



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **ASSESSMENT GUIDELINES**

### **ENGLISH FIRST ADDITIONAL LANGUAGE NQF level 2**

September 2007



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## SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for English First Additional Language in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: English First Additional Language* to prepare for and deliver English First Additional Language. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

## SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

### 1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

## **2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS**

The assessment structure for the National Certificates (Vocational) qualification is as follows:

### **2.1 Internal continuous assessment (ICASS)**

Knowledge, skills values and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

### **2.2 External summative assessment (ESASS)**

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

### **3 MODERATION OF ASSESSMENT**

#### **3.1 Internal moderation**

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

#### **3.2 External moderation**

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assurer; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

### **4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)**

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

### **5 ASSESSOR REQUIREMENTS**

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

### **6 TYPES OF ASSESSMENT**

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

#### **6.1 Baseline assessment**

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

## 6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

## 6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

## 6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

## 7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

### 7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

### 7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

### 7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

## 8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

<b>LECTURER ASSESSMENT</b>	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>SELF-ASSESSMENT</b>	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
<b>PEER ASSESSMENT</b>	Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>GROUP ASSESSMENT</b>	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

## 9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
<b>Assessment instruments</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Class questions</li> <li>• Lecturer, student, parent discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments or tasks</li> <li>• Projects</li> <li>• Investigations or research</li> <li>• Case studies</li> <li>• Practical exercises</li> <li>• Demonstrations</li> <li>• Role-play</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Class tests</li> <li>• Practical examinations</li> <li>• Oral tests</li> <li>• Open-book tests</li> </ul>
<b>Assessment tools</b>	<ul style="list-style-type: none"> <li>• Observation sheets</li> <li>• Lecturer's notes</li> <li>• Comments</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rating scales</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Marks (e.g. %)</li> <li>• Rating scales (1-7)</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Focus on individual students</li> <li>• Subjective evidence based on lecturer observations and impressions</li> </ul>	<p><b>Open middle:</b> Students produce the same evidence but in different ways.</p> <p><b>Open end:</b> Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

## 10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

**Rating scales** are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

**Task lists** and **checklists** show the student what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

**Rubrics** are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

## 11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

## 12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.



## 13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

### 13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

### 13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

## SECTION C: ASSESSMENT IN FUNDAMENTAL – ENGLISH FIRST ADDITIONAL LANGUAGE

### 1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 75 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence (PoE) account for the other 25 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in English First Additional Language must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

### 2 RECORDING AND REPORTING

English First Additional Language is assessed according to seven levels of competence. The level descriptions are explained in the following table.

#### **Scale of achievement for the Fundamental component**

RATING CODE	RATING	MARKS (%)
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following should at least be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's Portfolio of Evidence (PoE) must at least include:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

The following internal assessment units guide the assessment of English First Additional Language. These are the minimum requirements.

**Assessment tasks to be included in the Portfolio of Evidence (PoE) for Level 2 are:**

<b>LISTENING AND SPEAKING</b>
<ol style="list-style-type: none"> <li>1. The following listening and speaking marks need to be included as evidence: <ul style="list-style-type: none"> <li>• Three formal speeches</li> <li>• One prepared reading aloud of any selected text</li> <li>• One demonstration where instructions are given</li> <li>• Three listening comprehensions</li> <li>• One role-play or dialogue where directions are given</li> <li>• One group communication participation and/or giving feedback</li> </ul> </li> <li>2. One theory assessment included in the internal June examination paper</li> </ol>
<b>READING AND VIEWING</b>
<ol style="list-style-type: none"> <li>1. The following reading and viewing assessments need to be included as evidence: <ul style="list-style-type: none"> <li>• Three assignments, for example worksheets or projects on visual literacy, non-verbal forms of communication, literature texts</li> <li>• Three theory assessments, for example comprehension tests or a poetry test</li> </ul> </li> <li>2. One theory assessment included in the internal June examination paper</li> </ol>
<b>WRITING AND PRESENTING</b>
<ol style="list-style-type: none"> <li>1. The following writing and presenting assessments need to be included as evidence: <ul style="list-style-type: none"> <li>• Four comprehensive assignments for writing where the assignment comprises at least 80% of written tasks. <ul style="list-style-type: none"> <li>▪ One on <b>letter</b> writing (friendly, to the press, enquires and responses, etc.)</li> <li>▪ One on <b>learning tasks</b> (note-taking, paragraphs, essays, summaries, factual, argumentative and discursive writing, etc.)</li> <li>▪ One on <b>essays, paragraphs and creative writing</b> (descriptive, discursive, argumentative, narrative, factual, scientific essays, short stories, poems, etc.)</li> <li>▪ One on writing for <b>a specific purpose</b> (verbal requests, telephone messages, SMS, postcard, instructions, directions, etc.)</li> </ul> </li> <li>• Four editing exercises</li> </ul> </li> <li>2. One writing assessment included in the internal June examination as a separate paper</li> </ol>
<b>LANGUAGE IN PRACTICE</b>
<ol style="list-style-type: none"> <li>1. The following language in practice assessments need to be included as evidence: <ul style="list-style-type: none"> <li>• One assignment that should include research and a report with a bibliography</li> <li>• Three grammar tests</li> <li>• One assignment where learning strategies are recorded, such as a sample mind map goals, group activity and participation</li> </ul> </li> <li>2. One theory assessment included in the internal June examination paper</li> </ol>

