



education

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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

ENGLISH FIRST ADDITIONAL LANGUAGE NQF Level 4

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ENGLISH FIRST ADDITIONAL LANGUAGE – LEVEL 4

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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 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.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	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 PoE.

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument are chosen to give students ample opportunity to demonstrate that 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)
Assessment instruments	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: 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. These 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. Using rubrics is a different method of assessing 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 be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that 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 PoE account for the other 25 percent.

The 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 at least should 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 PoE must include at least:

- 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 a task cannot be contained as evidence in the 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.

Examples of assessment tasks that may be included in the PoE for Level 4 are:

LISTENING AND SPEAKING
<p>1. Evidence for listening and speaking activities:</p> <ul style="list-style-type: none"> ▪ formal speeches ▪ prepared presentation with a focus on persuasion, and oral presentation on literature ▪ debates and/or panel discussions with on focus presenting arguments and viewpoints ▪ listening comprehensions ▪ role-play or dialogue where communication competency is demonstrated (discussions, negotiations and conversation) ▪ group communication participation and/or giving feedback <p>2. Theory assessment included in the internal June examination paper.</p>
READING AND VIEWING
<p>1. Evidence for reading and viewing activities:</p> <ul style="list-style-type: none"> ▪ assignments, for example worksheets or projects on visual literacy, non-verbal forms of communication, literature texts ▪ theory assessments, for example comprehension tests or a literature test <p>2. Theory assessment included in the internal June examination paper.</p>
WRITING AND PRESENTING
<p>1. Evidence for writing and presenting activities:</p> <ul style="list-style-type: none"> ▪ Comprehensive case-study based assignments for writing where the assignment comprises at least 80% of the tasks that need to be written. <ul style="list-style-type: none"> Letter writing (personal and work-related letters) Writing for the media and persuasive purposes (<i>writing proposals, advertisements notices, classified and display advertisements, argumentative and discursive essays, letters to the press, articles for a newsletter, magazine or newspaper, scripts for drama and narratives.</i>) Creative writing and writing with a certain purpose in mind (descriptive, discursive, argumentative, narrative, factual, scientific essays, memos; faxes; convert a wide range of information from one form to another, such as graphs to paragraphs; and e-mails.) Reports and meetings ▪ Editing exercises <p>2. Writing assessment included in the internal June examination as a separate paper.</p>
LANGUAGE IN PRACTICE
<p>1. Evidence for Language in Practice activities:</p> <ul style="list-style-type: none"> ▪ Assignment that should include research and a report with a presentation. ▪ grammar tests ▪ Assignment where learning and communication strategies are recorded, such as a mind map, group activity and participation, presentation of portfolio of evidence, planning for employment or life-long learning. <p>2. Theory assessment included in the internal June examination paper.</p>

**ASSESSMENT OF ENGLISH FIRST ADDITIONAL LANGUAGE
LEVEL 4**

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN ENGLISH FIRST ADDITIONAL LANGUAGE - LEVEL 4

Topic 1: Listening and speaking

SUBJECT OUTCOME	
1.1 Analyse and adjust own messages and responses to spoken texts to sustain conversation and dialogue.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Different oral strategies are used to exchange information, ideas and opinions for personal, social and work-related purposes. 	<ul style="list-style-type: none"> Use different oral strategies to exchange information, ideas and opinions for personal, social and work-related purposes. <p><i>Range: Personal, social and work-related contexts and purposes include but are not limited to persuasion and developing arguments, expressing opinions and assertiveness, marketing, group communication, negotiation, conflict resolution, interviewing techniques, public speaking and maintaining conversation.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Dialogues, group and forum/panel discussions, debates, role plays, interviews, formal speeches and meetings.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Discuss and express views Maintain conversation and dialogue appropriately in different social and work-related contexts by taking turns and filling in gaps. Use different forms of address and introductions and adapt degree of formality. Give complex directions and instructions accurately. Make and answer requests, express a vote of thanks and other relational communication as the situation required. Present and defend arguments. Express viewpoints and opinions assertively. Conduct a variety of interviews for various purposes and be interviewed. Demonstrate the skills of speaking in public. Use negotiation skills to reach consensus. Participate in panel discussions, debates, forums and formal meetings, following the correct procedures. Demonstrate the ability to persuade for a variety of marketing and sales purposes. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The speaker's approach, tone and style are evaluated and adjusted to suit the context and purpose when formulating messages and responses. 	<ul style="list-style-type: none"> Evaluate and adjust approach, tone and style to suit the context and purpose when formulating messages and responses.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Dialogues, group and forum/panel discussions, debates, role-plays, interviews, formal speeches, meetings and group assignments.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Explain how the speaker's style (degree of formality, narrative voice), tone, diction and non-verbal cues influence the listener's understanding. Explain how the audience and purpose influence the formulation of messages and responses. Use the appropriate style, tone, diction and non-verbal cues when formulating messages and responses for personal, social and work-related contexts. <p><i>Range: Non-verbal cues include pronunciation and dialect, intonation, volume, pitch, stress/emphasis, tempo/pace, repetition, articulation and resonance, intensity of emotion, pause, projection, body language and gestures, and signing.</i></p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Cultural and contextual sensitivity is demonstrated when speaking to clarify meaning, remove bias and sustain interaction. 	<ul style="list-style-type: none"> Demonstrate cultural and contextual sensitivity when speaking to clarify meaning, remove bias and sustain interaction.

ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Dialogues, group and forum/panel discussions, debates, role-plays, interviews, formal speeches, meetings and group assignments.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Evaluate arguments and assumptions, and distinguish between facts and opinions. Defend viewpoints using facts and opinions. Distinguish meaning accurately in subtexts and assumptions to clarify, challenge or to respond appropriately. Recognise and challenge emotive and manipulative language, bias, prejudice and stereotyping in spoken discourse, propaganda and advertising to sustain open and positive dialogue. <i>Range: Bias as expressed in attitudes towards culture, religion, peers, race, gender, social status, and age.</i> Explain how meaning may be distorted by the deliberate inclusion and exclusion of information. Recognise barriers to communication and adopt strategies to eliminate them or lessen their impact. <i>Range: Barriers refer to physical (external), physiological, psychological, perceptual (background, education, intelligence, occupation, interests/hobbies, needs, personality, attitude, age, sex, culture, religion, stereotyping), ethnocentric, and semantic barriers.</i> Evaluate the relationship between language and culture and language and power. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Assertiveness and persuasive strategies are used to manage discussions and conflict situations sensitively so as to resolve deadlocks and disagreements. 	<ul style="list-style-type: none"> Use assertive and persuasive strategies to manage discussions and conflict situations sensitively so as to resolve deadlocks and disagreements.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Tests and examinations with contextual questions, group assignments, dialogues, group and forum/panel discussions, debates, role-plays, interviews, and meetings.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Distinguish between fact and opinion, subjective and objective language. Demonstrate different roles and responsibilities in groups by taking turns to speak, filling in gaps, contributing to group discussion, encouragement of other speakers and taking the lead. Identify the cause of the conflict or problem, existing bias and prejudice and prevent personal attacks. Show respect for others' views in language usage and accommodating group oral strategies. Resolve deadlocks and disagreements by avoiding aggressive responses and emotive and/or pedantic language to negotiate a win-win situation. Demonstrate understanding of feelings, emotions and views of speaker. Express own views logically and coherently, avoiding subjective, emotive statements and the use of pedantic language. 	

SUBJECT OUTCOME	
1.2 Recall, infer and evaluate information in an oral text to listen critically yet sensitively..	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Details, main and supporting ideas and explicitly stated statements are correctly identified and analysed in a variety of oral texts. <i>Range: Oral texts include queries, requests, complaints, presentations, debates, discussions, narratives, discourses, speeches and multi-media texts.</i> 	<ul style="list-style-type: none"> Identify and analyse details, main and supporting ideas and explicitly stated statements correctly in a variety of oral texts. <i>Range: Oral texts include queries, requests, complaints, presentations, debates, discussions, narratives, discourses, speeches and multi-media texts.</i>

ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> • Notes, paraphrases, summaries, checklists, individual tasks or assignments. • Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> • Record main and supporting ideas. • Make notes, checklists, paraphrases and summaries. • Retell and explain what was heard and understood. • Carry out instructions and follow directions. • Express appreciation and encouragement. • Listen and respond to questions for clarification. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Strategies are used to check and clarify the intended meaning of the spoken message. <p><i>Range: Strategies include asking questions, putting events in sequence, identifying similarities and differences, identifying cause and effect, using prompts, summarising and identifying the main gist of what is said, paraphrasing and repetition.</i></p>	<ul style="list-style-type: none"> • Use strategies to check and clarify the intended meaning of the spoken message. <p><i>Range: Strategies include asking questions, putting events in sequence, identifying similarities and differences, identifying cause and effect, using prompts, summarising and identifying the main gist of what is said, paraphrasing and repetition.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <p>Dialogues, role plays, written tasks or assignments, summaries and paraphrases.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Formulate relevant questions for different purposes. • Respond appropriately to questions. • Organise events or details in chronological and linear order or an appropriate logical sequence. • Describe similarities and differences. • Use prompts such as nodding, filler sounds, eye-contact, facial expressions, touch and tone to promote understanding. • Summarise and/or paraphrase the main gist of what is said. • Repeat and retell arguments, viewpoints, and main ideas to demonstrate understanding. 	

