NATIONAL CURRICULUM STATEMENT (NCS) 2012

LANGUAGES

CAPS ORIENTATION 2013 • SENIOR PHASE GRADE 7-9

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# CAPS ORIENTATION 2013
# SENIOR PHASE GRADE 7-9

## LANGUAGES

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

basic education
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Name: Province:

District: Cell no

# LANGUAGES

## LANGUAGE LEVELS

Language learning in the Senior Phase 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 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** refers to a language which is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes, including learning.

In South Africa, many children use their additional language, mostly English, as the Language of Learning and Teaching (LoLT). This means that they must reach a high level of competence in English. They need to be able to read and write well in English.

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.

**The second additional language** level also assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus upon exposure to Second Additional Language is on developing learners' ability to understand and speak the language - basic interpersonal communication skills. In Grades 4 - 6 learners start to build their oral and literacy skills. They also apply the oral and literacy skills they have already learned in their Home and First Additional Languages.

In Grades 7 – 9 learners continue to strengthen their listening and speaking while developing their reading and writing skills.

By the time learners enter Grade 10, they should be able to communicate in their Second Additional Language at both interpersonal and social levels. However, the reality is that many learners still cannot communicate well in their Additional Language at this stage. The challenge in Grades 7-9, 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 Senior Phase. These standards must be such that learners can use their additional language at a level of proficiency to prepare them for further or higher education or the world of work