**ASSESSMENT OF ENGLISH FIRST ADDITIONAL LANGUAGE  
LEVEL 2**

### 3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN ENGLISH FIRST ADDITIONAL LANGUAGE - LEVEL 2

#### Topic 1: Listening and Speaking

SUBJECT OUTCOME	
<b>Use strategies to deliver messages and reply appropriately to sustain dialogue.</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Messages and responses are formulated to exchange information, ideas and opinions using different forms of oral communication for social purposes.	Formulate messages and responses to exchange information, ideas and opinions using different forms of oral communication for social purposes.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Role-plays, dialogues, informal speeches, group discussions, debates, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Discuss and express views.</li> <li>• Greet appropriately in different social contexts.</li> <li>• Use different forms of address.</li> <li>• Give directions and instructions.</li> <li>• Make requests.</li> <li>• Defend arguments.</li> <li>• Maintain conversation.</li> </ul> <p><i>Range: Social contexts and purposes include but are not limited to interpersonal conversation, group discussions, telephone conversations, debates, requests and replying to requests and maintaining dialogue.</i></p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
The main ideas are clearly identified and supported by information appropriate to the context and topic of discussion.	Identify the main and supporting ideas to promote understanding.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Test-based on a case study, group work or observation sheet or checklist when listening to oral presentations or radio and television talk shows, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between main and supporting ideas and major and minor details.</li> <li>• Express ideas logically and coherently.</li> </ul>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Facts and opinions are determined and noted for their impact on meaning.	Recognise facts and opinions and describe their impact on meaning when expressing views.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Note fact and opinion when listening to a news broadcast on television or radio, present speeches using fact and opinion, group discussions, debates, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between facts and opinions.</li> <li>• Distinguish between subjective and objective language.</li> <li>• Motivate statements with facts and/or opinions.</li> <li>• Explain the difference in meaning when using facts and opinions.</li> </ul>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Messages and responses are formulated in a manner demonstrating an awareness of bias and cultural and contextual sensitivity.	Demonstrate an awareness of bias and cultural and contextual sensitivity when formulating messages and responses.
<i>Range: Bias as evident in attitudes towards culture, religion, race, gender and age</i>	<i>Range: Bias as evident in attitudes towards culture, religion, race, gender and age</i>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Television, radio, print advertisements, contextual questions on a case study, test using contextual questions</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Identify barriers to listening and speaking that impact on meaning. <i>Range: Barriers refer to external or physical barriers and emotional and semantic barriers and bias refers to above.</i></li> <li>Identify how the speaker's style (degree of formality, objective and subjective language), tone and register influence the listener's understanding.</li> <li>Identify how the audience and purpose influence how messages and responses are formulated.</li> <li>Use the appropriate style, tone and register to formulate messages and responses in social contexts.</li> <li>Identify and use new or borrowed words, idioms, slang, acronyms and technical terms (jargon) appropriately when speaking.</li> </ul>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
Non-verbal cues are identified and used to support and convey meaning.	Identify non-verbal cues and use them in spoken discourse to support and convey meaning. <i>Range: Non-verbal cues include intonation, volume, pitch, stress or emphasis, tempo or pace, repetition, articulation and resonance, intensity of emotion, pause, projection, body language, gestures and signing.</i>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Comic strips, cartoons, print advertisements, radio advertisements, role-plays, group discussions, tests based on case studies, oral presentations, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Recognise and name non-verbal cues.</li> <li>Describe the impact of non-verbal cues on meaning and understanding.</li> <li>Use non-verbal cues in spoken discourse to support and convey meaning.</li> </ul>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
Participation in group discussions is demonstrated through sustained oral interaction and encouragement.	Participate in group discussions and demonstrate respect for others' views and opinions through sustained oral interaction and encouragement.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Group discussions, group work assignments, checklists or observation sheets, case studies, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Demonstrate different roles in groups by taking turns to speak, fill in gaps, contribute to group discussion, encourage other speakers and take the lead.</li> <li>Demonstrate an awareness of context and cultural sensitivity by showing respect for other views.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>Use strategies to listen for information and meaning to respond appropriately.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
A range of questions to obtain information and to clarify meaning is used appropriately for the context.	Identify and use a range of questions to obtain information and clarify meaning.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Role-plays, dialogues, case studies, informal discussions, informal interviews, questions in a recorded interview, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Formulate relevant questions for different purposes.</li> <li>Respond appropriately to questions.</li> </ul> <p><i>Range: Questions include who, what, when, where, why and how questions, yes or no questions, negative questions and question tags.</i></p>	

ASSESSMENT STANDARD	LEARNING OUTCOME
The main ideas are clearly identified by listening for information related to the context and the topic of discussion.	Recognise the main ideas by listening for information related to the context and the topic of discussion to respond appropriately.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Notes, checklist, summary, role-plays, short presentations, case study, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Record main and supporting ideas.</li> <li>Make notes, checklists and summaries.</li> <li>Retell and explain what was heard and understood.</li> <li>Carry out instructions and follow directions.</li> <li>Express appreciation and encouragement.</li> </ul>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Meaning, information, ideas and opinions are checked for clarity through continued verbal exchange and prompts.	Clarify understanding of information, ideas and opinions using continued verbal exchanges and prompts.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Group discussions, debates, dialogues, role-plays, informal interviews, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Formulate relevant questions for different purposes.</li> <li>Respond appropriately to questions.</li> <li>Identify and use prompts such as nodding, filler sounds, eye-contact, facial expressions, touch and tone.</li> </ul>	
ASSESSMENT STANDARD	LEARNING OUTCOME
The speaker's techniques are explored and recognised for their impact on meaning.	Demonstrate an awareness of how speaking techniques impact on meaning and promote the listener's understanding.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Checklist to note speaking techniques in radio and television advertisements, debates (radio, television and class) debates, case studies, test or exam based on case studies</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Recognise the effect of techniques to an appropriate response.</li> <li>Identify persuasive techniques and describe the impact these have on understanding.</li> <li>Recognise arguments and assumptions.</li> <li>Distinguish between facts and opinions.</li> <li>Make inferences and judgments and support with evidence.</li> </ul> <p><i>Range: Speaking techniques include style, tone, choice of words, register, stress, body language, gestures, intonation, dialect, repetition, rhetorical questions, pauses, use of first person for inclusion, inclusion and exclusion of information and "politically correct" language.</i></p>	