SUBJECT OUTCOME	
1.3 Use strategies to speak and evaluate spoken texts in a variety of contexts.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Characteristics of a speaker's style, approach and tone are analysed and explained for their effect on audiences and to elicit response. 	<ul style="list-style-type: none"> • Analyse the characteristics of a speaker's style, approach and tone, explain the effect on audiences and use effectively to elicit response. <p><i>Range: Rhetorical devices refer to literal and figurative language, imagery and symbolism (simile, metaphor, personification, and antonomasia), sound devices such as alliteration, onomatopoeia, assonance, rhyme and rhythm, persuasive techniques (band wagoning, testimonial, exaggeration and understatement, short emphatic questions, transfer, repetition and emotionally-laden words), humour, irony, satire and sarcasm.</i></p>

ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> • Informal and formal speeches and presentations. • Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> • Choose the correct style, register and rhetorical devices for different purposes and presentations. • Explain and defend choice of style, register and devices used for oral presentation. • Show an awareness of cultural and contextual sensitivity by avoiding communication barriers, bias and prejudices. • Provide constructive feedback on other speakers' choices. • Provide feedback to speakers that demonstrate respect for difference of opinions and views. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Non-verbal cues and body language are evaluated and used appropriately to suit the purpose and context. <p><i>Range: Non-verbal cues and body language include pronunciation, articulation, intonation, stress, volume, tempo, pitch, pause, eye contact, gestures, stance and signs.</i></p>	<ul style="list-style-type: none"> • Evaluate and use non-verbal cues and body language appropriately to suit the purpose and context. <p><i>Range: Non-verbal cues and body language include dialect and pronunciation, articulation and projection, intonation, stress, volume, tempo, pitch, pause, eye contact, gestures, stance, and signs.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <p>Informal and formal speeches and presentations, tests and examinations with contextual questions.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Explain the influence of non-verbal forms in an oral presentation. • Demonstrate the effective use of non-verbal cues in oral presentations. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Research techniques are used to plan and prepare adequately for speech delivery. 	<ul style="list-style-type: none"> • Plan and prepare for speech delivery and oral presentations by using research techniques.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> • Informal and formal speeches and presentations. • Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> • Conduct adequate research using a range of resources, for example reference works, Internet and web browsing, interviews and consultation. • Organise and structure information in suitable format for delivery. • Prepare oral presentations and speeches with appropriate introductions, expositions and conclusions. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Speaking techniques are implemented and evaluated to speak in a variety of contexts and to deliver intended messages. <p><i>Range: Techniques include structure and organisation of content and point of view, identification of purpose and audience, and register, use of emotive and 'politically correct' language, choosing an appropriate style and approach, incorporate rhetorical and literary devices, use of humour and illustrative aids, and overall presentation.</i></p>	<ul style="list-style-type: none"> • Evaluate and demonstrate effective use of speaking techniques to speak in a variety of contexts and to deliver intended messages. <p><i>Range: Techniques include structure and organisation of content and point of view; identification of purpose, audience and register; use of emotive and 'politically correct' language; choosing an appropriate style and approach; incorporation of rhetorical and literary devices; use of humour and illustrative aids; using non-verbal cues and overall presentation.</i></p> <p><i>Range: Illustrative aids include charts, posters, transparencies, slides, photographs, images, props or models, electronic presentations, music sound and sound effects, graphs and other representations.</i></p>

ASSESSMENT TASKS OR ACTIVITIES
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> • Informal and formal speeches and presentations • Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> • Plan, prepare and deliver oral presentations and speeches demonstrating the techniques mentioned in the Range.

