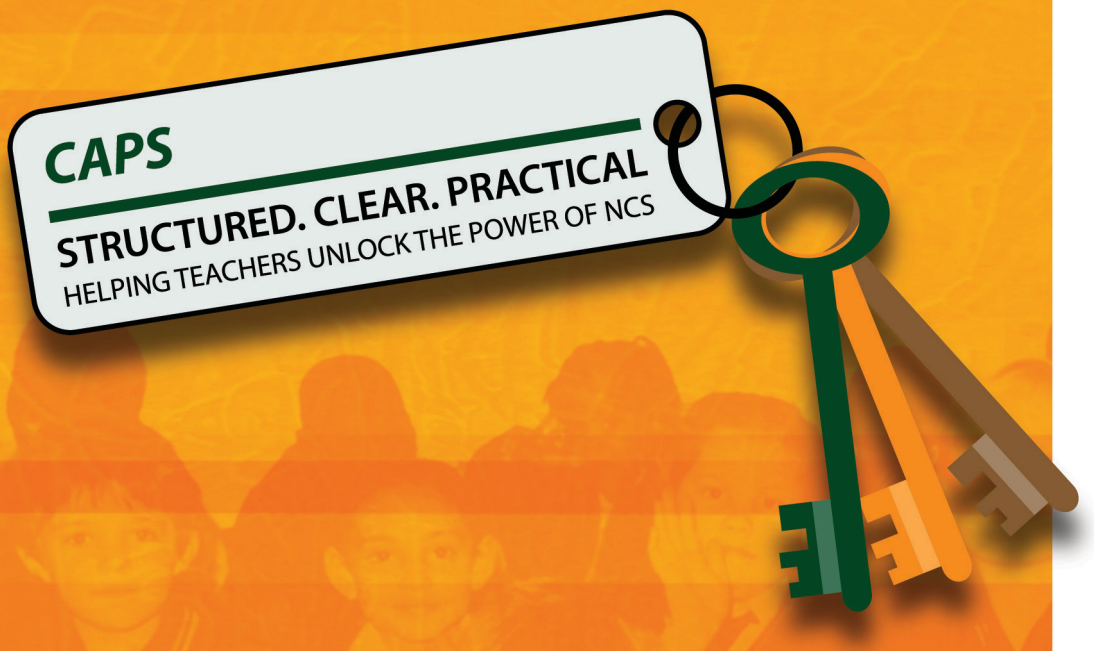
ENGLISH HOME LANGUAGE

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Further Education and Training Phase Grades 10-12

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 10-12

ENGLISH HOME LANGUAGE

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FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution 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 foundations 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.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) and the *National Curriculum Statement Grades 10-12* to produce this document.

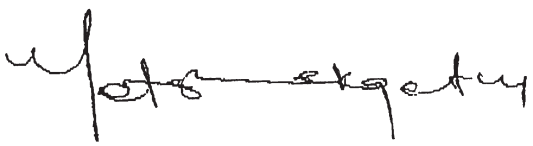
From 2012 the two National Curriculum Statements, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* represents a policy statement for learning and teaching in South African schools and comprises of the following:

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*



MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

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SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT

1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(v) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12.* It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996),* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

(a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R-12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;

- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- 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.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 Time Allocation

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

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SECTION 2: INTRODUCING THE LANGUAGES

2.1 Languages in the National Curriculum and Assessment Policy Statement

Language is a tool for thought and communication. It is also a cultural and aesthetic means commonly shared among a people to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better and clearer than it is. It is through language that cultural diversity and social relations are expressed and constructed, and it is through language that such constructions can be altered, broadened and refined.

Language levels

Language learning in Grades 10-12 includes all the official languages in South Africa, namely, Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda, Xitsonga, as well as Non-official Languages. These languages can be offered at different language levels.

Home Language is the language first acquired by learners. However, many South African schools do not offer the home languages of some or all of the enrolled learners but rather have one or two languages offered at Home Language level. As a result, the labels Home Language and First Additional Language refer to the proficiency levels at which the language is offered and not the native (Home) or acquired (as in the additional languages) language. For the purposes of this policy, any reference to Home Language should be understood to refer to the level and not the language itself.

The **Home Language level** provides for language proficiency that reflects the mastery of basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to recreate, imagine, and empower their understandings of the world they live in. However, the emphasis and the weighting for listening and speaking from Grades 7 onwards are lower than those of the reading and writing skills.

The **First Additional Language level** assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus in the first few years of school is on developing learners' ability to understand and speak the language-basic interpersonal communication skills. In Grades 2 and 3 learners start to build literacy on this oral foundation. They also apply the literacy skills they have already learned in their Home Language.

In the Intermediate and Senior Phases, learners continue to strengthen their listening, speaking, reading and writing skills. At this stage the majority of children are learning through the medium of their First Additional Language, English, and should be getting more exposure to it. Greater emphasis is therefore placed on using the First Additional Language for the purposes of thinking and reasoning. This enables learners to develop their cognitive academic skills, which they need to study subjects like Science in English. They also engage more with literary texts and begin to develop aesthetic and imaginative ability in their Additional Language.

By the time learners enter Grade 10, they should be reasonably proficient in their First Additional Language with regard to both interpersonal and cognitive academic skills. However, the reality is that many learners still cannot communicate well in their Additional Language at this stage. The challenge in Grades 10-12, therefore, is to provide support for these learners at the same time as providing a curriculum that enables learners to meet the standards required in Grade 12. These standards must be such that learners can use their Additional Language at a high level of proficiency to prepare them for further or higher education or the world of work.

2.2 Specific aims of learning languages

Learning a language should enable learners to:

- acquire the language skills required for academic learning across the curriculum;
- listen, speak, read/view and write/present the language with confidence and enjoyment. These skills and attitudes form the basis for life-long learning;
- use language appropriately, taking into account audience, purpose and context;
- express and justify, orally and in writing, their own ideas, views and emotions confidently in order to become independent and analytical thinkers;
- use language and their imagination to find out more about themselves and the world around them. This will enable them to express their experiences and findings about the world orally and in writing.
- 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 life-long learning; and
- use language as a means for critical and creative thinking; for expressing their opinions on ethical issues and values; for interacting critically with a wide range of texts; for challenging the perspectives, values and power relations embedded in texts; and for reading texts for various purposes, such as enjoyment, research, and critique.

2.3. Overview of the language curriculum

This curriculum is organised according to the following skills and content:

Overview of language skills and content	
Listening and Speaking **Listening** **Listening process** • Pre-listening • During listening • Post-listening **Different kinds of listening** • Listening for specific information • Listening for critical analysis and evaluation • Listening for appreciation and interaction **Speaking** **The speaking process** • Planning, researching, and organising • Practising and presenting **Features and conventions of oral communication texts**	**Reading and Viewing** **Reading process** • Pre-reading • Reading • Post-reading **Interpretation of visual texts** **Vocabulary development and language use** **Sentence structures and the organisation of texts** **Features of literary texts** **Writing and Presenting** **Process writing** • Planning/Pre-writing • Drafting • Revising • Editing • Proofreading • Presenting **Language structures and conventions during the writing process** **Features of texts produced** **Language structures and conventions**

2.4 Rationale for teaching the language skills

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. All these oral communication skills are conveyed through the appropriate use of language structures. The learning of language structure should aid successful communication and be linked to the functional uses of language in different social settings, e.g. expressing one's thoughts or feelings; introducing people; giving directions and instructions. The listening skills taught will be determined by the type of oral text and the aims of the listener.

Reading and viewing 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. Learners recognise how genre and register reflect the purpose, audience, and context of texts. The understanding and interpretation of written and visual material are determined by the learners' knowledge of language structures, conventions, and their own life experiences. Language structures help learners to understand the way in which texts are structured. Learners must apply pre-reading, reading and post-

reading strategies that help them to comprehend and interpret a wide variety of texts, e.g. predicting, clarifying, and evaluating. Learners must apply pre-reading strategies such as skimming and scanning text features, parts of a book and the structure of paragraphs/texts and learn how they contribute to meaning. Learners must be assisted to acquire vocabulary through reading a wide variety of texts. By this final phase of schooling, however, many of these activities should need little individual emphasis: they have been part of the learners' progress through preceding phases.

Writing and presenting 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 use their skills to develop and present appropriate written, visual and multi-media texts for a variety of purposes. Knowledge of language structures and conventions will enable learners to produce coherent and cohesive texts. Language structures should be taught for constructing texts in their context of use. The application of language structures should not be restricted to the analysis of isolated sentences. It should explain the way in which sentences are structured to construct whole texts such as stories, essays, letters and reports which learners learn to read and write in school.

The above skills should be integrated. In integrating these skills, the focus on one skill can lead to practice in another. For example, a learner involved in a debate will read an argumentative/discursive essay and then produce his own written argumentative/discursive essay using language structures such as synonyms and antonyms, negations and conjunctions, etc.

Language structures and **conventions** play an important role in understanding and producing oral and written texts and should therefore be integrated with the above-mentioned language skills.

2.5 Language teaching approaches

The approaches to teaching language in these documents are text-based, communicative, integrated and process oriented.

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

A **text-based approach** teaches 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. Authentic texts are the main source of content and context for the communicative, integrated learning and teaching of languages. 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.

A **communicative approach** suggests that when learning a language a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language. Learners learn to read by doing a great deal of reading and learn to write by doing much writing.

The process approach is used when learners read and produce oral and written texts. The learners engage in different stages of the listening, speaking, reading, and writing processes. They must think of the audience and the purpose during these processes. This will enable them to communicate and express their thoughts in a natural way. For example, the teaching of writing does not focus on the product only but also focuses on the purpose and process of writing. During process writing, learners are taught how to generate ideas, to think about the purpose and

audience, to write drafts, to edit their work, and to present a written product that communicates their thoughts.

Approaches to teaching literature

The main reason for reading literature in the classroom is to develop in learners a sensitivity to a special use of language that is more refined, literary, figurative, symbolic, and deeply meaningful than much of what else they may read. While most literary texts are forms of entertainment, amusement, or revelation, serious writers create novels, plays, and poems because they have ideas, thoughts, and issues, and principles, ideologies, and beliefs that they most want to share with or reveal to their prospective readers. Their imaginative use of language is an added method of revealing, reinforcing, and highlighting their ideas.

The teaching of literature is never easy, but it is impossible without personal, thoughtful, and honest interpretations and comments from the learners themselves. Unless they learn how to understand a literary text on their own, they will not have learned much. Teachers often need to restrain their own interpretations and ideas of literary texts, and allow as much learner participation as is reasonable. Interpretation is not about right or wrong. It is about searching for what is meaningful to the reader.

The best ways to approach the teaching of literature would involve some or all of the following:

- Make every attempt to read as much of the text in class as possible without breaking for any other activity. This should not take more than two weeks. It is essential that learners have a clear idea of what is going on at the most basic level of the text. Spending too long on reading a text is deleterious to a clear understanding of narrative line and plot. Some classes can read texts without such support. That is to be encouraged. *Poetry* should be taught, not *poems*. Read as many as possible in class, and ensure that learners write poems as well.

- Literary interpretation is essentially a university-level activity, and learners in this phase do not have to learn this advanced level of interpretation. However, the whole purpose of teaching literary texts is to show learners how their Home Language can be used with subtlety, intelligence, imagination, and flair. This means taking a close look at how text is being created, manipulated, and re-arranged to clarify and emphasise what is being expressed. Such work might involve examining the presence or absence of imagery; what kind of imagery is being selected by the writer and why; sentence structures and paragraphing, or the layout of poems; choice of words, continuing motifs through the text; the use of symbol, sound, and colour where appropriate. Most of this work should be text-based, but line-by-line analysis of any text is destructive to its subtlety.

- Creative writing should be closely attached to the study of any literary text. Writing activities that demand a close understanding of the text being read can prove very helpful in reaching more creative levels of appreciation on the part of the learners. Class discussions can be fruitful as long as everyone is involved. But class discussions that lead to written work activities serve a clearer purpose and benefit both.

- Finally, it is important to point out that literature is not about right answers. A whole text means something, not just bits and pieces of it. A good reading of a text incorporates the whole text in interpretative, creative, personal, and exploratory practices.

2.6 Time allocation in the curriculum

The Home Language curriculum is based on 4.5 hours per week in a 40-week academic year. All language content is presented in a two-week cycle, that is, 9 hours per two-week cycle. **Teachers do not have to adhere rigidly to this cycle but must ensure that the language skills, especially reading and writing, are practised often.** The time allocation for the different language skills in Grades 10 and 11 is 36 weeks. Four weeks are for examination purposes.

The Home Language time in Grade 12 is 30 weeks. Ten weeks are for examination purposes.

Timetabling should make provision for one continuous double period per week. In a two-week cycle the following time allocation for the different language skills is suggested:

Skills	Time allocation per two-week cycle (hours)	%
* Listening & Speaking	1	10
* Reading & Viewing: Comprehension & Literature	4	45
* Writing & Presenting	4	45

* Language structures and conventions are integrated within the time allocation of the above skills.