<b>SUBJECT OUTCOME</b>	
<b>Use language structures and conventions to formulate grammatically correct messages.</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Grammar structures are investigated to formulate messages or responses that are grammatically correct.	Demonstrate knowledge of grammar structures when formulating grammatically correct messages or responses.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Tests and exams with contextual questions, assignments, projects, comic strips, cartoons, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Formulate logical coherent sentences and correct wrongly used sentences and phrases.</li> <li>Use sentences and spoken phrases in a grammatically correct manner.</li> </ul> <p><i>Range: Grammar structures include:</i></p> <ul style="list-style-type: none"> <li><i>Syntax – characteristics of a sentence; simple sentences; complex sentences; extension of sentences, sentence</i></li> </ul>	

<p><i>variations; reduction of sentences, phrases</i></p> <ul style="list-style-type: none"> <li>• <i>Parts of speech – nouns, verbs and auxiliaries, adjectives and adverbs, conjunctions, pronouns, prepositions, articles</i></li> <li>• <i>Tenses – past, present, future forms</i></li> <li>• <i>Concord</i></li> <li>• <i>Active and passive voice</i></li> <li>• <i>Direct and reported speech</i></li> <li>• <i>Word order</i></li> <li>• <i>Conditional phrases</i></li> </ul>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Vocabulary is developed and extended by exploring new words and constructing meaning from contextual clues.	Explore the use of new words and construct meaning from contextual clues to extend vocabulary.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Tests and exams with contextual questions, assignments based on newspapers, magazines, news broadcasts (radio and television), dictionary exercises, etc. Tasks conducted in the Language and Reading laboratory</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Use word skills, such as knowledge of grammar and syntax, roots, prefixes and suffixes, to infer meaning.</li> <li>• Identify and recognise how languages borrow words from one another, how words change meaning over time and how neologisms are coined.</li> <li>• Identify textual markers depicting logical relationships and patterns to infer meaning.</li> </ul> <p><i>Range: Patterns and logical relationships include cause and effect, fact and opinion, argument and supporting facts, sequence, comparison and contrasts, questions and answers, summaries and conclusions, emphasis and listing.</i></p> <ul style="list-style-type: none"> <li>• Distinguish between denotative and connotative meaning.</li> <li>• Listen for clues to infer meaning and extend vocabulary.</li> <li>• Listen to a variety of texts to extend vocabulary and to promote understanding.</li> </ul>	
SUBJECT OUTCOME	
<b>Organise and present information and data in a focused and coherent manner during oral interaction.</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Style and register are identified and used to suit the purpose and audience.	Identify style, register and rhetorical devices to suit the purpose and audience for oral delivery.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Oral presentations, role-plays, debates, prepared readings from fiction and non-fiction texts</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Choose the correct style, register and rhetorical devices for different purposes such as giving instructions and demonstrations, conducting telephone conversations, participating in group discussions and debates, doing interviews, defending and expressing views and arguments and telling or reading a story aloud.</li> </ul> <p><i>Range: Style refers to degree of formality, address and tone (emotion) expressed. Register refers to diction and style of language used in different circumstances and situations. Rhetorical devices refer to literal and figurative language, persuasive techniques (bandwagoning, testimonial, exaggeration and understatement, short emphatic questions, transfer, repetition and emotionally-laden words) and the use of humour.</i></p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Data and information are researched, structured and presented logically and coherently.	Research, structure and present data and information logically and coherently.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Group work, assignments and projects, mind maps, flow diagrams, rough drafts, first drafts, speeches, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Conduct research using a range of resources, for example reference works, Internet, interviews.</li> <li>• Organise and structure information in suitable format for delivery.</li> <li>• Prepare a speech with an introduction, exposition and conclusion.</li> </ul>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Illustrative aids that are appropriate for the context are used to promote understanding.	Demonstrate knowledge of the effect of the use of illustrative aids that are appropriate for the context and

	choose appropriate aids promote understanding.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Presentations, speeches, group work assignments, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Identify different audio, audio-visual and visual aids and describe the effect they have.</li> <li>Use suitable aids for speech delivery.</li> </ul> <p><i>Range: Illustrative aids include charts, posters, transparencies, music, sound, photographs, images, electronic presentations, graphs and objects.</i></p>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
Non-verbal ways of communication such as pronunciation, volume, tempo, intonation, body language and eye contact are identified and used appropriately when speaking.	Identify and use non-verbal ways of communication such as pronunciation, volume, tempo, intonation, body language and eye contact appropriately when speaking.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Informal speeches, presentations, role-plays, case studies, checklists to record non-verbal communication, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Describe the influence of non-verbal forms in an oral presentation.</li> <li>Demonstrate the effective use of non-verbal cues in speech delivery.</li> </ul>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
Feedback is provided and oral interaction evaluated.	Provide feedback and evaluate oral interaction.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Group discussions, speeches, dialogues, tests and examinations based on case studies, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Provide constructive feedback and encouragement to other speakers.</li> <li>Demonstrate respect for different opinions and views.</li> </ul>	

## Topic 2: Reading and Viewing

<b>SUBJECT OUTCOMES</b>	
<b>Use reading and viewing strategies to determine meaning in written, visual, multimedia and non-verbal forms of communication.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
Skimming, scanning, pre-reading, re-reading, predicting and sifting techniques are appropriately employed to find meaning in written and multimedia texts.	Demonstrate and employ various reading and viewing strategies to find meaning in written and multimedia texts.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Assignments and project based on texts, tests and examinations with comprehension questions, tasks completed in the Language and Reading laboratory and resource and media centre</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Skim texts to obtain an overview of the text.</li> <li>Scan texts to find specific information and supporting details.</li> <li>Pre-read texts to establish a general understanding of the context.</li> <li>Re-read texts to confirm information, facts and opinions, points of view and purpose.</li> <li>Predict content by asking questions.</li> <li>Sift through texts to examine them thoroughly.</li> </ul> <p><i>Range: Reading and viewing strategies include skimming, scanning, pre-reading, re-reading, predicting and sifting.</i> <i>Note: Multimedia texts include audio, audio-visual and visual materials such as cartoons and web page texts.</i></p>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
Non-verbal cues are recognised and explained for their impact on meaning.	Recognise non-verbal cues and explain their impact on meaning.