SUBJECT OUTCOME	
1.4 Evaluate language usage for grammatical correctness in oral interactions.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Grammar structures are used correctly in spoken texts. <p><i>Range: Grammar structures include syntax, parts of speech, tenses, concord, active and passive voice, direct and reported speech, word order and conditional phrases.</i></p>	<ul style="list-style-type: none"> • Use grammar structures correctly when formulating messages or responses. <p><i>Range: Grammar structures include:</i></p> <ul style="list-style-type: none"> ▪ <i>Syntax –characteristics of a sentence; simple sentences; complex sentences; extension of sentences, sentence variations; reduction of sentences, phrases</i> ▪ <i>Parts of Speech- nouns, verbs and auxiliaries, adjectives and adverbs, conjunctions, pronouns, prepositions, articles</i> ▪ <i>Tenses- past, present, future forms.</i> ▪ <i>Concord</i> ▪ <i>Active and Passive Voice</i> ▪ <i>Direct and Reported Speech</i> ▪ <i>Word order</i> ▪ <i>Conditional phrases</i>

ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> • Tests and examinations with contextual questions, assignments and projects. • Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> • Formulate logical coherent sentences and correct wrongly used sentences and phrases. • Use sentences and spoken phrases in a grammatically correct manner. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Vocabulary is developed and extended by inferring meaning from contextual clues. 	<ul style="list-style-type: none"> • Develop and extend vocabulary by inferring meaning from contextual clues.

ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> • Tests and examinations with contextual questions, assignments and projects. • Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> • Use word attack skills such as knowledge of grammar and syntax, roots, prefixes and suffixes to infer meaning. • Identify and analyse how languages borrow words from one another, how words change meaning over time, and how neologisms are coined. • Explain how textual markers depict logical patterns and relationships and infer meaning. <p><i>Range: Sentence 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"> • Distinguish between and explain denotative and connotative meaning. • Listen critically and extensively to a variety of oral texts. 	

ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Diction and vocabulary are judged for appropriate use. <i>Range: Diction and vocabulary include dialect, new and borrowed words, idioms, slang, acronyms, technical terms, jargon, emotive and 'politically correct' language, and literal and figurative language.</i> 	<ul style="list-style-type: none"> Judge diction and vocabulary for appropriate use. <i>Range: Diction and vocabulary include dialect, new and borrowed words, proverbs and idioms, slang and colloquialisms, acronyms, technical terms, jargon, emotive and 'politically correct' language, and literal and figurative language.</i>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> Tests and examinations with contextual questions, assignments and projects. Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> Judge and explain the choice of words (diction) for a context and purpose. Analyse the choice of diction to explain the meaning and impact. Explain how meaning may be distorted by the deliberate inclusion or exclusion of information. 	

Topic 2: Reading and viewing

SUBJECT OUTCOMES	
<p>2.1 Use reading and viewing strategies to analyse meaning in written, visual, multi-media texts and non-verbal forms of communication.</p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Strategies are implemented to critically read and view for a variety of purposes. <i>Range: Strategies include skimming, scanning, pre-reading, re-reading, predicting and sifting techniques, intensive comprehensive reading, using reference materials, and knowledge of form, typography, genres, text types and features.</i> 	<ul style="list-style-type: none"> Demonstrate and employ various reading and viewing strategies to critically read and view written and multi-media texts. <i>Range: Strategies include skimming, scanning, pre-reading, re-reading, predicting and sifting techniques, intensive comprehensive reading, using reference materials, and knowledge of grammar and syntax, formatting and typography, genres, text types and textual features.</i> <i>Note: Multi-media texts include audio and audio-visual texts, and visuals such as cartoons and web page texts.</i>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> Tests, examinations, and assignments with comprehension questions, textually-based. Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> Skim texts to obtain an overview of the text. Scan texts to identify main ideas by reading titles, introductions, first paragraphs and introductory sentences. Scan texts for specific information and supporting details. Pre-read texts to establish a general understanding of the content. Re-read texts to confirm information, facts and opinions, points of view and purpose. Predict content by asking questions. Sift through texts to examine them thoroughly for purpose and task. Read texts intensively to answer comprehension questions. Use reference works and word attack skills such as knowledge of grammar and syntax, roots, prefixes and suffixes to infer meaning. Use knowledge of formatting and typography, genres, text types and textual features to demonstrate comprehension. <ul style="list-style-type: none"> Use a range of questions to obtain information and clarify meaning. 	

ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Non-verbal cues and body language are critically viewed and explained for their impact on meaning. <p><i>Range: Forms of non-verbal communication include body language, facial expressions, gestures, signs and symbols, colour, pictures and illustrations, graphic representations and diagrams, proxemics, cultural forms, lip reading and sign language.</i></p>	<ul style="list-style-type: none"> Analyse and explain non-verbal cues and their impact on meaning. <p><i>Range: Forms of non-verbal communication include body language, facial expressions, gestures, signs and symbols, colour, pictures and illustrations, graphic representations and diagrams, proxemics, cultural forms, lip reading and sign language.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> Tests, examinations, and assignments with comprehension questions, textually-based. Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> Analyse the impact of non-verbal cues on meaning. Explain explicit and implicit messages conveyed by non-verbal cues. Describe the cultural relativity of non-verbal cues. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Textual features are interrogated for effective use and it is explained how these features clarify and support meaning. <p><i>Range: Textual features include titles, headings, introductions, paragraphs, conclusions, outcome statements, chapters, summaries, contents, diagrams, appendices or addenda, foreword, index, contents list glossary, hyper-links, layout/typography, tables, graphics, font size and type, colour, photographs and other visuals, captions, camera angles and other audio-visual and cinematographic techniques.</i></p>	<ul style="list-style-type: none"> Interrogate textual features for effective use and explain how they clarify and support meaning. <p><i>Range: Textual features include titles, headings, introductions, paragraphs, conclusions, outcome statements, chapters, summaries, contents, diagrams, appendices or addenda, foreword, index, contents list glossary, hyper-links, layout/typography, tables, graphics, font size and type, colour, photographs and other visuals, captions, camera angles and other audio-visual and cinematographic techniques.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> Tests, examinations, and assignments with comprehension questions, textually-based. Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> Identify the textual features in the Range and explain their function and use. Discuss how textual features clarify and support meaning in texts. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Key features of texts and the use of literary and stylistic devices are analysed to explain meaning in a variety of texts. <p><i>Range: Stylistic and literary devices include literal and figurative language, rhetorical devices, rhyme, rhythm, imagery and symbolism, verse forms, different genres, tone, style and register, and audio-visual, visual and cinematographic techniques.</i></p>	<ul style="list-style-type: none"> Analyse the key features of texts and the use of stylistic and literary devices to explain as how they support understanding/comprehension. <p><i>Range: Devices refer to literal and figurative language, imagery and symbolism (simile, metaphor, personification, and antonomasia), sound devices such as alliteration, onomatopoeia, assonance, rhyme and rhythm, persuasive techniques (bandwagoning, testimonial, exaggeration and understatement, short emphatic questions, transfer, repetition and emotionally-laden words), humour, irony, satire and sarcasm.</i></p> <p><i>Literary and cinematographic techniques refer to different genres, background and setting, plot and themes, characterisation, and camera techniques.</i></p>

ASSESSMENT TASKS OR ACTIVITIES

Assessment Instruments:

- Tests, examinations, and assignments with comprehension questions that are textually-based, reports and reviews, creative responses like dramatisations, retelling, written projects and presentations with visuals such as cartoons, audio/audio-visual/multi-media scripts, illustrations and graphic representations.
- Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre.

Transactional and Creative Texts

Students are required to:

- Identify and explain the purpose, structure and language usage in texts such as reports, procedures, explanations, expositions and descriptions.
- Identify and evaluate the impact of stylistic and literary devices.

Novel/ Short story/ Folklore or folktales/ Short essays

Students are required to:

- Analyse the development of plot, subplot, conflict, character and role of narrator where relevant.
- Analyse the use of stylistic and literary devices (as identified in the range) and explain their effect on meaning.
- Identify and explain themes and ideas.
- Evaluate how background and setting relate to character and/or theme.
- Interpret and describe mood, time-line, irony and conclusions.

Poetry

Students are required to:

- Analyse how word choices, imagery and sound devices affect mood, meaning and theme.
- Analyse how verse and stanza forms, rhyme, rhythm and punctuation shape meaning.

Drama

Students are required to:

- Analyse dialogue and action, and the relation to character and theme.
- Evaluate plot, subplot, character portrayal, conflict, dramatic purpose and dramatic irony.
- Interpret dramatic structure and stage directions.

Visual and Multi-media Texts

Students are required to:

- Identify cinematographic techniques and explain their effect on meaning.
- Cinematographic techniques include the use of colour, dialogue, music sound and sound effects, camera angles, camera shots, camera movement, lighting, framing, composition, foregrounding and back grounding, and editing.
- Identify and analyse how message and theme are woven into all aspects of the texts.
- Suggestion: Cinematographic texts could include television advertisements, documentaries, film studies, television debates and panel discussions, news programmes and interviews, expository and actuality programmes

ASSESSMENT STANDARD

- Socio-cultural values, beliefs, bias and point of view of the author are explained for their impact on meaning and purpose.

LEARNING OUTCOME

- Analyse the socio-cultural values, beliefs, bias and point of view of the author to explain their impact on meaning and purpose.

