounding (as opposed to **backgrounding**) used literally, it means the positioning of the subject in or near the front of the frame; used figuratively, it refers to emphasising or focusing on one point more than another

genre – the types or categories into which texts are grouped

gesture – a movement of the face or body which communicates meaning (e.g. nodding the head to indicate agreement)

graphics – products of the visual and technical arts (e.g. drawing, designing)

home language (see also **additional language**) – the language first acquired by children through immersion at home; the language in which they learn to think

homonym – a word which has both the same sound and spelling as another but has a different meaning (e.g. the noun ‘the bear’ and the verb ‘to bear’)

homophone – a word which sounds the same as another but is spelled differently and has a different meaning (e.g. ‘one’ and ‘won’)

hyperbole – a deliberate exaggeration (e.g. to describe something in such a way that it seems much bigger than it really is: ‘He gave me a mountainous plate of food.’)

idiom – an expression/phrase that has a particular meaning, different from the meanings of the word understood on their own (e.g. to have bitten off more than you can chew – meaning that you have tried to do something that is too much for you to cope with)

idiomatic expression – an expression, usually figurative, and often used informally, which has come to have an certain meaning among users (e.g. she has been fired)

imagery – words, phrases and sentences which create images in our minds such as similes,

metaphors, personification

implicit (as opposed to **explicit**) – something implied or suggested in the text but not expressed directly

implied (as opposed to **direct meaning**) – meaning suggested by the text but not directly stated

inclusivity – the principle that education should be accessible to all learners whatever their learning styles, backgrounds and abilities

infer – to pick up the meaning behind what is stated and to deduce all the implications

initiate – to start (e.g. to initiate a conversation)

innuendo - something unpleasant which is hinted at rather than clearly stated

intonation – the pattern of the pitch or the melody of an utterance which marks grammatical structures such as sentences or clauses

ironic twist – a sudden or unexpected change in the course of events or a surprising turn of events

irony – a statement or situation that has an underlying meaning different from its literal or surface meaning

jargon – special terms or expressions used in a trade or profession or by any specific group (e.g. computer users would refer to a ‘CPU’, ‘RAM’ and so on); when jargon is used to exclude listeners/readers from an interaction it is potentially hurtful or even harmful

language varieties – language varieties found when minor adaptations in terms of vocabulary, structures and/or pronunciation have been made; can vary from one region or country to another (e.g. pidgin, creole, regional dialects, minority dialect, indigenised variety)

literacies – different kinds of literacy (e.g. critical, visual, graphic, computer, media, socio-cultural)

literacy (see also **literacies**) – the ability to process and use information for a variety of purposes and contexts and to write for different purposes; the ability to decode texts, allowing one to make sense of one’s world

literal (as opposed to **figurative**) – the plainest, most direct meaning that can be attributed to a word or phrase

malapropism the mistaken and muddled use of long words to impress; although these words sound almost right, they are incorrect enough to bring about humour

manipulative language – language which is aimed at obtaining an unfair advantage or gaining influence over others

meta-language – the language used to talk about a language; it includes terminology such as

‘context’, ‘style’, ‘plot’ and ‘dialogue’

metaphor – using one thing to describe another thing which has similar qualities (e.g. ‘Education is the key to success.’)

metonymy the use of a part to represent the whole or the use of one item to stand for another with which it has become associated (e.g. He gave up the pen for the sword)

mind map – a representation of a theme or topic in which key words and ideas are organised graphically

mode – a method, a way or a manner in which something is presented; a way of communicating (e.g. the written mode, the spoken or oral mode, the visual mode (which includes graphic forms such as charts)); information can be changed from one mode to another (e.g. converting a graph into a passage)

mood – infinitive (e.g. to walk), imperative (e.g. Get out!), subjective (e.g. If I were a rich man / if you go then I will), indicative mood (e.g. Look, there goes John), potential mood (e.g. I can go)

mood – atmosphere or emotion in written texts; it shows the feeling or the frame of mind of the characters; also refers to the atmosphere produced by visual, audio or multi-media texts

multi-media – an integrated range of modes that could include written texts, visual material, sound, video, and so on

narrative – a spoken or written account of connected events in order of occurrence

narrative voice – the voice of the person telling the story (e.g. a distinction can be made between first person narrative – ‘I’ – who is often a character in the story, or third person narrative in which the narrator refers to the characters as ‘he’, ‘she’ or ‘they’)