<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Assignments and projects, tests and examinations with comprehension questions, comic strips, cartoons, pictures and photographs, advertisements in print and on television, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Describe the impact of non-verbal cues on meaning.</li> <li>• Identify explicit and implicit messages conveyed by non-verbal cues.</li> <li>• Comment on the cultural relativity of non-verbal cues.</li> </ul> <p><i>Range: Non-verbal forms of communication include body language, facial expressions, gestures, signs and symbols, colour, pictures and illustrations, communication by touch, silence, lip reading and sign language.</i></p>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
The main ideas are identified and distinguished from supporting information.	Distinguish and identify main ideas from supporting information.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Text-based assignments, group work projects, tests and examinations, tasks completed in the Reading and Language laboratory, tasks completed in the resource and media centre.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Identify topic sentence and supporting sentences.</li> <li>• Record facts and/or opinions and supporting evidence in a summary or list..</li> </ul>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
Meaning of new or unfamiliar words is inferred by using techniques such as using reference works, word attack skills, placement in sentence, contextual cues and knowledge of grammar.	Infer meaning of new or unfamiliar words by using a range of techniques.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Text-based comprehension questions, tests and examinations, tasks completed in the Reading and Language laboratory, tasks completed in the Resource and Media centre, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Use word attack skills, such as knowledge of grammar and syntax, roots, prefixes and suffixes, to infer meaning.</li> <li>• Use knowledge of techniques mentioned in the range to establish meaning.</li> </ul> <p><i>Range: Techniques include using reference works, word attack skills, placement in sentence, textual markers indicating logical relationships and knowledge of grammar.</i></p>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
Stylistic and literary devices are explored and explained in terms of purpose and audience.	Explore stylistic and literary devices and explain their use in terms of purpose and audience.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Text-based comprehensions, questions, assignments, tests and examinations, assignments based on audiovisual texts, tasks completed in the Language and Reading laboratory and the resource and media centre.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Identify stylistic and literary devices (as identified in the range) and explain their effect on meaning.</li> <li>• Identify themes and ideas to express understanding and meaning.</li> <li>• Identify audio-visual techniques and explain their effect on meaning.</li> </ul> <p><i>Audio-visual techniques include camera angles, camera shots, lighting, sound effects and editing. Audio-visual texts could include television advertisements, music videos, news broadcasts and documentaries.</i></p> <p><i>Range: Literary devices include length of sentence; punctuation; diction; use of figurative language, jargon, slang, dialect, colloquialisms, rhyme, rhythm, imagery, sound devices; verse forms; background and setting; plot; characterisation; tone and audio-visual techniques.</i></p>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
Socio-cultural values, beliefs and bias are recognised and their impact on understanding is described by referring to texts and contexts.	Identify socio-cultural values, beliefs and bias and explain their impact on understanding.

<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Text-based comprehension questions, tests and examinations, group work assignments and projects, tasks completed in the Language and Reading laboratory, tasks completed in the Media and Resource centre, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Identify the socio-cultural background of texts.</li> <li>Recognise the values, beliefs and bias expressed in the text.</li> </ul>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
Textual features are identified and described to clarify meaning in various texts and contexts.	Clarify meaning in texts by identifying and describing textual features.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Group work, assignments and projects, text-based tests and examinations, text-based comprehension questions, creative responses including dramatisations, graphic representations, reviews, fictional reports, cartoons and audio-visual presentations, tasks completed in the Language and Reading laboratory and resource and media centre</p> <p><b>Students are required to:</b></p> <p><u>Creative texts:</u></p> <ul style="list-style-type: none"> <li>Identify and explain the purpose, structure and language use in a range of transactional and creative texts.</li> <li>Identify the impact of formatting on meaning.</li> </ul> <p><u>Short story:</u></p> <ul style="list-style-type: none"> <li>Recognise the development of plot, subplot, conflict, character and narrator in a short story.</li> <li>Recognise how background and setting relate to character and theme.</li> <li>Recognise mood, climax and anti-climax.</li> </ul> <p><i>Note: Short stories at this level should fall within the context of South African short stories.</i></p> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>Explain how word choices, imagery and sound devices affect mood, meaning and theme.</li> <li>Recognise how verse and stanza forms, rhyme, rhythm and punctuation shape meaning.</li> </ul> <p><i>Note: Poetry at this level is limited to studying a selection of modern South African poetry.</i></p> <p><i>Range: Texts include creative texts, literary texts (20%), visual, audio and multimedia texts. Textual features include elements of genre, literary and stylistic devices, purpose, structure and language.</i></p>	