ASSESSMENT TASKS OR ACTIVITIES

Assessment Instruments:

- Tests, examinations, and assignments with comprehension questions that are textually-based, reports and reviews.
- Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre.

Students are required to:

- Analyse and describe the socio-cultural background of texts.
- Recognise and explain socio-cultural and political values, beliefs, point of view such as attitudes towards gender, class, age, power relations, human rights, inclusivity and environmental issues.
- Analyse the nature of bias, prejudice and discrimination expressed in the text in terms of how they affect meaning and comprehension of reader.

SUBJECT OUTCOME	
2.2 Respond critically and sensitively to written, visual, multi-media texts and non-verbal forms of communication for a variety of purposes.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Points of view and comprehension of implicit and explicit meaning, ambiguity and nuance are reflected on and presented for a variety of texts and mediums. viewpoints and comprehension. 	<ul style="list-style-type: none"> Reflect on and present points of view and comprehension of implicit and explicit meaning, ambiguity and nuance for a variety of texts and media.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> Tests, examinations, and assignments with comprehension questions that are textually-based, reports and reviews, creative responses like dramatisations, retelling, written projects and presentations with visuals such as cartoons, audio/audio-visual/multi-media scripts, illustrations and graphic representations. Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> Determine and explain the points of view and the purpose of the texts and media used. Find relevant information and details from the texts. Answer a variety of questions to demonstrate comprehension. Explain meaning, ambiguity and nuances in texts by determining the techniques and devices used to create these. Analyse the effect of a wide range of figurative, rhetorical and literary devices such as metaphors, similes, symbol, pun, understatements, wit, hyperbole, contrasts, sarcasm, caricature, irony, satire, paradox, antithesis and anti-climax on the meaning of texts. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Structures are used to present information and meaning in a logical and coherent manner. <p><i>Range: Structures include summaries, notes, time-lines, tree diagrams, paraphrasing, graphs and graphic representations, mind maps, role-plays, dramatisations and dialogues, retelling, illustrations, essays, reviews, electronic presentations, articles, reports, and answers to questions.</i></p>	<ul style="list-style-type: none"> Use structures to present information and meaning in a logical and coherent manner. <p><i>Range: Structures include summaries, notes, time-lines, tree diagrams, paraphrasing, graphs and graphic representations, mind maps, role-plays, dramatisations and dialogues, retelling, illustrations, essays, reviews, electronic presentations, articles, reports, and answers to questions.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> Summaries, notes, time-lines, tree diagrams, paraphrases, graphs and graphic representations, mind maps, role-plays, dramatisations and dialogues, retelling, illustrations, essays, reviews, electronic presentations, articles, reports, and tests and examinations with comprehension questions, textually-based Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> Read/view texts intensively and critically for meaning, purpose and structure. Recognise and record relevant information for the purpose of the task. Use structures as identified in the Range to record information according to the purpose of the task. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Facts and opinions, viewpoints, bias, and main and supporting ideas and details are recorded and supported by citing from or referring to evidence in texts and non-verbal forms of communication. 	<ul style="list-style-type: none"> Distinguish and explain facts and opinions, viewpoints, bias, and main and supporting ideas and details by citing from or referring to evidence in texts and non-verbal forms of communication.

ASSESSMENT TASKS OR ACTIVITIES

Assessment Instruments:

- Tests, examinations, and assignments with comprehension questions that are textually-based, reports and reviews
- Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre.

Students are required to:

- Find relevant information and details in texts.
- Analyse how selections and omissions in texts shape meaning.
- Distinguish between fact and opinion and motivate own response.
- Analyse the writer's and/or character's viewpoint and give convincing supporting evidence from texts.
- Evaluate the writer's inferences and conclusions and compare with own.
- Interpret and evaluate a range of graphic and other visual texts.
- Give and motivate personal responses to texts convincingly.

SUBJECT OUTCOME

2.3 Evaluate and criticise how language structures and usage impact on meaning and comprehension.

ASSESSMENT STANDARD

- Writing techniques are evaluated and explained in terms of the impact on reader perspective.
Range: Writing techniques include length of sentence, punctuation, diction, use of literal and figurative language, register and style, identifying bias, stereotypes and prejudices, and use of irony/ humour/ satire/ sarcasm/ legalese.

LEARNING OUTCOME

- Evaluate writing techniques and explain in terms of the impact on reader perspective.
Range: Writing techniques include length of sentence, punctuation, diction, use of literal and figurative language, register and style, identifying bias, stereotypes and prejudices, and use of irony/ humour/ satire/ sarcasm/ legalese.