onomatopoeia the use of words to recreate the sounds they describe (e.g. tick-tock)

oxymoron a combination of words with contradictory meanings, used deliberately for effect; usually formed by using an adjective to qualify a noun with an opposite meaning (e.g. an open secret)

paradox an apparently self-contradictory statement or one that seems in conflict with logic; lying behind the superficial contradiction, there is logic or reason

paraphrase – a restatement of an idea or text in one’s own words

paronym – a word derived from a word in another language with little or no change in form (e.g. English: canal for Latin: canalis)

personification – attributing human characteristics to non-human things

phonemes – the separate sounds of a language

plot – the interrelatedness of the main events in a text; plot involves more than a simple

sequence of events as it suggests a pattern of relationships between events and a web of causation

point of view narrator's point of view (e.g. narrated from first or third person point of view or a combination of these)

polysemes existence of many meanings for one word (e.g. sack = wine or a bag or to plunder or dismiss)

prejudice – intolerance of or a prejudgement against an individual, a group, an idea or a cause

pun a play on words which are identical or similar in sound in order to create humour (e.g. 'Seven days without water makes one week/weak.')

redundancy – the use of words, phrases and sentences which can be omitted without any loss of meaning

register – the use of different words, style, grammar, pitch and tone for different contexts or situations (e.g. official documents are written in a formal register and friendly letters are usually written in an informal register)

rhetorical device – device such as pause and repetition, used by a speaker to effectively persuade or convince

rhetorical question – a question asked not to get a reply but for emphasis or dramatic effect (e.g. 'Do you know how lucky you are?')

rhyme – words or lines of poetry that end with the same sound including a vowel

rhythm – a regular and repeated pattern of sounds

sarcasm – an ironic expression which is used in order to be unkind or offensive or to make fun of someone

satire the use of ridicule, sarcasm and irony to comment critically on society

scan – to run one's eyes over a text in order to find specific information (e.g. scan a telephone directory for a name and number)

sentence structure – how a sentence is composed from different building blocks e.g. parts of speech, phrases, clauses (main and subordinate) – simple compound and complex sentences are structured from these building blocks.

sentence types – types of sentences (e.g. statements, negatives, questions and commands)

simile – comparing one thing directly with another; a word such as 'like' or 'as' is used to draw attention to the comparison

skim – to read a text very quickly to get an overview (e.g. skim the newspaper headlines for the main news)

slang – informal language often used by a group of people, such as teenagers, who use terms like ‘cool’ and ‘awesome’; the difference between colloquial language and slang is that slang has not yet been accepted in polite or formal conversation, whereas colloquialisms (e.g. ‘Good show!’) have been

stereotype – a fixed (and often biased) view about what role a particular person is expected to play

strategy – a certain procedure used to tackle a problem

stress (in a word or sentence) – to give force to a particular syllable in a word or a word in a sentence

subplot – subsidiary action which runs parallel with the main plot of a play or a novel

symbol – something which stands for or represents something else

synonym (as opposed to **antonym**) – a word which has the same meaning or almost the same meaning as another word in the same language

syntax – the way in which words are arranged to form cohesive grammatical structures

synthesis – the drawing together of ideas from a variety of sources; a clear summary of these combined ideas

text – refers to any written, spoken or visual form of communication

theme – the central idea or ideas in texts; a text may contain several themes and these may not be explicit or obvious

tone – quality and timbre of the voice that conveys the emotional message of a text. In a written text, it is achieved through words. In film, tone can be created through music or the setting.

transactional writing – functional writing (e.g. letters, minutes of meetings, reports, faxes)

turn-taking conventions – the customs which govern the flow of conversation between people such as allowing others to give their opinion, restating to clarify meaning, intervening to redirect focus, asking for clarification

understatement – expresses something in restrained terms rather than giving the true or full facts, usually for emphasis

verbosity – language using more words than are needed

viewpoint a person's opinion or interpretation

visual texts – visual representations which can be seen and which convey messages (e.g. film images, photos, computer graphics, cartoons, models, drawings, paintings)

voice – the author's persona: who the author is; when reading or viewing one gains an impression of the author and his/her intentions

wit the unexpected, quick and humorous combining of contrasting ideas or expressions

word-attack skills – strategies used when reading an unknown word (e.g. breaking it up into syllables or looking at the meaning of the prefixes or suffixes)