<b>SUBJECT OUTCOME</b>	
<b>Read and respond to written, visual, multimedia texts and non-verbal forms of communication for a variety of purposes.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
Information from texts and other forms of communication is recorded according to the purpose of the task.	Record information from texts and other forms of communication according to the purpose of the text.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Text-based comprehension questions, point form summaries, group work, assignments, projects, tasks completed in the Language and Reading laboratory and resource and media centre</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Determine the purpose and audience at which the text is aimed.</li> <li>Find relevant information and details from the text.</li> <li>Demonstrate comprehension by answering questions accurately and correctly.</li> <li>Recognise the difference between direct and implied and denotative and connotative meaning.</li> <li>Recognise the use of objective and subjective language.</li> </ul>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
Structures are used to present information and meaning in a logical and coherent manner.	Use structures to present information and meaning in a logical and coherent manner.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Summaries, paraphrasing, mind maps, role-plays, dramatisations and dialogues, retelling with examples, tests and examinations with comprehension questions, tasks completed in the Language and Reading laboratory and resource and media centre</p>	

<p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Read or view texts attentively to determine meaning and main ideas.</li> <li>• Recognise and record relevant information for the purpose of the task.</li> <li>• Use structures as identified in the range to record information to demonstrate comprehension.</li> </ul> <p><i>Range: Structures include answers to comprehension questions, summaries, paraphrasing, mind maps, role-plays, dramatisations, dialogues and retelling with examples.</i></p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Instructions and directions are interpreted and explained to make intention and meaning clear.	Interpret and explain instructions and directions.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Text-based comprehension questions, group work, task-based activities such as completing a map, giving directions from a map, point form summaries, tasks completed in the Language and Reading laboratory and resource and media centre</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Distinguish relevant information from irrelevant information.</li> <li>• Carry out instructions.</li> <li>• Give concise and logical directions based on details from the text.</li> </ul>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Different points of view are determined and described by referring to purpose and context.	Determine and describe different points of view by referring to purpose and context.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Reviews, text-based comprehension questions, group work, assignments, tests and examinations, tasks completed in the Language and Reading laboratory and resource and media centre</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Identify the point(s) of view expressed in the text with some supporting evidence.</li> <li>• Give and motivate own response to the text with some supporting evidence.</li> </ul>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Enjoyment or non-enjoyment is motivated by referring to the text or context.	Motivate enjoyment or non-enjoyment by referring to the text.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Reviews, text-based questions, graphic representations, dramatisations, tests and examinations, tasks completed in the Language and Reading laboratory and resource and media centre</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Recognise a personal reaction to a text in terms of enjoyment or non-enjoyment.</li> <li>• Identify aspects of the text that contribute to their impressions of the text.</li> </ul>	

SUBJECT OUTCOME	
Identify and describe how language structures and features affect meaning and comprehension.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The structural features of texts are identified and explained for their effect on meaning and interpretation.	Identify and explain how structural features of texts affect meaning and interpretation.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Tests, examinations, and assignments with comprehension type questions, assignments and projects, tasks completed in the Language and Reading laboratory and resource and media centre</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Recognise that structural features as identified in the range can affect meaning.</li> </ul> <p><i>Range: Structural features include presentation medium, layout, formatting, typography, titles and headings, index and contents pages, summaries and conclusions, glossary, front and back cover, paragraphing, captions, illustrations and other visual material.</i></p>	

ASSESSMENT STANDARD	LEARNING OUTCOME
The use and choice of language, symbols, pictures and other visual images are described for their impact and support of viewpoints and purposes.	Recognise that the use and choice of language, symbols, pictures and other visual images impact on meaning.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Text-based comprehension questions, tests and examinations, tasks completed in the Language and Reading laboratory and resource and media centre</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Demonstrate with examples that use and choice of language, symbols, pictures and other visual images impact on meaning.</li> </ul>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Sentence patterns and logical relationships are identified and explained for meaning.	Identify sentence patterns and logical relationships and explain their effect on meaning.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Text-based comprehension questions, tests and examinations, tasks completed in the Language and Reading laboratory and resource and media centre.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Recognise sentence patterns and logical relationships and identify how they affect meaning.</li> </ul> <p><i>Range: Patterns and logical relationships include cause and effect, fact and opinion, argument and supporting facts, sequence, comparison and contrasts, questions and answers, summaries and conclusions, emphasis and listing.</i></p>	

### Topic 3: Writing and Presenting

SUBJECT OUTCOME	
Use strategies to write for a specific audience, purpose and context.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Requirements for specific writing tasks are noted and planning is done accordingly.	Note the requirements of and plan for specific writing tasks.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Tests, examinations, assignments, projects, presentations and group work assignments with writing tasks, tasks completed in the Language and Reading laboratory and resource and media centre, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Plan and write for creative purposes. <i>Range: Creative purposes refer to letter writing (friendly letters, letters to the press, enquiries and responses), different paragraphs and essays (descriptive, discursive, argumentative, narrative, factual or scientific writing) and other forms such as stories and poems.</i></li> <li>Plan and write for a learning task. <i>Range: Learning tasks include note-taking, answering different types of questions (closed, open-ended, leading, multiple choice), making judgments, drawing conclusions, summaries, factual and argumentative or discursive writing.</i></li> <li>Plan and write for a specific purpose. <i>Range: Purposes include writing a request, recording telephone messages and writing a SMS, writing instructions and directions and writing postcards.</i></li> </ul> <p><i>Range: Planning includes but is not limited to mind maps, diagrams, spider webs, outlines, charts, flow diagrams and notes.</i></p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Main ideas are clearly identified and supported by information relating to the purpose and context.	Identify main ideas and support with information relating to the purpose and context.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Tests, examinations, assignments with writing tasks, planning structures such as mind maps and flow diagrams, rough drafts and final drafts, tasks completed in the Language and Reading laboratory and resource and media centre</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Brainstorm ideas and note them in a structure.</li> </ul>	

<ul style="list-style-type: none"> <li>Find topic sentences in a text.</li> <li>Write topic sentences with main ideas.</li> <li>Extend main ideas into paragraphs, adding supportive ideas and major and minor details.</li> </ul>
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ASSESSMENT STANDARD	LEARNING OUTCOME
An awareness of cultural and contextual sensitivity is noted in the style of writing and word choice.	Show an awareness of cultural and contextual sensitivity in the style of writing and word choice.