2.7 Requirements to offer English Home Language as a subject

- Each learner should have:
  - (a) An approved language textbook
  - (b) The following approved/prescribed literary genres:
    - Novel
    - Drama
    - Poetry
  - (c) A dictionary
  - (d) Media resources: A collection of newspapers and magazines
- The teacher should have:
  - (a) A Curriculum and Assessment Policy Statement
  - (b) *Language in Education Policy* (LiEP)
  - (c) The language textbook used by learners and other textbooks for resource purposes in addition to the approved text
  - (d) The following approved/prescribed literary genres:
    - Novel
    - Drama
    - Poetry
  - (e) Dictionaries
  - (f) Media resources: A variety of newspapers, magazines and brochures

SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS

This section is divided into TWO components: an overview of the skills, content, and strategies and the Teaching Plans.

3.1 LISTENING AND SPEAKING

Listening and speaking are different but co-dependent skills. Both are continually present informally in the classroom as learners receive and discuss information. Formal listening and speaking of special forms, e.g. debate, need focused instruction. Formal and informal listening and speaking are integrated with reading, writing and language practice, and speaking may give written text an oral form (e.g. reading aloud).

LISTENING

Listening process

Listening instruction will usually involve working through elements of the listening process. This is a three-phase activity which models independent listening strategies for decoding and understanding speech and other audio forms. Not every step of the process will be used on every occasion. For example, if learners are listening to a recorded explanation they will need to do a **pre-listening** activity which alerts them to the need for focused listening and helps them make associations with their own experience. **Listening** activities would help them recall details and evaluate the message. **Post-listening** might involve learners in responding to what they have heard through discussion.

Listening comprehension exercises and assessment give an opportunity to teach learners how to listen.

Pre-listening

- Set the context
- Generate interest
- Activate vocabulary
- Predict content
- Activate existing knowledge
- Build prior knowledge
- Review standards for listening
- Establish purpose

During listening

- Analyse
    - o the message

- the speaker
- the speaker's evidence, reasoning and emotional appeals

- Make mental connections
- Find meaning
- Ask questions
- Make inferences and confirm predictions
- Reflect and evaluate

Post-listening

- Ask questions
- Talk about what the speaker said
- Summarise the presentation orally
- Review notes
- Analyse and evaluate critically what they have heard
  - Engage in activities that develop concepts acquired
  - Reflect on the presentation

Different kinds of listening

Listening for specific information

Listening, rather than merely hearing, remains key to any intelligent response to the world around us. In a world in which technology has created endless supplies of sounds, voices, music, and talking, learning to listen only to what may be significant or useful becomes crucial. Most of what is listed below, which takes place in the different stages of the listening process mentioned above, will not be unfamiliar to students in this phase, and teachers need to work only with such processes as they feel their class is still in need of.

- Stimulate/activate background knowledge before listening
- Ascertain speaker's purpose
- Give complete attention to listening task and demonstrate interest
- Search for meaning
- Check understanding of message by making connections, making and confirming predictions, making inferences, evaluating, and reflecting
- Make meaningful notes outlining, mapping, categorising, summarising, making checklists, paraphrasing, retelling, explaining

- Distinguish message from speaker
- Consider the context and 'colour' of words
- Identify, interpret, and evaluate messages
- Understand instructions, directions and procedures
- Identify main and supporting ideas
- Process information by: comparing, obeying instructions, filling in gaps, detecting differences, ticking off items, transferring information, sequencing, matching, interpreting meaning
- Follow up on presentation by: answering questions, reviewing notes, categorising ideas, summarising, clarifying, reflecting, speaking or writing

Listening for critical analysis and evaluation

Most of the processes listed below are helpful in the study of literary texts, of advertisements, and political documents. After a listening activity, teachers usually provide opportunities for discussion, but it is also useful to turn these activities into writing activities. A brief extract from a film sound track, for example, can be used to begin a narrative composition ('What exactly do you hear? Make sense of it.'). The selection of a number of 'emotive' words from a speech, or from a reading of a poem, can be incorporated into a piece of writing appropriate to the context. Incorporate the words into a statement of contradiction to what has been said in the speech; or use the words in your poem so that your understanding of the words is clear.

- Identify and interpret persuasive, emotive, and manipulative language, bias, prejudice, and stereotyping
- Distinguish between facts and opinions
- Show awareness of and interpret tone, pace, and language use
- Respond to style, tone, and register and evaluate correctly
- Understand the logical sequence of information
- Make judgements and provide evidence
- Make assumptions and predict consequences
- Respond to language use, word choice, format and pronunciation

Listening for appreciation and interaction

These listening activities are best practised in debates, small group discussions, and any other structured discussion. Watching clips from films can also be helpful in analysing such characteristics as are listed below.

- Respond in communication situations
- Use turn-taking conventions in conversation
- Ask questions to sustain communication

- Respond to language, gestures, eye contact and body language
- Show understanding of the relationship between language and culture by showing respect for cultural conventions
- Respond to the aesthetic qualities of oral text, e.g. rhythm, pace, sound effects, imagery, gestures accompanying the text.

SPEAKING

If by the end of this stage in their education learners can talk easily, readily, and accurately, they will have acquired one of the most valuable assets for their lives, both personal and professional. Creating this self-confidence is more important than any specific technique or trick of public speaking. Learners need to know that when they speak there will be no mockery or ridicule, and they must be assured of the teacher's full support and encouragement at all times.

Learners have been taught most of the basic techniques of giving a good speech before this phase. Teach a class only what they need to learn.

The speaking process

The teaching of speaking should include knowledge of the following processes and communication strategies:

- planning, researching, and organising
- practising and presenting

Planning, researching and organising

Learners must be able to demonstrate planning, researching and organising skills for oral presentation by:

- using appropriate register, style, and voice according to audience, purpose, context and theme;
- using appropriate language;
- demonstrating critical language awareness by giving facts and expressing opinions through denotative and connotative meaning and implied meaning;
- expressing and revealing their values and attitudes, biases, stereotypes, emotive, and persuasive and manipulative language; and
- using resources and reference material such as dictionaries and thesauruses to select effective and precise vocabulary and deliver presentations making use of notes and props, audio and/or visual aids, and graphs to enhance the appeal and accuracy of presentations.

Practising and Presenting

Learners must be able to practice and demonstrate oral presentation skills by:

- speaking directly to the audience;
- referring to a wide range of relevant sources that have been consulted, including a range of facts and examples according to task requirements;

- using striking introductions and powerful conclusions; developing ideas and argument in a clear, logical way; keeping the speech to the point and avoiding digression, unnecessary repetition, cliché, and rhetorical statements;
- using organisational structures such as chronological, topical, cause-effect, compare-contrast, and problem-solution to inform and to persuade;
- using correct intonation;
- presenting and advancing a clear argument and choosing appropriate types of proof (e.g. statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance;
- using appropriate forms of address or repetitions (e.g. 'ladies and gentlemen; I want to emphasise that …');
- using appropriate word choice, language structures, and conventions;
- using verbal and non-verbal techniques (e.g. tone, voice projection/modulation, volume, pace/tempo, phrasing, eye contact, facial expressions, gestures, and body language) for presentations.

Features and conventions of oral communication texts

Prepared speech

Everything listed under Practising and Presenting applies here.

Unprepared speech

- Use tone, voice projection, pace, eye contact, posture and gestures.
- Use appropriate and effective vocabulary and language structures.
- Use effective introduction and conclusion.

Interview

- Use questioning, persuasion, note-taking, summarising, listening skills, and non-verbal appropriately.
- Plan and prepare: determine goal, background information, outline, questions, time, place, sequencing, physical environment (see Writing features).
- Using interviewing techniques in phases:
    - o Introduction (identifying self; stating purpose)
    - o Rapport (creating atmosphere of trust)
    - o Questions (ask general to specific, relevant questions; use mature, sensitive, respectful persuasive language; listen actively; evaluate response, respond effectively to demonstrate knowledge)

- Summary (record responses by taking notes, summarise, sequence and arrange responsesand important details in logical order)
- Closure (thank interviewee; provide contact details).

Introducing a speaker

- Introduce a speaker to an audience in detail as appropriate.
- Plan, prepare, and present:
  - Include formal language to welcome and introduce a speaker. Do not try to be funny.
  - Research to obtain relevant information from the speaker and the language needed to convey it.
  - Establish from the speaker what he or she would like used from their CV.
  - Give relevant background information.
  - Give a brief history of the speaker's school career, qualifications, employment history.
  - Mention his/her hobbies and keen interests only if appropriate to the context of the speech.
  - Mention the speaker's highest achievements.
  - Relate the introduction to the theme of the address (e.g. why the speaker was invited to address the function).
  - Announce the name of the speaker at the end and make sure it is pronounced clearly and correctly.
  - Keep the introduction brief: the audience has come to listen to the speaker, not to the person introducing him/her.

Offering a vote of thanks

Offer a vote of thanks to a speaker after delivering a speech to an audience:

- Plan, prepare, and present.
- Listen carefully to the speaker in order to point out some highlights in the address.
- Capture strong points in the address (e.g. thank the speaker for revealing ideas or issues not known before).
- Offer a vote of thanks which is short and to the point.

Panel discussion

- Speakers talking about a particular aspect of the topic.
- Use of conventional phrases.
- Duties of the chairperson:
  - Keeping order

- Managing time
- Keeping to the agenda
- Encouraging participation
- Remaining neutral
- Calling for proposal or votes

Informal discussion/conversation

- Initiate and sustain conversations
- Turn-taking conventions
- Defend a position
- Negotiate
- Fill in gaps and encourage the speaker
- Share ideas and experiences and show understanding of concepts

Debate

- **Resolution**: the statement about which two teams argue (e.g. 'Disarmament is the only solution to world peace and security').
- **Rebuttal:** explains why one team disagrees with the other team.
- **Affirmative speakers:** agree with the resolution/proposition. The affirmative team always has the burden of proof and they begin and end the debate.
- **Negative speakers:** Disagree with the resolution by presenting a logical negative case which refutes the affirmative and supports the status.

Debate procedures

- The topic and the first argument are stated by the first affirmative speaker.
- The first argument is stated by the first negative speaker.
- The second affirmative speaker states the argument of his/her team.
- The second negative speaker states the argument of his/her team.
- The affirmative and the negative teams are given a 5 - 10 minute break to prepare their rebuttals. Each team is obliged to refute their opponent's arguments and to rebuild and defend their own case.
- The negative team gives two rebuttals against the affirmative team's two arguments and states their own two reasons.
- The affirmative team states two rebuttals against the negative team's two arguments and states their own two reasons.

Length of texts to be used for listening for comprehension

Texts	Grades	Length of text in words (words)
• Oral, visual, audio-visual, and multi-media texts such as magazine articles, newspapers, cartoons, advertisements • Dictionaries/Thesauruses • Audio texts (listening for comprehension: two-minute-long clip for Grades 10 and 11, and three-minute-long clip for Grade 12). The texts should be read at least two times before assessment. • Telephone directories, TV guides and schedules • Transactional and creative texts • Referential and informational texts • Texts for enrichment • Audio-visual texts (films, TV programmes and documentaries, slide shows, recordings, radio programmes, photographs, music videos)	10	200
	11	300
	12	400
OR a 30-minute test (inclusive of two-minute audio clip [Grades 10 & 11], and three-minute audio clip [Grade 12] and answering questions)		

Suggested duration for texts to be produced for oral communication

Texts	Duration Grades 10-12 (minutes)
Conversations, debates, forum/group/panel discussions, group discussions	20-30
Dialogues	6-8
Directions and instructions	4-5
Interviews	10-15
Introducing a speaker; vote of thanks	4-5
Prepared speeches, report, review	4-5
Unprepared speeches	2-3
Storytelling	8-10
Meeting and procedures	10-15

3.2 READING AND VIEWING

This component deals with the reading and viewing process and the strategies used for comprehending and appreciating both literary and non-literary texts.

Reading process

Reading instruction will usually involve working through elements of the reading process. This is a three-phase activity which models independent reading strategies for decoding and understanding text. Not every step of the process will be used on every occasion. For example, if learners are reading an unfamiliar text type or genre, they will need to do **a pre-reading** activity which alerts them to surface features of this text type, and helps them make associations with their own experience. **Reading** activities would help them analyse its structure and language features in more detail. **Post-reading** might involve learners in trying to reproduce the genre in a written text of their own.

Pre-reading introduces learners to the text. It activates associations and previous knowledge.

- Skimming and scanning text features: titles, headings, subheadings, captions, visual elements and graphic information, e.g. fonts and numbering, layout, icons, illustrations, graphs, charts, diagrams, maps, pull down menus, key word searches, etc
- Skimming and scanning parts of a book, e.g. title page, table of contents, chapters, glossary, index, appendix, footnotes, etc.
- Predicting using the information gained from skimming and scanning
- Dealing with any key vocabulary that may be unfamiliar to the learners

Reading involves making meaning of the text and paying close attention to its language features

- Actively making sense of the text
- Working out the meaning of unfamiliar words and images by using word attack skills and contextual clues
- Using comprehension strategies: making connections, monitoring comprehension, adjusting reading speed to text difficulty, re-reading where necessary, looking forward in the text for information that might help, asking and answering questions (from lower to higher order), visualizing, inferring, reading for main ideas, attending to word choice and language structures, recognizing the text type by its structure and language features
- Making notes or summarising main and supporting ideas

Post-reading enables the learners to view and respond to the text as a whole

- Answering questions on the text from lower order to higher order
- Comparing and contrasting; synthesising
- Evaluating, drawing conclusions and expressing own opinion
- Reproducing the genre in writing of their own (where appropriate

- Developing critical language awareness:
    - o facts and opinion
    - o direct and implied meaning
    - o denotation and connotation
    - o socio-political and cultural background of texts and author
    - o the effect of selections and omissions on meaning
    - o relationships between language and power
    - o emotive and manipulative language, bias, prejudice, discrimination, stereotyping, language varieties, inferences, assumptions, arguments, purpose of including or excluding information

Interpretation of visual texts (range of graphic and visual texts)

For many learners, the screen rather than the printed page is the source of most of their information. Visual literacy is an important area of study, and the computer screen a rich source of material. Examine how layout is key in a popular website; how attention is gained by advertisers; how movement and colour play key roles in persuading the user to move to othersites.