**ASSESSMENT TASKS OR ACTIVITIES**

<p><b>Assessment instruments:</b> Assignments, tests and examinations with writing tasks, rough drafts and final drafts of writing tasks, tasks completed in the Language and Reading laboratory and resource and media centre, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Determine the style, tone and approach for the purpose and audience.</li> <li>Determine the register (diction and style) of the writing.</li> <li>Determine biases in the writing and edit the text.</li> <li>Decide which information to include and/or exclude and explain the impact of that inclusion or exclusion.</li> <li>Reflect on word choice and language use to include slang, colloquialisms, jargon and “political correct” language appropriately.</li> </ul> <p><i>Range: Cultural and contextual sensitivity includes tone, style, register, biases, inclusion and exclusion of information and “politically correct” language.</i></p>
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ASSESSMENT STANDARD	LEARNING OUTCOME
A layout and format is selected and used that is appropriate for the purpose and context of the writing task.	Select a layout and format that is appropriate for the purpose and context of the writing task.

**ASSESSMENT TASKS OR ACTIVITIES**

<p><b>Assessment instruments:</b> Tests, examinations, presentations and assignments with writing tasks, tasks completed in the Language and Reading laboratory and resource and media centre</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Distinguish between different formats and layouts and choose appropriate ones for the task.</li> </ul>
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ASSESSMENT STANDARD	LEARNING OUTCOME
Writing conventions are explored and an awareness of appropriate language and grammar structures for the task is shown.	Apply appropriate language and grammar structures to the task.

**ASSESSMENT TASKS OR ACTIVITIES**

<p><b>Assessment instruments:</b> Tests, assignments with writing tasks, rough drafts and first drafts, tasks completed in the Language and Reading laboratory and resource and media centre, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Construct meaningful and coherent sentences.</li> <li>Construct topic sentences and extend them into paragraphs.</li> <li>Use link devices such as conjunctions and clauses to link sentences in a paragraph.</li> <li>Write a range of sentence beginnings and headings and sub-headings for different texts.</li> <li>Choose the correct tone and register for the task.</li> <li>Use different stylistic and literary devices to make writing more effective.</li> </ul> <p><i>Range: Writing conventions include sentence construction, topic sentences, paragraphs, link devices, clauses and sentence beginnings as well as headings and sub-headings.</i></p> <p><i>Range: Devices and techniques refer to the use of literal and figurative language, imagery and symbolism, persuasive techniques (bandwagoning, testimonial, exaggeration and understatement, short emphatic questions, transfer, repetition and emotionally-laden words), humour, use of punctuation and pauses, the narrative voice, sequence and order and the use of visuals and graphics.</i></p>
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**SUBJECT OUTCOME**

**Use grammatical structures to produce grammatically correct writing.**

ASSESSMENT STANDARD	LEARNING OUTCOME
Grammar structures are explored to show an awareness of the correct use of grammatical structures for the writing	Explore grammar structures to show an awareness of the correct use of grammatical structures for the writing task.

task.	
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Tests, examinations and assignments with writing tasks, rough drafts and first drafts, tasks completed in the Language and Reading laboratory and resource and media centre, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Understand the rules of grammar.</li> <li>• Formulate logical coherent sentences and correct wrongly used sentences and phrases.</li> <li>• Use sentences and phrases in a grammatically correct manner.</li> </ul> <p><i>Range: Grammar structures include</i></p> <ul style="list-style-type: none"> <li>• <i>Syntax – characteristics of a sentence; simple sentences; complex sentences; extension of sentences, sentence variations; reduction of sentences, phrases</i></li> <li>• <i>Parts of speech – nouns, verbs and auxiliaries, adjectives and adverbs, conjunctions, pronouns, prepositions, articles</i></li> <li>• <i>Tenses – past, present, future forms</i></li> <li>• <i>Concord</i></li> <li>• <i>Active and passive voice</i></li> <li>• <i>Direct and reported speech</i></li> <li>• <i>Word order</i></li> <li>• <i>Conditional phrases</i></li> <li>• <i>Punctuation</i></li> <li>• <i>Spelling</i></li> </ul>	

SUBJECT OUTCOME	
Edit own writing to adapt the draft and produce grammatically correct, logical and coherent writing.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<p>Layout and format is checked for suitability for the context and purpose.</p> <p>Formatting is checked for suitability for the context, purpose and presentation.</p> <p>Diction (word choice) is checked for cultural and context sensitivity and appropriateness.</p> <p>Stylistic and literary devices are checked for their suitability for the task.</p> <p>Sources used in writing are acknowledged and accurately recorded in a format appropriate to the task or learning activity.</p> <p>Grammar and spelling are checked for accuracy and correct usage.</p> <p>Content is checked for factual correctness, appropriateness, sufficiency and logical coherence.</p> <p>Feedback from others is noted and writing is adjusted where necessary.</p>	<p>Check and edit written text against criteria in checklist and adapt written draft accordingly.</p>
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Tests, examinations, and assignments with writing tasks, rough drafts and first drafts, tasks completed in the Language and Reading laboratory and resource and media centre, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Draft and use the checklist to edit writing.</li> <li>• Edit own and others' writing, express appreciation and make value judgments.</li> <li>• Adapt own writing for final presentation.</li> </ul> <p><i>Checklist includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Layout and format is suitable for the context and purpose.</i></li> <li>• <i>Formatting is suitable for the context, purpose and presentation.</i></li> <li>• <i>Diction (word choice) is appropriate for culturally and contextually sensitive.</i></li> <li>• <i>Stylistic and literary devices are suitable for the task.</i></li> <li>• <i>Sources used in writing are acknowledged and accurately recorded in a format appropriate to the task or learning activity.</i></li> </ul>	

- Grammar and spelling are accurate and correct.
- Content is correct, appropriate, sufficient and coherent.
- Writing is carefully checked for any unnecessary information.