- Persuasive techniques: Emotive language, persuasion, bias, manipulative language
- How language and images reflect and shape values and attitudes; images and language that are sexist, racist, ageist, or depend on the reinforcement of stereotypes, especially in advertisements
- Impact of use of font types and sizes, headings and captions
- Analyse, interpret, evaluate, and respond to a range of cartoons/comic strips

Vocabulary development and language use

Knowledge of vocabulary items and language use should be introduced to the learners only as they appear in real text, both prose and poetry, fiction and non-fiction. For example, when working with figures of speech, it is always more important to discuss why such figures have been used rather than merely identifying them. It is always better to set a question like ‘Why has the writer used anti-climax here?’ than to ask ‘What figure of speech is used here?’

The focus should be on the following:

- Figurative language and rhetorical devices: idioms, idiomatic expressions, proverbs, figures of speech (simile, metaphor, personification, oxymoron, metonymy, onomatopoeia, hyperbole, contrast, irony, satire, wit, sarcasm, anti-climax, symbol, euphemism, litotes, oxymoron, paradox, pun, understatement, synecdoche, antithesis). While a knowledge of these figures of speech is important, they should be introduced to the learners only as they appear in real text, both prose and poetry, fiction and non-fiction.
- Distinguish between denotation and connotation.
- Use of dictionaries, thesauruses, and other reference books to determine the meaning, spelling, pronunciation, syllabication, and part of speech of unfamiliar words.

- Identify the meaning of common prefixes (e.g. *bi-*, *un-* or *re-*) and common suffixes (e.g. *-ful*).
- Determine the meaning of words and their connections to word families using knowledge of common roots, suffixes, and prefixes.
- Use surrounding textual context (e.g. in-sentence definitions), cues (e.g. commas, quotes), and graphic cues (bold face) to determine the meaning of unfamiliar words.
- Distinguish between multiple-meaning (polysemes) words in relatively uncomplicated texts about concrete topics.
- Recognise common allusions. *For example, recognise the allusion when referring to a lucky person as having the 'Midas' touch.*
- Demonstrate an understanding of common phrases and proverbs, and idiomatic English.
- Evaluate how words from various cultural origins have an impact on text (e.g. Latin- and Greek-based words, words from other languages, street slang, dialects, ethnic terms).
- Distinguish between commonly confused words: homophones, homonyms, homographs, synonyms (i.e. *allusion /illusion; complement/compliment; imply/infer*).
- Retell a story or sentence using different words (synonyms or antonyms).
- Use one word for a phrase.
- Use collocations.

Sentence structures and the organisation of texts

Most of the items listed here will already have been studied in some form in previous phases. Teaching these structural patterns often works better in the writing lessons when students have an opportunity to use them and see their power directly, rather than having to 'identify' them in someone else's text.

- Identify, explain, and analyse the meaning and functions of language structures and conventions in texts:
    - Transition words/conjunctions: first of all; on the one hand …; firstly; because.
    - A wide range of abbreviations and acronyms.
    - Verb forms and auxiliaries to express tense and mood accurately.
    - Simple, compound, complex, compound complex sentences by using clauses, phrases, and conjunctions.
    - Active and passive voice.
    - Direct and indirect speech.
    - Correct word order.
    - Concord, article, infinitive, copulative, prepositions.
    - Punctuation.

- Analyse the structure/organisation of texts that are used across the curriculum and related transitional words/ signal words: chronological/sequential order, explanation, cause and effect, procedure, compare/contrast, order of importance, spatial order, choice paragraph, classification paragraph, description paragraph, evaluation paragraph, definition paragraph, expositions, reports, concluding paragraph (see paragraph writing for transition words).

Features of literary texts

Writers have only text to reveal their thoughts. Good writers are particularly sensitive to the subtlety and variety of the English language, even in its simplest forms. While it is important that literary features and their construction, and their impact, are studied, it is more important to understand the impact of the features on the message and the message the writer intends to convey to the audience.

Poetry

There are essentially only two questions a learner needs to ask of a poem: What is being said? How do I know? The second question adds conviction to the answer of the first; the first determines what the second question will reveal. All literary writers write because they have something to say - something they consider at least interesting, and usually of some importance to the cultural group for which they are writing. We study the text to support, corroborate, clarify, and reveal what writers have to say to us. This activity involves looking at the figurative use of language; of the way sentences, verse lines, and poems as a whole are presented; of the choice of image, rhythm, pace and, sound; of the emotive feelings that such images generate. All this in an attempt to reach a tentative conclusion at best as to what the poet is hoping we will sooner or later discover to be a meaning of the text. There is seldom finality in the study of a good poem.

The aspects listed below will enhance an understanding of the intended message:

- Literal meaning
- Figurative meaning
- Mood
- Theme and message
- Imagery
- Figures of speech, word choice (diction), tone, rhetorical devices, emotional responses, lines, words, stanzas, links, punctuation, refrain, repetition, sound devices (alliteration, consonance and assonance, rhyme, rhythm, onomatopoeia) and enjambment

Drama

Drama is not only about words and language: it is about movement, voice, light and dark; interaction; staging. How the play moves (the pace) is essential; how characters interact, what they are doing when they are not talking; how facial expression can shift the meaning of a line - all this can be lost if they play is read as it if were a novel. Nevertheless, it is never a good idea to show 'the video' of the play until the play has been fully studied discussed and 'staged' by a class. Without that, the 'video' becomes the truth of the play, and little will dislodge the specific interpretation of that particular production.

Imagination plays a key role in the reading of drama. Visualising a stage and what actors look like, and working out in how many different ways a line or speech can be said are vital components of working with drama in the classroom. Plot and subplots, the way the playwright presents the characters, and how they develop through the play; setting and background (only where absolutely essential to an understanding of the play); pace, use of image and symbol; dramatic techniques like soliloquy; dramatic irony, stage directions, the creation of tension, humour, tragedy, or satire are all worth studying through the dramatic reading of the play.

The following will enhance the learner's understanding of the text:

- Plot and sub-plot (exposition, rising action, conflict, climax, falling action/anti-climax, denouement/resolution, foreshadowing and flashback)
- Characterisation
- Role of narrator/persona/point of view
- Theme and messages
- Background and setting-relation to character and theme
- Dramatic structure: plot, sub-plot (exposition, rising action, and climax)
- Mood and tone
- Ironic twist/ending
- Stage directions
- Link between dialogue/monologue/soliloquy and action
- Dramatic irony
- Timeline

Novel/Short stories

(Short stories are studied for enrichment only)

Novels and other prose forms of storytelling need to be read, discussed, and enjoyed. Reading the texts aloud in class is often of great value, especially if learners are not keen readers, or have some resistance to reading. Read fast, and keep the interest alive by using the simple reading acts of anticipation or prediction, evaluation, and appreciation. Simple activities involving imaginative summary (summarising the story so far to a friend in a limited number of words; keeping a visual graph going in the classroom; opening dossiers of key characters; looking for

and noting appearances of words and images that emphasise ideas and themes in the novel) can help to keep the learners up to speed. After the first reading, learners need to become aware of the differences between narrative (*what* happens next?) and plot (*why* does that happen?); explore possible meanings and interpretations of the story; examine how the writer has used language to create character (description and direct speech); how characters interact; setting (descriptive language and incidental references throughout the novel); and where necessary attempt to unravel underlying ideas, thoughts, and ideologies that control the direction of the novel as a whole. All cultures, and most people, live lives imbued with stories. Whatever the teacher does with novels and stories in the classroom, the sheer pleasure of engaging in a good story must remain paramount.

The aspects below will enhance the learner's understanding of the text:

- Plot, sub-plot (exposition, rising action, conflict, climax, falling action/anti-climax, denouement/resolution, foreshadowing and flashback)
- Conflict
- Characterisation
- Role of narrator
- Messages and themes
- Background, setting and narrative relate to character and theme
- Mood, ironic twist/ending.
- Timeline

Film study (for enrichment)

Film study is not the same as reading a novel. Although the treatment of a film can follow the patterns of teaching more typical of drama and novel, the item 'cinematographic techniques' below needs especial attention. 'Reading' a film with sensitivity and accuracy depends in large measure on the extent to which the viewer is conscious of editing, cutting, camera shots, montage, *mis en scène*, music, costume, lighting, and sound. Being able to read a film at this level immeasurably enriches one's watching of films: the viewer moves away from the more 'passive gazing', which usually means only following the narrative line, to an 'informed attending' that adds to one's viewing a greater depth, and a clearer understanding of just how director, editor, and the rest are manipulating what we watch to make us feel and react in certain ways.

- Dialogue and action, and their relation to character and theme; reading and writing film scripts
- Plot, sub-plot, character portrayal, conflict, dramatic purpose and dramatic structure, involving
- Irony, ironic twist, and ending; the element of surprise and shock, and how they are created
- Cinematographic techniques (visual, audio, and audio-visual) such as the use of colour, subtitle, composition, dialogue, music, sound, lighting, editing, framing, styles of shot, camera techniques, camera movement, foregrounding, and backgrounding.

Texts used for the integrated teaching of language skills, Grades 10-12

In addition to literary texts for formal study, texts to be covered in Grades 10-12 include written, visual and multimedia texts with different purposes. Some texts will be studied for their aesthetic qualities; some texts will be studied as examples and as models for writing. Teachers should ensure that learners read a range of texts and genres during the year. There should be a balance between short and long texts and between reading for different purposes, e.g. aesthetic purposes (formal text study in set work), texts for mass distribution in the media, visual texts for enjoyment

Literary texts

Recommended genres

The following recommended literary genres are included in the National Literature Catalogue:

Novel

Drama

Poetry

Grade 10 – 10 poems

Grade 11 – 10 poems

Grade 12 – 12 poems

Enrichment

Films

Selected TV series/documentaries

Radio dramas

Essays

Biographies

Autobiographies

Folk tales

Myths and legends

Written texts for information

Dictionaries

Encyclopaedias

Schedules

Telephone directories

Textbooks

Thesaurus

Timetables

TV guides

Written texts in the media

Magazine articles

Newspaper articles

Editorials

Notices

Obituaries

Reviews

Brochures

Advertisements (commercial and classified)

Written forms of audio texts

Dialogues

Speeches

Songs

Jokes

Written interpersonal and transactional texts

Letters

Diaries

Invitations

Emails

SMS's, twitter

Notes

Reports

Written interpersonal texts in business

Formal letters

Minutes and agendas

Multimedia/visual texts for information

Charts, maps

Graphs, tables, pie charts

Mind-maps, diagrams

Posters

Flyers, pamphlets, brochures

Signs and symbols

TV documentaries

Web pages, internet sites, blogs

Facebook and other social networks

Data projection

Transparencies

Multimedia/visual texts for aesthetic purposes

Films

Photographs

Illustrations

Multimedia/visual texts for enjoyment and entertainment

Films

TV programmes

Music videos

Cartoons, caricatures

Comic strips

Jokes (illustrated)

Graffiti

Audio texts

Radio programmes

Readings of dramas

Readings of novels or short stories

Recorded speeches

A**dvertisements on radio, TV newspapers and magazines**

Length of written texts to be used/ read

TYPE	GRADES	LENGTH OF TEXT IN WORDS	
Comprehension	10	500-600	
	11	600-700	
	12	700 -800	
TYPE	**GRADES**	**LENGTH OF TEXT IN WORDS**	**LENGTH OF SUMMARY IN WORD**
Summary	10	280	80-90
	11	320	
	12	350	

3.3 WRITING AND PRESENTING

Writing and presenting combines three elements: 1) using the writing process; 2) learning and applying knowledge of the structure and features of different text types; 3) learning and applying knowledge of paragraph and sentence structure and punctuation.

Process writing

Writing instruction will usually involve working through the writing process. However, not every step of the process will be used on every occasion. For example, if learners are writing a familiar text type, they will not need to analyse its structure and language features in so much detail. There may also be occasions when teachers need to focus on sentence construction or paragraph writing, or learners write texts without drafts in preparation for the examination.

During the writing process learners should do the following:

- Planning/Pre-writing
- Drafting
- Revising
- Editing
- Proofreading
- Presenting

Planning/ Pre-writing

- Decide on the purpose and audience of a text to be written and/or designed
- Determine the requirements of format, style, point of view
- Brainstorm ideas using, for example mind maps, spider web lists flow charts or lists
- Consult relevant sources, select relevant information

Drafting

- Use main and supporting ideas effectively from the planning process.
- Produce a first draft which takes into account purpose, audience, topic and genre.
- Read drafts critically and get feedback from others (classmates).
- Determine word choice by using appropriate, descriptive and evocative words, phrases and expressions to make the writing clear and vivid
- Establish an identifiable voice and style by adapting language and tone to suit the audience and purpose for writing.

- Show own point of view by explaining values, beliefs and experiences.
- Include specific details of the required text (use of quotations, substantiating and motivating the argument).

Revising, editing, proofreading and presenting

- Use set criteria for overall evaluation of own work and others' writing for improvement.
- Refine word choice, sentence and paragraph structure (insert additional information, use appropriate transition words).
- Eliminate ambiguity, verbosity, redundancy, slang and offensive language.
- Evaluate content, style and register.
- Use punctuation marks, spelling and grammar correctly and appropriately.
- Prepare the final draft.
- Present the text

Language structures and conventions during the writing process

Register, style and voice

- Use appropriate register: formal, informal, for example using informal/conversational style and first person in a friendly letter, formal language in an official letter.
- Speak directly to the reader in a way that is individual.
- Write with conviction and confidence; do not apologise for any stance taken.
- Use different points of view/perspective only when necessary.

Word choice

- Use a variety of action verbs, adjectives and adverbs to give a specific impression and details and vivid description when writing, for example, a narrative essay, a descriptive essay.
- Use formal and informal language (slang/colloquialism, jargon) appropriately.
- Give facts and express opinions.
- Express denotative, connotative, implied/contextual meaning.
- Express themselves on values, attitudes, bias, stereotypes, emotive language, persuasive and manipulative language, for example in persuasive texts such as argumentative essays, newspaper articles.
- Use resources and reference materials such as dictionaries and thesauruses to select effective and precise vocabulary.

Sentence construction

- Write a variety of sentences and sentences of various lengths.
- Use parts of speech appropriately.
- Use subject, verb, object, tenses, moods, affirmatives, negations, modal verbs, active or passive voice, direct and indirect speech.
- Use interrogatives (why, when, where, how, what).
- Use different types of sentences, e.g. statements, questions, simple, compound, complex, compound-complex sentences.
- Use conjunctions/transitional words, pronouns, and adverbs to create cohesive sentences.
- Use different types of pronouns to show focus, emphasis and the objective case, and to eliminate verbosity.
- Use correct word order in sentences to demonstrate interest and emphasis.
- Use concord accurately.

Paragraph writing

- Write different parts of a paragraph: topic sentence, supporting and main ideas, an effective introduction, body, and conclusion, and a closing sentence.
- To ensure coherence, write different paragraphs and texts using related signal or conjunctions/transitional words and phrases such as:
    - chronological /sequential order: first, second, third, before, after, when, later, until, at last, next, recently, previously, afterwards
    - explanation/cause and effect: hence, consequently, because, for this reason, since, as a result of, is due to, therefore, thus, consequently, hence, it follows that, if … then
    - procedure: first, second, third
    - compare/contrast: similar, different, smaller than, bigger than, however, but
    - order of importance: next, then, finally
    - spatial order: above, below, left, right
    - generalisations: generally, in conclusion; and
    - concluding paragraph: never a summary of what has been written. A concluding paragraph needs to leave the reader with an idea or a thought that will stay with them after the rest of the essay has been forgotten. A summary seldom does that, and is easily forgettable.

Punctuation and spelling

- Use of capitals, commas, quotation marks, colons, underlining, italics, semi-colons, apostrophe, hyphens, dashes, parentheses.
- Use knowledge of spelling patterns and rules to spell words correctly:
    - Knowledge of word patterns and families
    - Knowledge of roots, prefixes and suffixes
    - Knowledge of syllabication.
- Use dictionaries and spell-checkers.
- Use abbreviation forms and acronyms appropriate to different media and audiences.

Text types: format and features

This section describes the range of text types (essays and transactional texts) that learners should be taught to write in Grades 10 -12.

Essays:

Narrative essay

Narrative writing is largely the presentation of a series of events in some meaningful order. The following are possible features of a narrative essay:

- write a story/a past event/fiction;
- use a story line that is convincing;
- use the past tense usually, but many authors use the present to create a sense of immediacy and directness;
- use a captivating introductory paragraph;
- ensure that the ending is either satisfying, or ambiguous, even confusing, but never predictable,
- use direct speech if you want immediacy or to empower a character; indirect speech if want your reader to be distanced from the speaker; and
- use descriptive elements where necessary, but good stories are very compact and writers remove every word that does not have a purpose. The ‘fifty-word’ short story is often a good activity to make this point.

Descriptive essay

Description is both practical and ornamental. Both require clean, simple language. Draw learners away from writing that is overly descriptive, adjective-laden, or simply gushingly over the top. Study descriptive passages from good writers: many use hardly any adjectives to create descriptions that work exceptionally well. Have learners imitate such passages by continuing the description from where you have cut the passage. The practical description is less interesting, but socially more important: describing simple things accurately-for example, a stapler, a cell phone. Or describing people from pictures or photographs provided. Description is often used more to create atmosphere and

mood than picture: films do this visually, writers do this with words, where the choice of words is more determined by their connotations than by the accuracy of their denotative use.

Here are some suggestions for writing a descriptive essay:

- describe someone/something to allow the reader to experience the topic vividly;
- create a picture in words;
- choose words and expressions carefully to achieve the desired effect;
- use images of sight, sound, hearing, taste and touch; and
- use figures of speech.

Argumentative, discursive, reflective essays

Argumentative essays present an argument for or against something ('Why I believe that women are stronger than men'); discursive essays present a balanced argument for and against something the topic addresses, with the writer's view only reflected in the conclusion ('Are women stronger than men? Yes and no, but I'm settling for yes'); reflective essays present a set of thoughts and ideas about a topic, with no particular attempt to argue for or against anything ('the modern woman: my thoughts').

- Argumentative essays tend to be subjectively argued; the defence or attack is consistent and as well argued as possible, but it will inevitably be one-sided; the conclusion clearly states where the writer stands and why.
- Discursive essays tend to be more balanced, and present various sides of a particular argument; the structure is careful and clearly planned; the tendency is towards objectivity, but the writer can be personal; while emotive language is possible, the best arguments here are won because they make good, reasonable sense. The conclusion leaves the reader in no doubt as to where the writer stands.
- Reflective essays present the writer's views, ideas, thoughts, and feelings on a particular topic, usually something they feel strongly about. It tends to be personal rather than subjective; it needs a careful structure, but does not have to present a clear conclusion. Nor does it have to present a balanced discussion, although it might. It can be witty or serious.

Literary essay

These essays present the writer's response to a literary text that is interpretative, evaluative, reflective, even on occasion personal. Arguments are presented and supported or illustrated by reference to the text; the language of the text may be explored and shown to possess particular linguistic or literary qualities. The style is formal, but not necessarily dryly objective. Personal responses are possible in some essays, especially when asked for.

Transanctional texts:

Official/Formal letter

Writing formal letters still remains an important part of everyday life. Learners must still adhere to prescribed forms and formats. Learners need to write genuine formal letters and, where possible, send them off and await a reply. Formal letters written without a real context can be a very boring activity. Letters requesting information about products, universities, travel, professions, if sent to appropriate concerns, will almost certainly be replied to. The value of the

formal letter will then become obvious. Similarly, send press letters to local newspapers, especially if topical issues form the content. Even if one is printed, the effect on a class is significant. The content, not the format, is crucial in these documents.

Practise different kinds of formal letters, e.g. a letter of application, a letter to the editor of a newspaper, a letter of complaint, etc.

- Adhere to different requirements of formal letters such as style and structure.
- Write in direct, simple language.
- Remember that the intended audience should understand what is communicated for the results/ response to be positive.
- Writing should be clear and straightforward, logical, concise, and to the point.
- Writing should reflect a formal language register.
- Writing should reflect a formal conclusion followed by the writer's surname and initials.

Friendly/Informal letter

While the writing of friendly/informal letter has been replaced by electronic media (e.g. email, fax, and sms), learners must still be taught to write them. The range of writing should span from ordinary letters to the immediate family and friends to informal letters to the press, for example.

The following are suggestions for the writing of friendly or informal letters:

- use informal to semi-formal language register and style;
- write in lively simple language;
- reflect a logical order and pursue an intended point;
- include an introduction, a body and a conclusion;
- include only one address, the writer's, with a date on which it was written below it;
- contain an informal/a semi-formal salutation following the writer's address, and
- allow the conclusion to range from informal to semi-formal followed by the writer's first name.

Agenda of the meeting

Writing memoranda, agenda, and minutes is useful only if meaningful. The best way for these writing activities to work is to have learners watch a video of or attend a real meeting and then have them take minutes, deduce the agenda from that, and then compare theirs with the real agenda and minutes of the meeting. Otherwise learners need to be introduced to these formats in a very imaginative way. Create an agenda yourself for an entirely imaginary committee and have the learners write up what they think the minutes could have been, carefully adhering to your agenda. This is, of course, a completely different writing activity from writing real minutes.

- Give an outline of what is to be discussed at a meeting.
- Send the outline beforehand to people/delegates who are invited to a meeting.
- Arrange the items beforehand according to their importance.
- Determine how much time would be allocated to each item.

Minutes

- Record what happened at a meeting.
- Reflect the following:
    - the name of the organisation;
    - the date on which and the place, and time at which the meeting was held;
    - the attendance register.
- Quote resolutions word for word.
- Provide a summary of what was proposed and finally agreed upon.
- Write in the past tense.

Speech, dialogue, interview

These forms of writing are intimately connected with speaking, and should not be done purely as writing exercises.

Speech

- Start and adapt the style to be used; When?, Where?, Why? (purpose), Who? (audience), and What?
- Openers attract attention.
- Develop points well and avoid clichés.
- Use short sentences with simple ideas, using familiar examples.
- Balance criticisms with reasonable alternatives.
- The conclusion is important, and is never a summary of what has been written.

Dialogue

- Reflect a conversation between two or more people.
- Record exchanges as they occur, directly from the speaker's point of view.
- Use a new line to indicate each new speaker.
- Advise characters (or readers) on how to speak or present the action given in brackets before the words are spoken.

- Sketch a scenario before writing.
- Dialogues are a good place to start a writing programme, since good dialogues reflect spoken English as far as that is possible on the page. Dialogues do not have to be between people only.

Interview

- Probe the interviewee by asking questions.
- Give the names of the speakers on the left side of the page.
- Use a new line to indicate each new speaker.
- Interviews are essentially transcripts and that is what must happen here: 'artificial' interviews may as well become narrative compositions. When learners transcribe an interview, they quickly learn the difference between spoken and written English, and they will discover that presenting a readable interview almost always involves careful editing. This is the value of having learners write interviews, not so much the content itself.

Report *(formal and informal)*

Reports are mainly very formal documents They work best when what is examined is real and important to the learners. There is nothing worse than writing artificial reports, or reports on topics that have no interest to the writer.

- Give exact feedback of a situation, for example an accident, any findings.
- Reflect a title, introduction (background, purpose, and scope), body (Who?, Why?, Where?, When?, What?, How?), conclusions, recommendations, references, appendices.
- Plan, collect, and organise information; write facts.
- Use semi-formal to formal language register and style.
- Use:
    - present tense (except historical reports);
    - general nouns;
    - the third person;
    - factual description;
    - technical words and phrases; and
    - formal, impersonal language.

Review

Reviews seldom follow a set pattern. They do not have to cover any specific aspects of a book, film, or CD. Generally, reviewers establish what it is they are reviewing and who is involved, but after that anything goes. Good reviews attempt to be fair but honest; bad reviews are merely a personal outpouring of gush or vitriol. Humour is not uncommon in reviews: for some reviewers it is their trademark. Present reviews from different sources to show learners how varied this writing form can be.

- Reflect an individual's response to a work of art, film, book, occasion, etc.
- Project his or her 'judgement' to the work presented.
- Reviews are subjective: two reviewers may respond differently to what is being reviewed.
- Giving relevant facts, for example, the name of the author/producer/artist, the title of the book/work, the name of the publisher/production company, as well as the price (where applicable).

Newspaper article

- State facts briefly but accurately.
- Strive to communicate the essence without losing the reader.
- Summarise accurately, without slanting the truth.
- Give a succinct title and add a clear sub-title.
- Start with the most important facts: the who, what, how, when, where, why, and to what degree.

Magazine article

More often than not, in magazine articles the personal likes and dislikes and the stylistic idiosyncrasies of the writer are foremost, and this should be encouraged in learners. They need also to write serious magazine articles about anything they take seriously, in addition to funny articles in which they can mock, ridicule, make fun of, laugh at, or criticise any suitable topic. Most of the magazine articles learners read are probably of this kind.

The internet is full of articles, and while their style and content are not seriously different from those of their written counterparts, it is worth examining them, particularly as they appear in blogs, which is now a widely acknowledged form of writing. Having learners set up their own blogs (on paper, though there are no doubt learners who already have their own blogs) provides a rich writing context, combining careful attention to audience, immediacy of the content, and appropriate tone.

Observe the following:

- The heading must be attractive and interesting.
- The style should be personal, speaking directly to the reader.
- The style can be descriptive and figurative, appealing to the imagination of the readers
- Names, places, times, positions, and any other necessary details should be included in the article.

- The article should stimulate interest and keep the reader absorbed.
- As with reviews, there is no established format for a magazine article.

Curriculum vitae (CV)

Since most people nowadays make use of templates, it may be worthwhile finding out what makes a good template, and how to adapt and fill it in most usefully.