SUBJECT OUTCOME	
<b>Organise and present the writing task in a manner appropriate to the context.</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
The purpose of the writing task is determined so that the presentation relates to the audience and context.	Determine the purpose of the writing task to present writing in a way that relates to the audience and context.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Assignments, presentations, tests and examinations with writing tasks, tasks completed in the Language and Reading laboratory and resource and media centre, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Check the requirements of the writing task to determine the purpose.</li> <li>• Check whether all instructions have been followed.</li> <li>• Choose a presentation format and present final text.</li> </ul>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Presentation techniques are identified and used when suitable to the context.	Identify and use suitable presentation techniques.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Tests, examinations and assignments with writing tasks and presentations, tasks completed in the Language and Reading laboratory and resource and media centre, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Check the requirements of the writing task for the presentation.</li> <li>• Check whether all instructions have been followed.</li> <li>• Present final text in the format required.</li> </ul> <p><i>Range: Presentation techniques include formats and layout, formatting, paragraphing and inclusion of visual materials and graphic representations.</i></p>	

#### Topic 4: Language in Practice

SUBJECT OUTCOME	
<b>Access and use suitable learning resources to improve learning.</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Various resources are identified and accessed to do research.	Identify and access various resources to do research.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Assignments, presentations, tests and examinations with contextual questions, summaries, written explanations and short reports, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of these resources and how to use them effectively for learning.</li> </ul> <p><i>Range: Learning resources include dictionaries, textbooks, web page information, reference works, manuals and study guides.</i></p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Information and data are recorded and presented in a logical and coherent manner.	Record and present information and data in a logical and coherent manner.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Presentations, Portfolios of Evidence (PoE), assignments, tests and examinations with mind maps, diagrams, spider webs, schematic outlines, charts, flow diagrams, notes, reports, reviews, paragraphs and essays, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Give structure to and organise research in a format as required by the task and purpose.</li> </ul>	

<p><i>Range: Planning includes but is not limited to mind maps, diagrams, spider webs, schematic outlines, charts, flow diagrams and notes.</i></p> <ul style="list-style-type: none"> <li>Present information in a format as required by the context.</li> </ul> <p><i>Range: Formats include but are not limited to short feedback reports, paragraphs, essays, graphs and diagrams, schemes and tables, assignments, projects and Portfolios of Evidence (PoE).</i></p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Learning resources are selected for the learning task and acknowledged in a bibliography.	Select and acknowledge learning resources for the learning task in a bibliography.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Research task requiring evidence of a bibliography</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Use a variety of resources and record them accurately in a bibliography.</li> </ul>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Research techniques are explored and used to plan and gather information for a given context.	Explore and use research techniques to gather information.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Tasks, assignments and presentations that require research</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Use a variety of resources and do research for a task as required.</li> </ul>	

SUBJECT OUTCOME	
Discover and identify learning strategies to improve learning.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Specific techniques are identified for effective learning.	Identify and choose specific techniques to demonstrate results of learning.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Tests, examinations and assignments with contextual questions and case studies, Portfolios of Evidence (PoE), demonstrations and illustrations, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Use effective study and memorising techniques. <i>Range: Techniques include reading techniques, underlining, making notes and summaries, using a study system (SQ3R – survey, question, read, recite, review), using mnemonics (visual and mnemonics, acronyms and acrostics), group analysis, probing by asking questions and doing reflection.</i></li> <li>Present or demonstrate results of learning as required, for example writing tests, doing demonstrations, role-plays, doing assignments and projects.</li> <li>Prepare for examinations and assessment by doing revision, following a healthy diet and lifestyle, managing stress, being on time and being prepared and informed about examination and assessment.</li> <li>Compile Portfolios of Evidence (PoE) as required.</li> </ul> <p><i>Range: Techniques include summaries, mind maps, note taking, memorising techniques, identifying key words, underlining important facts, skimming, scanning, asking questions and building a Portfolio of Evidence (PoE).</i></p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Learning goals are formulated to direct learning.	Formulate learning goals to direct learning.
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Assessment instruments:</b> Assignment, contextual questions, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>Set goals for learning and study, using SMART criteria. S – Specific M – Measurable A – Attainable R – Realistic T – Traceable in terms of time.</li> </ul>	



ASSESSMENT STANDARD	LEARNING OUTCOME
Time management techniques are identified to plan and direct learning activities.	Plan and manage time to direct learning activities.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Assignments, tests and examinations with contextual questions and case studies, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Use planners, diaries and other time management techniques to plan time effectively for necessary, neutral and relaxation activities.</li> <li>• Manage time to direct learning effectively in terms of study time and examination times.</li> </ul>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Sources of motivation are identified to set a positive mindset for learning.	Identify sources of motivation to set a positive mindset for learning.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Assignments, presentations, tests and examinations with contextual questions, diagrams and paragraphs, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Define motivation.</li> <li>• Name internal and external sources of motivation.</li> <li>• Formulate a personal vision and mission statement.</li> </ul>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Barriers in the learning context are recognised to reduce interferences in learning.	Recognise barriers in the learning context to reduce interferences in learning.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Assignments, tests and examinations with contextual questions, diagrams and paragraphs, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Name the barriers that can exist, for example physical setting, physiological barriers, psychological and emotional barriers, semantic and perceptual barriers.</li> <li>• Explore ways to get rid of these barriers and establish a learning context conducive to learning.</li> </ul>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Roles and responsibilities in group learning activities are identified to lead and function in a team.	Identify roles and responsibilities in group learning activities to lead and function in a team.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Group-based assignments, role-plays, debates, tests and examinations with contextual questions, tables, charts and paragraphs, etc.</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Listen actively to provide feedback.</li> <li>• Identify roles and responsibilities in groups and demonstrate participation and adherence to group goals and values.</li> <li>• Demonstrate respect for other cultures and viewpoints.</li> <li>• Demonstrate an awareness of emotional intelligence using negotiation techniques and assertive statements to resolve conflict and disagreements.</li> <li>• Participate and co-operate in decision-making.</li> </ul>	
SUBJECT OUTCOME	
<b>Develop language use to communicate learning appropriately orally and in writing.</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Vocabulary and technical terms are explored to improve use and extend vocabulary.	Explore vocabulary and technical terms to improve use and extend vocabulary.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Tests, examinations and assignments with questions and tasks that focus on vocabulary and terminology</p>	