- Present yourself in a document to the world.
- Present a strong first impression.
- Present information clearly, objectively, and concisely.
- Address the post for which the candidate seeks employment.
- Provide:
    - personal details
    - formal qualifications
    - work experience (if applicable)
    - referees

Obituary

The following important information is given in a obituary:

- Name and surname of the deceased, address, age, date of birth and of death, place where the person died, cause of death, duration of illness, and the names of next of kin.
- Achievements/ highlights/ education/ community involvement.
- Anecdotes about the deceased. Personal memories of family and friends can be shared. The reader should obtain a clear picture of the deceased.
- A sympathy message to the family can be included.

NB:

- Some obituaries add a personal note in the form of a loving poem.
- Language, style, and register are formal.
- Use euphemism, e.g. ‘passed away’ instead of ‘died’.

Length of written texts to be produced in words

Texts	Grades	Poetry (words)	Novel/drama (words)
Literary essays	10	150-200	300-350
	11	200-250	350-400
	12	250-300	400-450

Texts	Grades	Length in words
Essays Narrative/descriptive/reflective/argumentative/discursive	10	300-350
	11	350-400
	12	400-450
Transactional texts Curriculum Vitae and covering letter/ written interviews/Dialogues/Formal and informal letters to the press/Formal letters of application, request, complaint, sympathy, thanks, congratulations and business letters/ Friendly letters/Magazine/newspaper articles and columns/Minutes and agendas (asked as a combination)/Obituaries/Reports (formal and informal)/ Reviews/Written formal and informal speeches	10-12	180-200 (content only)

3.4 LANGUAGE STRUCTURES AND CONVENTIONS

By this phase, learners should be familiar with the basics of grammar: parts of speech (word classes), rules of concord, use of tense, auxiliaries and modals, and sentence structures. Discrete, isolated lessons of language structures should not now be part of the teaching time: language structures now becomes a means to an end in these two main areas.

- It becomes important in the exploration, analysis, and examination of texts, both fiction and non-fiction. Here the learners need to observe how writers make specific use of, for example, grammatical structures; sentence patterns that demand attention (their length, the complexity or simplicity of structure), presence or absence of word classes (presence of absence of adjectives or finite verbs, for example); unusual use of verb tense (present instead of the expected past); use of direct or indirect speech; use of passive rather than active voice. By observing how language structures have a real part to play in making meaning, in revealing truth and promoting a clearer understanding of text and how it works, learners are more likely to see the point of grammar, and why it remains integral to any expression in English.

- It becomes pre-eminently useful in their own writing. Since writing is one of the main classroom activities in this phase, it is essential that learners write rough drafts of their compositions or essays in class. This gives teachers the opportunity to point out to learners their grammatical mistakes as they write. By making corrections here, rather than when the work is handed in for marking, teachers will find there is less to correct, and learners will be shown, before they complete the work, how it can be improved. Learners are seldom interested in corrections on their returned work, and do not necessarily learn much from them. This practice also gives the teacher the opportunity of seeing if there are any general areas of ignorance in grammar, which can then be taught to the class as a whole. Another way of connecting language with writing is to hand out copies of written work (preferably not learners' work), the language usage of which is faulty, and have the class in pairs mark the work, and 'explain' to the writer what is wrong and why. Teachers can focus on a particularly common mistake (for example, the use of the apostrophe to show possession), or they can include a range of mistakes for correction. By far the best way of working with language structures is through working with writing. The two are inextricably linked, and excellence in one invariably leads to excellence in the other.

The table in **Appendix 1** lists the language structures and conventions that learners may use during listening, speaking, reading and writing processes. These structures should be taught as required in the context of different types of oral, visual and written texts. In every term of the teaching plans mentioned below there is a cycle dedicated to the teaching of language structures explicitly, e.g. *Weeks 7 and 8, Grade 10*. However, one lesson per week may be used to teach other language structures as required.

3.5 TEACHING PLANS

The following weekly teaching plans are offered only as a **guideline** to teachers, and are not intended to prevent teaching methods that might work against the plans as presented. For example, a teacher may choose to read as much of a literature text in class as possible. This may cover two weeks. A teacher may also choose to dedicate one or more lessons to formal grammar as required.

The teaching plans for Grades 10, 11 and 12 are based on two-week integrated cycles with approximately 9 teacher-contact hours per cycle. In practice these learning hours will be extended by regular homework, project tasks, and extended reading. Grade 10-12 learners should do at least three hours of homework per week as well as extended reading in the target language. Learners may well complete written tasks as homework.

When designing an integrated two-week cycle, the teacher may cluster activities around a topic (e.g. Working World), an issue (e.g. climate change), a setwork, a skill from the curriculum (e.g. debate, argumentative writing, argument structures), or a text or group of texts from 'Texts used for the integrated teaching of language skills'. The sequence of lessons in a two-week cycle can follow any order (e.g. a cycle might start with reading and progress to discussion (speaking), which is followed by writing). Either the setwork text (where appropriate) or another text can be used for the activities outlined below.

The sample teaching plans that follow are packaged so that every two weeks learners

- participate in a listening and speaking exercise;
- read a comprehension passage and answer questions or develop a summary;
- read prescribed literature;
- write an essay and/or a transactional piece; and
- develop and practise knowledge of language structures and conventions for communicative purposes (speaking, listening, reading and writing).

The teacher does not have to mark all the oral and written work produced by learners. The teaching plan indicates the number and type of formal assessment tasks to be marked by the teacher. The other tasks may be marked by learners or peers with guidance from the teacher. The teacher may also choose to mark selected learners' informal tasks or part of these informal tasks in order to give feedback to learners.

For example, in Grade 10 term 1, learners will write **two essays and three transactional pieces**. **Only one essay and one transactional piece are marked as formal assessment tasks**. The other tasks will not be marked by the teacher unless he or she chooses to do so.

The sequence of the content listed is not prescribed and the time given is an approximate indication of how long it could take to cover the content. Teachers should design their teaching plans/work schedules (or use/adapt the one from their textbooks) to teach the content per term using any appropriate sequence and pace.

As term lengths may vary from one year to another, the teaching plan/work schedule should be adapted on a year-to-year basis.

The skills, content, and strategies below are not exhaustive. The teacher must refer to the more detailed list of the skills, content, and strategies in sections 3.1-3.4.

The teaching of language structures is text-based and communicative; it must not be done in isolation. The arrangement of the teaching plan is such that the language structures are incorporated and integrated with the teaching of the other skills.

Although the skills in the teaching plan are presented separately, they should be taught in an integrated manner where possible, for example in the teaching of an oral interview learners can read a written text and they can later be required to produce a written interview. The choice of language structures to be taught in a particular cycle should enhance the production and understanding of oral and written texts to be produced during that cycle. For example, the adjectives, synonyms, antonyms, adverbs, and past tense verbs prepare learners for writing a narrative essay or descriptive text. The subjunctive mood is useful when learners write a reflective essay.

The oral and writing strategies to be taught should be determined by the type of text to be produced. For example, when teaching a narrative essay, learners should also be taught how to use transitional words which denote cause and effect and/or chronological order.

3.5.1 GRADE 10: TEACHING PLAN

GRADE 10 TERM 1			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
1 and 2	**Listening for comprehension** (Informative, evaluative, appreciative and interactive) Duration: 1 hour	• **Key features of texts and parts of a book, including literary genres** • **Literature study** Duration: 4 hours	**Transactional text:** Friendly/ formal letters (request/complaint/ application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/agenda and minutes of meetings **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions:** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
3 and 4	**Debate:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** strategies using written texts See 3.2 • **Literature study** Duration: 4 hours	1 x **essay**: Narrative/descriptive/ argumentative **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

GRADE 10 TERM 1			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
5 and 6	**Listening for comprehension:** (Informative, evaluative, appreciative and interactive) Duration: 1 hour	• **Reading for comprehension:** Interpretation of visual texts • **Literature study** Duration: 4 hours	**Transactional texts:** Report/ review/newspaper article/magazine article **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
7 and 8	**Discussion/conversation:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** o Vocabulary development and language use o Sentence structures • **Literature study** Duration: 4 hours	1 x **essay:** Narrative/descriptive/argumentative **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

GRADE 10 TERM 1			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
9 and 10	**Prepared/unprepared speech:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Summary writing** • **Literature study** Duration: 4 hours	**Transactional text:** Speech/ dialogue/interview **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

Formal assessment tasks in Term 1			
Task 1	**Task 2**	**Task 3**	**Task 4**
Oral: Listening for comprehension	***Writing:** Narrative/descriptive/ argumentative essay	***Writing:** Transactional writing	**Test 1:** **Language in context:** Comprehensioy Summary Language structures and conventions

***Writing:** Choose one essay and one transactional text for the purpose of formal assessment at the end of the term.

GRADE 10 TERM 2			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
11 and 12	**Dialogue/interview/speech:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	**Reading for comprehension:** Strategies using written texts: See Section 3.2 • **Literature study** Duration: 4 hours	**Transactional text:** Speech/ dialogue/interview **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
13 and 14	**Prepared/unprepared speech:** • Features and conventions (public-speaking techniques, structure, and preparation process) of chosen text • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Summary writing** • **Literature** study Duration: 4 hours	**1 x essay:** Narrative/descriptive/argumentative **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

GRADE 10 TERM 2			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
15 and 16	**Informal discussions/ conversation:** • Features and conventions • Applying conventions Duration: 1 hour	• **Interpretation of visual texts**, e.g. adverts, cartoons, pictures • **Literature** study Duration: 4 hours	**Transactional text:** Friendly/ formal letters (request/complaint/ application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/agenda and minutes of meeting **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
17 and 18	**Panel discussion:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** o Vocabulary development and language use o Sentence structures **Literature study** Duration: 4 hours	**Transactional texts:** Report/ review/newspaper article/magazine article **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
19 and 20	**Mid-year examinations**		

Formal assessment tasks in Term 2		
Task 5	**Task 6**	**Task 7**
Oral: Prepared/unprepared speech	**Literature:** Contextual questions Literary essay	**Mid-year examinations:** Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing (Can be written in May/ June)

GRADE 10 TERM 3			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
21 and 22	**Meetings and meeting procedures:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	**Reading for comprehension: Strategies using written texts:** See Section 3.2 • **Literature study** Duration: 4 hours	**Transactional text:** Friendly/ formal letters (request/complaint/ application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/agenda and minutes of meeting **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
23 and 24	**Storytelling:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** o Vocabulary development and language use o Sentence structures • **Literature study** Duration: 4 hours	**1 x essay:** Narrative/descriptive/argumentative **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

GRADE 10 TERM 3			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
25 and 26	**Prepared/unprepared speech:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** Use written texts. see Section 3.2 • **Literature study** Duration: 4 hours	**Transactional text:** Speech/ dialogue/interview **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
27 and 28	**Prepared/unprepared speech:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Summary writing** • **Literature study** Duration: 4 hours	**1 x essay:** Narrative/descriptive/argumentative **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

GRADE 10 TERM 3			
	Listening and speaking	**Reading and viewing**	**Writing and presenting**
29 and 30	**Listening for comprehension** (Informative, evaluative, appreciative and interactive) Duration: 1 hour	• **Reading for Comprehension:** Strategies using written texts. see Section 3.2 • **Literature** study Duration: 4 hours	**Transactional texts:** Report/review/ newspaper article/magazine article **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

Formal assessment tasks in Term 3	
Task 8	**Task 9**
***Oral:** Prepared/unprepared speech	**Test 2:** Literature: Contextual questions and literary essay

GRADE 10 TERM 4			
	Listening and speaking	**Reading and viewing**	**Writing and presenting**
31 and 32	**Introducing a speaker/vote of thanks:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension** Interpretation of visual texts • **Literature study** Duration: 4 hours	**Transactional text:** Friendly/ formal letters (request/complaint/ application/business) curriculum vitae and covering letter/written speech/agenda and minutes of meeting/formal and informal letters to the press **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
33 and 34	**Panel discussion:** • Features and conventions • Applying conventions Duration: 1 hour	• **Reading for comprehension:** o Vocabulary development and language use o Sentence structures • **Literature study** Duration: 4 hours	**1 x essay:** Narrative/descriptive/argumentative **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

GRADE 10 TERM 4			
	Listening and speaking	**Reading and viewing**	**Writing and presenting**
35 and 36	**Panel discussion:** • Features and conventions • Applying conventions Duration: 1 hour	• **Summary writing** • **Literature study** Duration: 4 hours	**Transactional texts:** Report/ review/newspaper article/magazine article **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
37 and 38	**Forum/group/panel discussion:** • Features and conventions • Applying conventions Duration: 1 hour	**Prepare for examination** **Language in context:** • Comprehension • Summary • Language structures and conventions **Literature:** • Novel • Drama • Poems	**Prepare for examination** **Writing and presenting:** Essays Transactional texts **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text**
39 and 40	**End-of-year examinations**		

Formal assessment tasks in Term 4	
Task 10	**Task 11**
Oral: Prepared speech – Introducing a speaker/vote of thanks	**End of the year examinations:** Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing Paper 4 – Orals

3.5.2 GRADE 11: TEACHING PLAN

GRADE 11 TERM 1			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
1 and 2	**Listening for comprehension** (Informative, evaluative, appreciative and interactive) Duration: 1 hour	• **Key features of texts and parts of a book, including literary genres** • **Literature study** Duration: 4 hours	**Transactional text:** Friendly/ formal letters (request/complaint/ application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/agenda and minutes of meeting **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
3 and 4	**Debate:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	**Reading for comprehension:** Strategies using written texts: See Section 3.2 • **Literature study** Duration: 4 hours	**Essay:** 1 x reflective/discursive/ argumentative **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