<p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Determine the meaning of terms used in learning, education and training.</li> <li>• Distinguish between commonly confused homophones and homonyms and correctly use them.</li> <li>• Use selected synonyms, antonyms, paronyms and one word for a phrase correctly.</li> <li>• Use idioms and proverbs appropriately.</li> <li>• Use common abbreviations and acronyms.</li> </ul>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
Grammar structures are identified and applied in a grammatically correct and logical manner.	Identify grammar structures and apply them in a grammatically correct and logical manner.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Assessment instruments:</b> Tests, assignments and examinations with questions that focus on grammatical structures</p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of a range of spelling patterns, rules and conventions.</li> <li>• Use gender, plurals and diminutives correctly.</li> <li>• Use the comparative and superlative degrees of comparison correctly.</li> <li>• Identify parts of speech and use them correctly and meaningfully in sentences.</li> <li>• Use object, subject and predicate correctly and explain their functions.</li> <li>• Produce a range of sentence types.</li> <li>• Create cohesion by using conjunctions and pronouns.</li> <li>• Use active and passive voice appropriately in texts.</li> <li>• Use direct and reported speech correctly.</li> <li>• Use negative forms correctly.</li> <li>• Use acceptable concord.</li> <li>• Use correct word order and discuss how word order can influence meaning.</li> <li>• Use conditional phrases correctly.</li> <li>• Use punctuation correctly and for specific purposes such as to clarify meaning, show grammatical relationships or add emphasis.</li> </ul> <p><i>Range: Grammar structures include syntax, parts of speech, tenses, concord, active and passive voice, direct and reported speech, word order, conditional phrases, punctuation and spelling.</i></p>	

#### 4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN ENGLISH FIRST ADDITIONAL LANGUAGE (LEVEL 2)

A formal National Examination is conducted in October and November each year by means of a paper(s) set and moderated externally. The examination will be structured as follows:

<b>LEVEL 2</b>	<b>KNOWLEDGE AND COMPREHENSION</b>	<b>APPLICATION</b>	<b>ANALYSIS, SYNTHESIS AND EVALUATION</b>
	60%	30%	10%

## ANNEXURE A: PROPOSED EXAMINATION PAPERS AND ASSESSMENT

### EXAMINATION PAPERS FOR LEVEL 2 – 4

The suggested outline for the midyear and November papers **at Level 2:**

PAPER	DESCRIPTION	MARKS
1	Contextually based questions on listening and speaking, reading and viewing and language in practice	150
2	Writing tasks as expressed in writing (Subject Guidelines)	100
<b>TOTAL FOR EXAMINATION</b>		<b>250</b>

The suggested outline for midyear and November examination papers **at Level 3:**

PAPER	DESCRIPTION	MARKS
1	Contextually based questions on listening and speaking, reading and viewing and language in practice	150
2	Writing tasks as expressed in writing (Subject Guidelines)	150
<b>TOTAL FOR EXAMINATION</b>		<b>300</b>

The suggested outline for midyear and November examination papers **at Level 4:**

PAPER	DESCRIPTION	MARKS
1	Contextually based questions on listening and speaking, reading and viewing and language in practice	200
2	Writing tasks as expressed in writing (Subject Guidelines)	150
<b>TOTAL FOR EXAMINATION</b>		<b>350</b>

### SUGGESTED FORMAT FOR EACH OF THE EXAMINATION PAPERS:

#### Level 2

PAPER 1	DESCRIPTION	MARKS	TIME
<b>Reading and viewing</b>	<b>A:</b> Comprehension Taken from a variety of texts as addressed in Subject Guidelines	30	3 hours
	<b>B:</b> Summary	10	
Language in practice	<b>C:</b> Grammar Language structures should be assessed in context using a variety of texts, e.g. pictures, advertisements, cartoons and short passages.	30	
	<b>D:</b> Contextually based questions about learning in a vocational context	20	
<b>Listening and speaking</b>	<b>E:</b> Contextually based questions about listening and speaking	30	
<b>Reading and viewing</b>	<b>F:</b> Contextually based questions on poetry and short stories	30	
<b>TOTAL</b>		<b>150</b>	

**Recommendation:** This should be an open-book examination.

PAPER 2	DESCRIPTION	MARKS	TIME
<b>Writing</b>	<b>A:</b> Letter (Refer to range in Subject Guidelines)	20	2 hours
	<b>B:</b> Writing for Learning (Refer to range in Subject Guidelines)	20	
	<b>C:</b> Report (Short feedback)	20	
	<b>D:</b> Functional Writing (Refer to range in Subject Guidelines)	20	
	<b>E:</b> Editing	20	
<b>TOTAL</b>		<b>100</b>	