GRADE 11 TERM 1			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
5 and 6	**Listening for comprehension** (Informative, evaluative, appreciative and interactive) Duration: 1hour	• **Reading for comprehension:** Vocabulary development and language use • **Sentence structures** • **Literature study** Duration: 4 hours	**Transactional texts:** Report/ review/ newspaper article/ magazine article **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
7 and 8	**Prepared/Unprepared speech:** Public speaking techniques, structure, and preparation process • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Interpretation of visual texts** e.g. adverts, cartoons, pictures • **Literature study** Duration: 4 hours	**Transactional text:** Speech/ dialogue/interview **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

GRADE 11 TERM 1			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
9 and 10	**Prepared/unprepared speech:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Summary writing** • **Literature study** Duration: 4 hours	**Transactional text:** Speech/ dialogue/interview **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

Formal assessment tasks in Term 1			
Task 1	**Task 2**	**Task 3**	**Task 4**
Oral: Listening for comprehension	***Writing:** Reflective/discursive/ argumentative essay	***Writing:** Transactional writing	**Test 1:** **Language in context:** Comprehension Summary Language structures and conventions

***Writing:** Choose one essay and one transactional text for the purpose of formal assessment at the end of the term.

GRADE 11 TERM 2			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
11 and 12	**Dialogue/interview/discussions/ conversation:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** o Vocabulary development and language use o Sentence structures • **Literature study** Duration: 4 hours	**Transactional text:** Speech/ dialogue/interview **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
13 and 14	**Prepared/unprepared speech:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Summary writing** • **Literature study** Duration: 4 hours	**1 x essay:** Reflective/discursive/ argumentative **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hrs

GRADE 11 TERM 2			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
15 and 16	**Panel discussion:** • Features and conventions • Applying conventions Duration: 1 hour	• **Interpretation of visual texts** e.g. advertisements, cartoons, pictures • **Literature study** Duration: 4 hours	**Transactional texts:** Report/ review/ newspaper article/ magazine article **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
17 and 18	**Informal discussions/ conversation:** • Features and conventions • Applying conventions Duration: 1 hour	**Reading for comprehension:** Strategies using written texts: See Section 3.2 **Literature study** Duration: 4 hours	**Transactional text:** Speech/ dialogue/interview **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
19 and 20	**Mid-year examinations**		

Formal assessment tasks in Term 2		
Task 5	**Task 6**	**Task 7**
Oral: Prepared/unprepared speech	**Literature:** Contextual questions Literary essay	**Mid-year examinations:** Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing (Can be written in May / June)

GRADE 11 TERM 3			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
21 and 22	**Meetings and meeting procedures:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** Interpretation of visual texts • **Literature study** Duration: 4 hours	**Transactional text:** Friendly/ formal letters (request/complaint/ application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/agenda and minutes of meeting **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
23 and 24	**Storytelling** and/or **praise poems:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** Use written texts. see Section 3.2 • **Literature study** Duration: 4 hours	**1 x Essay:** Reflective**/** discursive / argumentative **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

GRADE 11 TERM 3			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
25 and 26	**Prepared/unprepared speech:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** o Vocabulary development and language use o Sentence structures • **Literature study** Duration: 4 hours	**Transactional text:** Speech/ dialogue/interview **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
27 and 28	**Prepared/unprepared speech:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Summary writing** • **Literature study** Duration: 4 hours	**Transactional text:** Speech/ dialogue/interview **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

GRADE 11 TERM 3			
	Listening and speaking	**Reading and viewing**	**Writing and presenting**
29 and 30	**Listening for comprehension** (Informative, evaluative, appreciative and interactive) Duration: 1 hour	• **Reading for comprehension:** Strategies using visual texts. See 3.2 • **Literature study** Duration: 4 hours	**Essay:** 1 x Reflective/discursive/ argumentative **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

Formal assessment tasks in Term 3	
Task 8	**Task 9**
Oral: Prepared/unprepared speech	**Test 2:** Literature: Contextual questions and literary essay

GRADE 11 TERM 4			
	Listening and speaking	**Reading and viewing**	**Writing and presenting**
31 and 32	**Introducing a speaker/vote of thanks:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** Strategies using visual texts. See 3.2 • **Literature study** Duration: 4 hours	**Essay:** Reflective/discursive/ argumentative **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
33 and 34	**Informal discussions/ conversation:** • Features and conventions • Applying conventions Duration: 1 hour	• **Reading for comprehension:** o Vocabulary development and language use o Sentence structures • **Literature study** Duration: 4 hours	**Transactional text:** Friendly/ formal letters (request/complaint/ application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/agenda and minutes of meeting **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

GRADE 11 TERM 4			
	Listening and speaking	**Reading and viewing**	**Writing and presenting**
35 and 36	**Debate/Panel discussions:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Summary writing** • **Literature study** Duration: 4 hours	**Transactional texts:** Report/ review/newspaper article/magazine article **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
37 and 38	**Report/review:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	**Prepare for examination** **Language in Context:** • Comprehension • Summary • Language structures and conventions **Literature:** • Novel • Drama • Poetry Duration: 4 hours	**Prepare for examination** **Writing and presenting:** Essays Transactional texts Duration: 4 hours **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text**
39 and 40	**End-of-year examinations**		

Formal assessment tasks in Term 4	
Task 10	**Task 11**
Oral: Prepared speech – Report/ review	**End of the year examinations:** Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing Paper 4 – Orals

3.5.3 GRADE 12: TEACHING PLAN

GRADE 12 TERM 1			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
1 and 2	**Listening for comprehension** (Informative, evaluative, appreciative and interactive) Duration: 1 hour	• **Key features of texts and parts of a book, including literary genres** • **Literature study** Duration: 4 hours	**Transactional text:** Friendly/ formal letters (request/complaint/ application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/agenda and minutes of meeting **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
3 and 4	**Discussions/conversation/report/ review:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** Strategies using written texts : See 3.2 • **Literature study** Duration: 4 hours	**Essay:** 1 x Reflective/narrative/ argumentative/ discursive/ descriptive **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hrs

GRADE 12 TERM 1			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
5 and 6	**Listening for comprehension** (Informative, evaluative, appreciative and interactive) Duration: 1 hour	• **Reading for comprehension:** o Vocabulary development and language use o Sentence structures • **Literature study** Duration: 4 hours	**Transactional texts:** Report/ review/newspaper article/magazine article **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
7 and 8	**Prepared/unprepared speech:** • Features and conventions (public speaking techniques, structure and preparation process) • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Interpretation of visual texts** e.g. advertisements, cartoons, pictures • **Literature study** Duration: 4 hours	**Transactional Texts:** Formal letter of application and CV/ request/complaint/thanks/business (ordering/ marketing)/formal and informal letters to the press/ Dialogue/reviews/reports (formal or informal) **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

GRADE 12 TERM 1			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
9 and 10	**Prepared/unprepared speech:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Summary writing** • **Literature study** Duration: 4 hours	**Essay:** 1 x Reflective/ narrative/ argumentative / discursive/ descriptive essay **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

Formal assessment tasks in Term 1				
Task1	**Task 2**	**Task 3**	**Task 4**	**Task 5**
Oral: Listening for comprehension	***Writing:** Essay	***Writing:** Transactional writing	**Oral:** Prepared/ unprepared speech	**Test 1:** **Language in context:** Comprehension Summary Language structures and conventions

***Writing:** Choose one essay and one transactional text for the purpose of formal assessment at the end of the term

GRADE 12 TERM 2			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
11 and 12	**Dialogue/interview** **Format /features:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** Strategies using written texts: See 3.2 • **Literature study** Duration: 4 hours	**Transactional text:** Speech/ dialogue/interview **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
13 and 14	**Debate/forum/group/panel discussion:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Summary writing** • **Literature** study Duration: 4 hours	**Essay:** 1 x Reflective/narrative/ argumentative/ discursive/ descriptive essay **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours

GRADE 12 TERM 2			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
15 and 16	**Informal discussions/ conversation:** • Features and conventions • Applying conventions Duration: 1 hour	• **Interpretation of visual texts** e.g. adverts, cartoons, pictures • **Literature study** Duration: 4 hours	**Transactional text:** Friendly/ formal letters (request/complaint/ application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/agenda and minutes of meeting **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
17 and 18	**Prepared/ unprepared speech:** • Features and conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for Comprehension:** o Vocabulary development and language use o Sentence structures • **Literature study** Duration: 4 hours	**Transactional text:** Speech/ dialogue/interview **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
19 and 20	**Mid-year examinations**		

Formal assessment tasks in Term 2		
Task 6	**Task 7**	**Task 8**
Literature: Contextual questions and Literary essay	**Oral:** Prepared/unprepared speech	***Mid-year examinations:** Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing (Can be written in May/ June) **OR** Written test

* **Mid-year examinations:** In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term (Tasks 8 and 10).

GRADE 12 TERM 3			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
21 and 22	**Informal discussions/ conversation:** • Features and conventions • Applying conventions Duration: 1 hour	• **Reading for comprehension:** • Strategies using written texts. see 3.2 • **Literature study** Duration: 4 hours	**Transactional texts**: Report/review/ newspaper article/magazine article **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
23 and 24	**Introducing the speaker/ vote of thanks:** • Features and conventions • Applying conventions • Planning, researching, organising, practising and presenting Duration: 1 hour	• **Reading for comprehension:** Interpretation of visual texts • **Literature study** Duration: 4 hours	**Transactional text:** Speech/ dialogue/interview **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hrs

GRADE 12 TERM 3			
Weeks	**Listening and speaking**	**Reading and viewing**	**Writing and presenting**
25 and 26	**Oral moderation** Duration: 1 hour	• **Summary writing** • **Literature study** Duration: 4 hours	**Transactional text:** Friendly/ formal letters (request/complaint/ application/business)/formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/agenda and minutes of meeting **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
27 and 28	**Oral moderation** Duration: 1 hour	• **Reading for comprehension:** o Vocabulary development and language use o Sentence structures • **Literature study** Duration: 4 hours	**Transactional texts:** Report/ review/newspaper article/magazine article **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text** Duration: 4 hours
29 and 30	**Trial examinations**		

Formal assessment tasks in Term 3	
Task 9	**Task 10**
Oral: Prepared speech – Introducing the speaker/vote of thanks	***Trial examinations:** Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing (Can be written in August / September) **OR** Written test

* **Trial examinations:** In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term (Tasks 8 and 10).

GRADE 12 TERM 4			
	Listening and speaking	**Reading and viewing**	**Writing and presenting**
31 and 32	**Moderation of orals** Duration: 1 hour	**Prepare for examination by using previous examination papers:** **Language in context:** • Comprehension • Summary • Language structures and conventions **Literature:** • Novel • Drama • Poetry Duration: 4 hours	**Prepare for examination by using previous examination papers on:** **Writing** Essays Transactional texts Duration: 4 hours **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text**
33 and 34	**Moderation of orals** **Duration: 1 hour**	**Prepare for examination by using previous examination papers regarding:** **Language in context:** • Comprehension • Summary • Language structures and conventions **Literature:** • Novel • Drama • Poems Duration: 4 hours	**Prepare for examination by using previous examination papers on:** **Writing** Essays Transactional texts Duration: 4 hours **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Language structures and conventions** • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling **Format and features of chosen text**

35 and 36	**External examinations**
37 and 38	**External examinations**
39 and 40	**External examinations**
	Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing Paper 4 – Orals

SECTION 4: ASSESSMENT IN HOME LANGUAGE

4.1 Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings; and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

The assessment of language skills should be integrated. The assessment of a comprehension passage should be linked to language use. The assessment of writing should incorporate topics about things that happen in real life situations.

4.2 Informal or daily assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks.

Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

4.3 Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. While preparations for *formal assessment tasks* could be done outside the classroom, the final version should be done under controlled conditions, in the classroom.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

The following tables provide the formal assessment requirements for Home Languages:

Table 1: Overview of formal assessment Grades 10-11

Formal assessment		
During the year	**End-of-year examination**	
25%	**75%**	
School-based assessment (SBA)-	**End-of-year exam papers**	
25%	**62.5%**	**12.5%**
• 2 tests • 7 tasks • 1 examination (mid-year)	**Written examinations** Paper 1 (2 hours) – Language in context Paper 2 (Gr. 10: 2 hours, Gr. 11: 2½ hours) – Literature Paper 3 (Gr. 10: 2 hours, Gr. 11: 2½ hours) – Writing	**Oral assessment tasks: Paper 4** Listening Speaking (prepared and unprepared speeches) The oral tasks undertaken during the course of the year constitute the end-of-year internal assessment.

Table 2: Overview of formal assessment Grade 12

Formal assessment		
During the year	**End-of-year examination**	
25%	**75%**	
School based assessment (SBA)-	**End-of-year exam papers**	
25%	**62.5%**	**12.5%**
• 1 test • 7 tasks • 2 examinations (mid-year/test & trial/test)	**Written examinations** Paper 1 (2 hours) – Language in context Paper 2 (2½ hours) – Literature Paper 3 (2½ hours) – Writing	**Oral assessment tasks: Paper 4** Listening Speaking (prepared and unprepared speeches) The oral tasks undertaken during the course of the year constitute the end-of-year external assessment.

The forms of assessment used should be appropriate to age and developmental level. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Formal assessment must cater for a range of cognitive levels and abilities of learners, as shown below:

Table 3: Cognitive levels for assessment

Cognitive levels	Activity	Percentage of task
Literal (Level 1)	Questions that deal with information explicitly stated in the text. • Name the things/people/places/elements … • State the facts/reasons/points/ideas … • Identify the reasons/persons/causes … • List the points/facts/names/reasons … • Describe the place/person/character ... • Relate the incident/episode/experience …	**Levels 1 and 2: 40%**
Reorganisation (Level 2)	Questions that require analysis, synthesis or organisation of information explicitly stated in the text. • Summarize the main points/ideas/pros/cons/ … • Group the common elements/factors … • State the similarities/differences … • Give an outline of …	
Inference (Level 3)	Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience. • Explain the main idea … • Compare the ideas/attitudes/actions … • What is the writer's (or character's) intention / attitude/ motivation/ reason … • Explain the cause/effect of … • What does an action/comment/attitude, etc. reveal about the narrator/ writer/character … • How does the metaphor/simile/image affect your understanding … • What, do you think, will be the outcome/effect, etc. of an action/a situation …	**Level 3: 40%**
Evaluation (Level 4)	These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. • Do you think that what transpires is credible/realistic/ possible …? • Is the writer's argument valid/logical/conclusive … • Discuss/Comment critically on the action/ intention/ motive/ attitude/suggestion/ implication … • Do you agree with the view/statement/observation/ interpretation that… • In your view, is the writer/narrator/character justified in suggesting/ advocating that … (Substantiate your response/Give reasons for your answer.) • Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/motives … show about him/her in the context of universal values? • Discuss critically/Comment on the value judgements made in the text.	**Levels 4 and 5: 20%**
Appreciation (Level 5)	These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery). • Discuss your response to the text/incident/situation/ conflict/dilemma. • Do you empathise with the character? What action/decision would you have taken if you had been in the same situation? • Discuss/Comment on the writer's use of language … • Discuss the effectiveness of the writer's style/ introduction/ conclusion/imagery/ metaphors/use of poetic techniques/ literary devices …	

4.4 Programme of Assessment

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term

4.4.1 Overview of requirements

The following tables provide an overview of the Programme of Assessment requirements for each term for English Home Language:

Table 1: Overview of the Programme of Assessment requirements Grades 10-11

Programme of Assessment			
SBA per Term			
Term 1:	**Term 2:**	**Term 3:**	**Term 4:**
1 Written Test + 3 Tasks	2 Tasks + 1 Mid-year examination comprising: 3 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing	1 Written Test + 1 Tasks	1 Task (SBA) + 1 Internal end-of- year examinations comprising: 3 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing + Paper 4: Oral
Term Mark (Terms 1-3): • Each term, add raw marks and totals and convert to % for term mark. **Promotion Mark:** • Add raw marks and totals for SBA tasks from term 1 to term 4 and convert to 25%, • Convert Paper 1 to 17,5%, • Convert Paper 2 to 20%, • Convert Paper 3 to 25% Convert Oral mark (Paper 4) to 12,5%			

Table 2: Programme of Assessment Grades 10-11

Programme of Assessment			
Term 1			
Task 1	**Task 2**	**Task 3**	**Task 4**
***Oral:** Listening for comprehension (15 marks)/ Prepared speech (10 marks)/ Unprepared speech (15 marks)	**Writing: (50 marks)** Narrative/descriptive/ argumentative essay (Gr. 10) Reflective/discursive / argumentative essay (Gr. 11)	**Writing: (25 marks)** **Transactional writing:** Friendly/formal letters (request/complaint/ application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/obituary/ agenda and minutes of meeting /formal or informal report/ review/newspaper article/magazine article/ speech/dialogue/interview	****Test 1: (35 marks)** Language in context Comprehension Summary Language structures and conventions

Term 2		
Task 5	**Task 6**	**Task 7**
***Oral:** Listening for comprehension (15 marks)/ Prepared speech (10 marks)/ Unprepared speech (15 marks)	**Literature: (35 marks)** Contextual questions (10 marks) Literary essay (25 marks)	**Mid-year examinations: (250 marks)** Paper 1 – Language in context (70 marks) Paper 2 – Literature (80 marks) Paper 3 – Writing (Can be written in May / June) (100 marks)

Term 3	
Task 8	**Task 9**
***Oral:** Listening for comprehension (15 marks)/ Prepared speech (10 marks)/ Unprepared speech (15 marks)	**Test 2: (35 marks)** Literature Contextual questions (10 marks) Literary essay (25 marks)

Term 4	
Task 10	**Task 11**
***Oral:** Listening for comprehension (15 marks)/ Prepared speech (10 marks)/ Unprepared speech (15 marks)	**End of the year examinations: (300 marks)** Paper 1 – Language in context (70 marks) Paper 2 – Literature (80 marks) Paper 3 – Writing (100 marks) Paper 4 – Orals (50 marks)

***Oral:** Learners should do one listening for comprehension, two prepared speeches and one unprepared speech for formal assessment during the year.

****Test 1** could be set out of **35 marks** or, if more, should be **converted to 35 marks.** While the *Comprehension, summary, language structures and conventions* combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school.

A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45-60 minutes, and should reflect the different cognitive levels as set out for exam papers.

Table 3: Overview of programme of assessment requirements Grade 12

Programme of Assessment **SBA per Term**			**External Examination**
Term 1:	**Term 2:**	**Term 3:**	**Term 4:**
1 Written Test + 4 Tasks	2 Tasks + 1 Mid-year examination comprising: 3 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing **OR** Written Test	1 Trial examination comprising: 3 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing **OR** Written Test + 1 Task	1 External Examination comprising: 4 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing + Paper 4: Oral

Term Mark (Terms 1-3):

- Each term, add raw marks and totals and convert to % for term mark.

SBA Mark:

- Add raw marks and totals for assessment tasks from term 1 to term 3 and convert to 25%

External Examination

- Convert Paper 1 to 17,5%,
- Convert Paper 2 to 20%,
- Convert Paper 3 to 25%

Convert Oral mark (Paper 4) to 12,5%

Table 4: Programme of Assessment Grade 12

Programme of Assessment				
Term 1				
Task1	**Task 2**	**Task 3**	**Task 4**	**Task 5**
***Oral:** Listening for comprehension (15 marks)/ Prepared speech (10 marks)/ Unprepared speech (15 marks)	**Writing: (50 marks)** Narrative/ descriptive/ discursive/ reflective/ argumentative essay	**Writing: (25 marks)** Transactional writing: Friendly/formal letters (request/complaint/ application/ business/ formal and informal letters to the press) curriculum vitae and covering letter/ obituary/agenda and minutes of meeting / formal or informal report/review/ newspaper article/ magazine article/ speech/dialogue/ interview	***Oral:** Listening for comprehension (15 marks)/ Prepared speech (10 marks)/ Unprepared speech (15 marks)	****Test 1: (35 marks)** Language in context Comprehension Summary Language structures and conventions

Term 2		
Task 6	**Task 7**	**Task 8**
Literature: (35 marks) Contextual questions (10 marks) Literary essay (25 marks)	***Oral:** Listening for comprehension (15 marks)/ Prepared speech (10 marks)/ Unprepared speech (15 marks)	*****Mid-year examinations (250 marks)** Paper 1 – Language in context (70 marks) Paper 2 – Literature (80 marks) Paper 3 – Writing (Can be written in May / June) (100 marks) **OR** Written test

Term 3	
Task 9	**Task 10**
***Oral:** Listening for comprehension (15 marks)/ Prepared speech (10 marks)/ Unprepared speech (15 marks)	*****Trial examinations (250 marks)** Paper 1 – Language in context (70 marks) Paper 2 – Literature (80 marks) Paper 3 – Writing (Can be written in August / September) (100 marks) **OR** Written test

***Oral:** Learners should do one listening for comprehension, two prepared speeches and one unprepared speech for formal assessment during the year.

****Test 1** could be set out of **35 marks** or, if more, should be **converted to 35 marks.** While the *Comprehension, summary, language structures and conventions* combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school.

A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45-60 minutes, and should reflect the different cognitive levels as set out for exam papers.

***** **Mid-year and Trial examinations:** In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term (Tasks 8 and 10).

4.4.2 Examinations

Format of Examination Papers 1, 2 and 3

<table>
<tr><th>PAPER</th><th>SECTION</th><th colspan="2">MARKS</th><th>TIME</th></tr>
<tr><td rowspan="11">1. Language in context</td><td colspan="2">A: Comprehension
(A range of texts can be used including visual and or graphic texts)
• Learners should identify and explain the impact of techniques such as the use of font types and sizes, headings and captions, etc.</td><td rowspan="11">70</td><td rowspan="11">Grades 10-12:
2 hours</td></tr>
<tr><td>Grades</td><td>Length of text (words)</td><td rowspan="4">30</td></tr>
<tr><td>10</td><td>500-600</td></tr>
<tr><td>11</td><td>600-700</td></tr>
<tr><td>12</td><td>700-800</td></tr>
<tr><td colspan="2">B: Summary: The passage should not come from the comprehension text.</td><td rowspan="4">10</td></tr>
<tr><td>Grades</td><td>Length of text (words)</td><td>Length of summary (words)</td></tr>
<tr><td>10</td><td>Approximately 280</td><td rowspan="3">80 -90</td></tr>
<tr><td>11</td><td>Approximately 320</td></tr>
<tr><td>12</td><td>Approximately 350</td></tr>
<tr><td colspan="2">C: Language structures and conventions (assess in context)
• Vocabulary and language use
• Sentence structures
• Critical language awareness</td><td>30</td></tr>
</table>

<table>
<tr><th>PAPER</th><th>SECTION</th><th colspan="2">MARKS</th><th>TIME</th></tr>
<tr><td rowspan="13">2. Literature</td><td colspan="2">A: Poetry – Seen (contextual questions / essay questions from four seen poems of which two must be answered.) and unseen (contextual questions)
(Seen = 20; Unseen = 10)</td><td rowspan="6">30</td><td rowspan="13">80</td><td rowspan="13">Grade 10:
2 hours
Grades 11-12:
2½ hours</td></tr>
<tr><td>Grade</td><td>Length of literary essay (words)</td></tr>
<tr><td>10</td><td>150 -200</td></tr>
<tr><td>11</td><td>200-250</td></tr>
<tr><td>12</td><td>250-300</td></tr>
<tr><td colspan="2">Assess the following in the essay:
• Content (Interpretation of topic, depth of argument, justification and grasp of poem) (60%)
• Language & structure (structure, logical flow and presentation, language, tone and style) (40%)</td></tr>
<tr><td colspan="2">B: Novel – Essay question or contextual question</td><td>25</td></tr>
<tr><td colspan="2">C: Drama – Essay question or contextual question
• NOTE: Candidates must attempt ONE ESSAY question and ONE CONTEXTUAL question from either Section B or Section C.</td><td rowspan="6">25</td></tr>
<tr><td>Grades</td><td>Length of literary essay (words)</td></tr>
<tr><td>10</td><td>300-350</td></tr>
<tr><td>11</td><td>350-400</td></tr>
<tr><td>12</td><td>400-450</td></tr>
<tr><td colspan="2">Assess the following in the literary essay:
• Content (Interpretation of topic, depth of argument, justification and grasp of text) (60%)
• Language & structure (structure, logical flow and presentation, language, tone and style) (40%)</td></tr>
</table>

<table>
<tr><th>PAPER</th><th colspan="2">SECTION</th><th colspan="2">MARKS</th><th>TIME</th></tr>
<tr><td rowspan="9">3. Writing</td><td colspan="2">A: Essay – One essay
Narrative / descriptive / argumentative / reflective / discursive</td><td rowspan="5">50</td><td rowspan="9">100</td><td rowspan="9">Grade 10: 2 hours
Grades 11-12: 2½ hours</td></tr>
<tr><td>Grades</td><td>Length of essay (words)</td></tr>
<tr><td>10</td><td>300-350</td></tr>
<tr><td>11</td><td>350-400</td></tr>
<tr><td>12</td><td>400-450</td></tr>
<tr><td colspan="2">Assess the following:
• Content & planning (60%)
• Language, style & editing (30%)
• Structure (10%)</td></tr>
<tr><td colspan="2">B: Transactional texts – Two texts
Friendly / formal letters (request / complaint / application / business/ thanks / congratulations/ sympathy) /formal and informal letters to the press / curriculum vitae and covering letter / obituary / agenda and minutes of meeting (asked as a combination) / report (formal and informal) / review / newspaper article / magazine article / written formal and informal speech / dialogue / written interview</td><td rowspan="4">50
(2 X 25)</td></tr>
<tr><td>Grades</td><td>Length of text (words)</td></tr>
<tr><td>10-12</td><td>180-200 – content only</td></tr>
<tr><td colspan="2">Assess the following:
• Content, planning, & format (60%)
• Language, style & editing (40%)</td></tr>
</table>

Content to be covered

Assessment addresses the content as set out in this document. Due to the conceptual progression of the content across the grades, content and skills from Grades 10-12 will be assessed in the external papers at the end of Grade 12.

Oral Assessment Tasks: Paper 4

The oral assessment tasks undertaken during the course of the year constitute the end-of-year external assessment for Grade 12. It constitutes 50 of the 300 marks in the end-of-year external assessment. The details for the oral tasks, which are administered during the year, are as follows:

<table>
<tr><th>Paper</th><th>DETAILS</th><th colspan="3">MARKS</th></tr>
<tr><td rowspan="3">4. Orals</td><td>Orals will be internally set, internally assessed and externally moderated.
• Speaking
Prepared speech
Assess: Research skills, planning and organisation of content, tone, speaking, and presentation skills, critical awareness of language usage, choice, design and use of audio, audio-visual aids</td><td>2X10</td><td>20</td><td rowspan="3">50</td></tr>
<tr><td>• Speaking
Unprepared speech
Assess: Planning and organisation of content, tone, speaking, and presentation skills, critical awareness of language usage</td><td></td><td>15</td></tr>
<tr><td>• Listening
Listening for comprehension
Assess: Listen critically for comprehension, information and evaluation</td><td>15</td><td>15</td></tr>
</table>

4.5 Recording and reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress or being promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

Codes and percentages for recording and reporting

Rating code	Description of competence	Percentage
7	Outstanding achievement	80-100
6	Meritorious achievement	70-79
5	Substantial achievement	60-69
4	Adequate achievement	50-59
3	Moderate achievement	40-49
2	Elementary achievement	30-39
1	Not achieved	0-29

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

4.6 Moderation of assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

4.6.1 Formal assessment (SBA)

- Grade 10 and 11 tests and examination are internally moderated. The subject advisor must moderate a sample of these tasks during his/her school visits to verify the standard of tasks and the internal moderation.
- Grade 12 tests and examinations must be moderated at provincial level. This process will be managed by the provincial education department.
- Subject advisors must moderate samples of tests and examination papers before they are written by learners to verify standards and guide teachers on the setting of these tasks.

4.6.2 Oral assessment tasks

- **Grade 10 and 11**: Each oral task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teachers assess the oral assessment tasks in Grades 10 and 11. The subject advisor must moderate a sample of oral assessment tasks during his/her school visits to verify the standard of tasks and the internal moderation.
- **Grade 12**: Oral tasks should be internally set, internally assessed and **externally** moderated. Each oral task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teachers assess the oral assessment tasks. The subject advisor must moderate a sample of oral assessment tasks during his/her school visits to verify the standard of tasks and the internal moderation. A sample of learners from each school must be moderated to verify the standard of their oral performance.

4.7 General

This document should be read in conjunction with:

4.7.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

4.7.2 The policy document, *National Protocol for Assessment Grades R-12.*

GLOSSARY

acronym – a pronounceable word formed from the first letter or letters in phrase or name (e.g. ABSA)

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

2. an aesthete is a person sensitive to artistic beauty. 'Aesthetic' refers to the beauty to be found in a work of art. One can discuss the aesthetics of a work, or make aesthetic judgements

alliteration – a pattern of sound that includes the repetition of consonant sounds. The repetition can be located at the beginning of successive words or inside the words

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')

analogy – 1. finding similarities in things that are usually seen as different.

2. finding similarities in things that are usually seen as different, a way of explaining or illustrating something, but not a proof. One must be alert to false analogy. There should be accurate correspondence between the thing that is explained and the details of the analogy

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

assonance – 1. repetition (mostly) of vowel sounds in two or more words e.g. 'It is June and the world is all in tune'

2. the vowel sounds do not have to be precisely the same: assonance could consist of a series of vowel sounds that create a certain effect

audience – 1. 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

2. in particular, an audience is those attending a live performance of music or drama

authentic texts – texts which have a practical function and are not literary (e.g. magazine and newspaper articles, recordings from radio and television, advertisements, product labels, travel brochures, government forms, examples of real letters)

bias – 1. a tendency to favour one thing, idea, attitude or person over another which makes it difficult to make a fair assessment

2. in the game of bowls, the 'wood' or bowl has a weight on one side which makes it turn towards that side

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

caricature – 1. an exaggerated portrayal (written or visual) of a character which is achieved by mocking personality traits or appearance

2. the drawings of cartoonists in newspapers are usually intended to be caricatures and work by exaggerating or distorting features of appearance with a view to being comic or satirical

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)

clarify making the meaning of the text clear to the reader

clause – Put in the right place. 'The man who was wearing a red shirt ran away.' The main sentence is 'The man ran away.' The words 'who was wearing a red shirt' is a subordinate clause. It cannot stand by itself, although the verb is complete (finite). Subordinate clauses start with a conjunction (when, because) or a relative pronoun (who, which). The conjunction links the clause to some part of the main sentence. 'The man wearing a red shirt ran away.' In this sentence 'wearing a red shirt' is not a clause but a phrase. The verb is not complete (it is participle)

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

coherence – 1. the underlying logical relationship which links ideas together and gives a passage or paragraph unity

2. it may also imply adequate grammar to convey the meaning, or orderly sentence structure. Chaotic grammar may make a statement incoherent

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

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**) – 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 immediate situation including aspects such as 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

context clues – using words surrounding an unknown word to determine its meaning. This reading strategy can be taught in conjunction with vocabulary

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)

critical language 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

debate – in debating, two opposing teams compete with one another. They aim to convince the adjudicator and the audience that their viewpoint about a given topic is more reasonable and justifiable than that of the opposing team

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

dramatic structure – 1. the special literary style in which plays are written

2. the arrangement of plot, acts, scenes, characters and possibly also features of language in a play

drawing conclusions – using written or visual clues to figure out something that is not directly stated in the reading

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 *or word* which is felt to be too harsh or direct

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

external assessment – assessment conducted by authority other than based at school.

evaluate – form opinions, make judgements, and develop ideas from reading

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

fluency – 1. the word comes from the flow of a river and suggests a coherence and cohesion that gives language use quality of being natural, easy to use and easy to interpret

2. having a fair degree of grammatical control (though perhaps not total grammatical accuracy)

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 a subject in or near the front of the frame; used figuratively, it refers to emphasising or focusing on one point *of aspect* more than another

forum – team speaking or forum debate may be used against other schools, or in the classroom by dividing learners into teams of four, each of whom will speak on a different aspect of the same topic. An adjudicator decides on the winning team

genre – the types or categories into which texts are grouped, e.g. novel, drama, poetry, business letter, personal letter

gesture – a movement of the face or body which communicates meaning (e.g. nodding of 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 we think

homonym – a word which has both the same sound and the same 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.’)

image – a picture or a visual representation of something

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 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

interview – task of gathering information or a face – to – face discussion between people, directed toward some specific purpose

intonation – 1. the pattern of the pitch or the melody of an utterance which marks grammatical structures such as sentences or clauses

2. it also distinguishes between statements and questions and indicates the speaker's attitude or feelings

irony – a statement or situation that has an underlying meaning different from its literal or surface meaning. Irony is related to tone

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, structure and/or pronunciation have been made; they can vary from one region or country to another

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. The capacity to read and write

literal (as opposed to **figurative**) – the plainest, most direct meaning that can be attributed to words

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, e.g. conversation and conservation. Derived from a certain Mrs Malaprop, a comic character in a drama

manipulative language – language which is aimed at obtaining an unfair advantage or gaining influence over others, e.g. advertisements, sales talk, political speeches

meta – language – the language used to talk about literature and language and grammatical terms; 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.')

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

mis en scène (placing on stage) – an expression used to describe the design aspects of a theatre or film production. When applied to cinema, it refers to everything that appears before the camera and its arrangements. It includes the positioning and movement of actors on the set.

mode – a method, way or 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. by converting a graph into a passage)

montage – a technique in film editing in which a series of short shots are edited into a sequence to condense space, time and information. It is usually used to suggest the passage of time rather than create symbolic meaning.

mood – atmosphere or emotion in written texts; it shows the feeling or the frame of mind of the characters; it 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; a story

narrative voice/point of view – 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) – and third person narrative, in which the narrator refers to characters as 'he', 'she' or 'they')

onomatopoeia – the use of words to recreate the sounds they describe (e.g. the whoosh of the wind as it rushed through the trees)

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

panel discussion – groups are formed to discuss a topic, answer questions, and respond to tasks

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 – word formed from a foreign word (e.g. enjambment)

personification – attributing human characteristics to non – human things

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 – the perspective of a character in relation to issues in a novel or play

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

projection – the placement and delivery of volume, clarity, and distinctness of voice for communicating to an audience

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 (e.g. 'He wakes every morning at 6 a.m.')

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)

report – (formal and informal) giving exact feedback of a situation, e.g. an accident

rereading – rereading is a reading strategy that gives the reader another chance to make sense out of a challenging text

restating – restating is a reading strategy where the reader will retell, shorten, or summarise the meaning of a passage or chapter, either orally or in written form

rhetorical device – a device such as pause and repetition, used by a speaker to effectively persuade or convince. Some devices may be manipulative

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 *or tone of voice* 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 or an individual or a situation

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)

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 such as '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 *conventional* (and often biased) view about the role a particular person is expected to play

strategy – a certain *broad* procedure *or plan* 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

style – the distinctive and unique manner in which a writer arranges words to achieve particular effects. Style essentially combines the idea to be expressed with the individuality of the author. These arrangements include individual word choices as well as such matters as length and structure of sentences, tone, and use of irony

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. Synonyms in English tend to have important differences in connotation

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

text – *a statement or creation* in any written, spoken, or visual form of communication

theme – the central idea or ideas in a text; 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 *spoken* text. In written text, it is achieved through words *that convey the attitude of the writer*. In film, tone can be created through music or *visual effects*

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 – express something in restrained terms rather than giving the true or full facts, usually for emphasis, possibly as a form of evasion, possibly as a form of humour

verbosity – language using more words than are needed

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

voice (see **narrative 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 into syllables or looking at the meaning of the prefixes or suffixes)

APPENDIX 1: LANGUAGE STRUCTURES AND CONVENTIONS (REFERENCE CHART)

LANGUAGE STRUCTURES AND CONVENTIONS
Vocabulary development and language use
Synonyms, antonyms, paronyms, polysemes, homonyms, homophones, one word for a phrase
Figures of speech (simile, metaphor, personification, oxymoron, metonymy, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, litotes, oxymoron, paradox, pun, understatement, synecdoche)
Idiomatic expressions/idioms/proverbs
Borrowed, inherited, new words (neologisms), and etymology (origin of words)
Parts of words: Prefixes, roots, and suffixes

Sentence structures and conventions	
Parts of words	Prefixes, roots, and suffixes
Nouns	Abstract nouns, concrete nouns, simple nouns, common nouns, complex nouns Compound, collective, (un)countable, proper nouns, gerunds, predicate and object, gender, plural, diminutives, augmentatives, articles, nouns derived from other parts of speech
Pronouns	Indefinite, relative clause, demonstrative pronouns, possessive, personal, reflexive
Verbs and modalities	Present perfect progressive, passive: present progressive, passive: present perfect Passive: future, dual use of some nouns/verbs, gerunds/infinitives, main verbs Transitive, intransitive, finite, non-finite, copulative, regular, irregular, phrasal, Stative, verbal extensions (derivatives), auxiliary linked to modals: • subjunctive • imperative • potential • indicative • conditional
Adjectives	Comparative, superlative, numerical, demonstrative, relative
Adverbs	Participles of possibility, of opinion, of time, of manner, of place, of frequency
Question forms	Positive forms, negative forms of information questions, with modals
Prepositions/locatives	with a variety of phrasal verbs, movement, place, time
Clauses and sentences	complex, with the addition of second subordinate clause complex, with relative clause(s), direct and indirect speech, relative clause, noun clause, compound complex-compound, correct word order, concord, active and passive voice, negation

Conjunctions and transition words (paragraphs)	Chronological/sequential order**:** first, second, third, before, after, when, later, until, at last, next, recently, previously, afterwards Explanation/cause and effect**:** hence, consequently, because, for this reason, since, as a result of, is due to, therefore, thus, consequently, hence, it follows that, if … then Procedure: first, second, third Compare/contrast: similar, different, smaller than, bigger than, however, but Order of importance: always, finally Spatial order**:** above, below, left, right, etc. Generalisations: generally, in conclusion Choice paragraph**:** in my opinion, belief, idea, understanding, I think that, I consider, I believe, it seems to me, I prefer/like/dislike/hope/feel Classification paragraph**:** is a kind of, can be divided into, is a type of, falls under, belongs to, is a part of, fits into, is grouped with, is related to, is associated with Description paragraph: above, below, beside, near, north/east/south/west, size, colour, shape, purpose, length, width, mass/weight, speed, is like, resembles Evaluation paragraph**:** good/bad, correct/incorrect, moral/immoral, right/wrong, important/trivial, suggest, recommend, advise, argue Definition paragraph: is defined as, is a kind of Concluding paragraph: to conclude, to sum up, in summary, in short, as you can see
Interjectives/ ideophones	E.g. boom, splash
Exclamations	E.g. oh, wow
Punctuation	Hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, acronyms

Critical language awareness
Facts and opinions
Direct and implied meaning
Denotation and connotation
Socio-political and cultural background of texts and author
The effect of selections and omissions on meaning
Relationships between language and power
Emotive and manipulative language, bias, prejudice, discrimination, stereotyping, language varieties, inferences, assumptions, arguments, purpose of including or excluding information