ASSESSMENT TASKS OR ACTIVITIES

Assessment Instruments:

- Tests, examinations, and assignments with comprehension questions that are textually-based, reports and reviews.
- Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre.

Students are required to:

- Analyse and discuss the use of the techniques specified in the Range.
- Describe the impact of these techniques on reader perspective and motivate personal responses.

ASSESSMENT STANDARD

- Specific language structures and techniques are analysed to explain how they support purpose and enjoyment.

LEARNING OUTCOME

- Analyse specific language structures and techniques to explain how they support purpose and enjoyment.
Range: Language structures refer to grammar structures and sentence patterns and logical relationships such as cause and effect, fact and opinion, argument and supporting facts, sequence, comparison and contrasts, questions and answers, summaries and conclusions, emphasis, and listing

ASSESSMENT TASKS OR ACTIVITIES

Assessment Instruments:

- Tests, examinations, and assignments with comprehension questions that are textually-based, reports and reviews.
- Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre.

Students are required to:

- Judge and motivate how the structures referred to in the Range impact on meaning, purpose and enjoyment.

Topic 3: Writing and Presenting

SUBJECT OUTCOME	
3.1 Use and evaluate strategies to write effectively and creatively for a range of audiences, purposes and contexts.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Writing tasks are investigated and planned for purpose and audience. <p><i>Range: Writing tasks include creative writing, formal and informal reports, meeting documentation, proposals and other persuasive texts, texts for the media, and personal and workplace correspondence.</i></p>	<ul style="list-style-type: none"> Note the requirements of and plan writing tasks to suit purpose and audience. <p><i>Range: Writing tasks include creative writing, formal and informal reports, meeting documentation, proposals and other persuasive texts, texts for the media, and personal and workplace correspondence.</i></p> <p><i>Range: Planning includes but is not limited to mind maps, diagrams, spider webs, outlines, charts, flow diagrams, and notes.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> Tests, examinations, assignments, projects and presentations with writing tasks. Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> Plan and write letters from a personal perspective. Plan and write letters from a work-related perspective. <i>Range: Letters refer to letters of acknowledgement, letters to the press, enquiries and responses, complaints and responses, letters for public relations, employment correspondence (Cover letter, CV, Letter of appointment, Letter of acceptance, Letter of resignation.)</i> Plan and write for meetings. <i>Range: Meeting documentation refers to taking core notes and extension thereof, notices, agendas and action minutes (minutes of a general meeting and a special meeting).</i> Plan and write for persuasive purposes. <i>Range: Persuasive purposes include writing proposals, advertisements (notices, classified and display advertisements), argumentative and discursive essays.</i> Plan and write reports. <i>Range: Reports include completing accident feedback forms, feedback on events and happenings, reports after research or an investigation conducted.</i> Plan and write texts for the media: <i>Range: Texts include letters to the press, articles for a newsletter, magazine or newspaper, scripts for drama and narratives.</i> Plan and write creatively. <i>Range: Creative writing tasks include essays or other forms for descriptive, narrative, discursive, factual purposes and expository purposes.</i> Plan and write for a certain purpose. <i>Range: Purposes include memos; faxes; convert a wide range of information from one form to another, such as graphs to paragraphs; sms and e-mails.</i> 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Main and supporting ideas and information are researched and collected to write comprehensively for a specific function. 	<ul style="list-style-type: none"> Research main and supporting ideas and information to write comprehensively for a specific function.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> Tests, examinations, assignments, projects and presentations with writing tasks. Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> Use research techniques to collect information, which is integrated, from a variety of sources. Brainstorm ideas and jot them down in a structure. Determine topic sentences for text. Write topic sentences with main ideas. Extend main ideas into paragraphs, adding supportive ideas, major and minor details. 	

ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Cultural and contextual sensitivity is distinguished and demonstrated in the style of writing and word choice. 	<ul style="list-style-type: none"> Distinguish and demonstrate cultural and contextual sensitivity in the style of writing and word choice.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> Tests, examinations, assignments, projects and presentations with writing tasks. Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> Use the required degree of formality, tone (emotion) and approach for example descriptive, discursive, narrative, factual or scientific writing for the purpose of writing. Use the required register (diction and style) for the purpose of writing. Remove biases and other offensive language in the writing and edit the text. Decide which information to include and/or exclude and explain the impact of that. Refine word choice and language usage to eliminate ambiguity, verbosity, redundant words, slang, unnecessary jargon and malapropisms. Demonstrate sensitivity in viewpoints and writing to human rights, social, cultural, environmental and ethical issues such as gender, race, disability, age, status, poverty, lifestyle, ethnic origin, religion, HIV/AIDS and other diseases, and globalisation. Select a layout and format that is appropriate for the purpose and context of the writing task. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Writing conventions are chosen and evaluated to suit the purpose and context. 	<ul style="list-style-type: none"> Evaluate and choose writing conventions to suit the purpose and context.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> Tests, examinations, assignments, projects and presentations with writing tasks. Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre <p>Students are required to:</p> <ul style="list-style-type: none"> Construct meaningful and coherent sentences. Use main and supporting ideas effectively from planning process. Construct topic sentences and extend them into paragraphs. Choose the appropriate format and style for creative purposes. Identify and use a wide range and stylistic and rhetorical devices. <p><i>Range: Devices refer to literal and figurative language, imagery and symbolism (simile, metaphor, personification, and antonomasia), sound devices such as alliteration, onomatopoeia, assonance, rhyme and rhythm, persuasive techniques (bandwagoning, testimonial, exaggeration and understatement, short emphatic questions, transfer, repetition and emotionally-laden words), humour, irony, satire and sarcasm.</i></p> <ul style="list-style-type: none"> Use link devices such as conjunctions, pronouns, adverbs, prepositions and clauses to link sentences and ensure cohesion. Apply paragraph conventions correctly to ensure coherence by using topic sentences, introduction and conclusion, logical progression and exposition, cause and effect, and comparison and contrasts. 	

SUBJECT OUTCOME	
3.2 Choose language structures and features critically to produce writing that is grammatically correct and suit a variety of communicative purposes.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Grammar structures are critically used to demonstrate the correct use of grammatical structures for the writing task. <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>	<ul style="list-style-type: none"> Apply grammar structures correctly when writing and presenting texts. <p><i>Range: Grammar structures include</i></p> <ul style="list-style-type: none"> Syntax –characteristics of a sentence; simple sentences; complex sentences; extension of sentences, sentence variations; reduction of sentences, phrases Parts of Speech- nouns, verbs and auxiliaries, adjectives and adverbs, conjunctions, pronouns, prepositions, articles Tenses- past, present, future forms. Concord Active and Passive Voice Direct and Reported Speech Word order Conditional phrases. Punctuation Spelling.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> Tests, examinations, assignments, projects and presentations with writing tasks. Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> Formulate logical coherent sentences and correct wrongly used sentences and phrases. Write in a grammatically correct manner. 	

SUBJECT OUTCOME	
3.3 Edit, proofread and evaluate own and others' writing critically to adapt drafts and produce texts that are grammatically correct, logical and coherent.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Written text is checked and edited against criteria in checklist. 	<ul style="list-style-type: none"> Check and edit written text against criteria in checklist and adapt written draft accordingly. <p><i>Range: Checklist includes:</i></p> <ul style="list-style-type: none"> Layout and format is checked for suitability for the context and purpose. Formatting is checked for suitability for the context, purpose and presentation. Diction (Word choice) is checked for cultural and context sensitivity and appropriateness. Stylistic and literary devices are checked for their suitability for the task. Sources used in writing are acknowledged and accurately recorded in a format appropriate to the task or learning activity. Grammar and spelling are checked for accuracy and correct usage. Content is checked for factual correctness, appropriateness, sufficiency and logical coherence. Writing is carefully checked for any unnecessary information.

ASSESSMENT TASKS OR ACTIVITIES
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> • Tests, examinations, assignments, projects and presentations with writing tasks. • Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre <p>Students are required to:</p> <ul style="list-style-type: none"> • Draft and use the checklist to edit writing. • Edit own and others' writing, express appreciation and make value judgements. • Adapt own writing for final presentation.

SUBJECT OUTCOME
3.4 Organise and critically present texts in a manner appropriate to the context and for a communication function.

ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Final text is critically checked and evaluated to ensure that the message is clear, focused and coherent. 	<ul style="list-style-type: none"> • Check and evaluate final text critically to ensure that the message is clear, focused and coherent.

ASSESSMENT TASKS OR ACTIVITIES

<p>Assessment Instruments:</p> <ul style="list-style-type: none"> • Tests, examinations, assignments, projects and presentations with writing tasks. • Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> • Produce written texts that make sense, are effectively written, edited and adapted according to the requirements of the task and using checklist criteria. • Give and incorporate feedback on presentations.

ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The purpose of the writing task is evaluated to ensure that it relates to the audience and context. 	<ul style="list-style-type: none"> • Evaluate that the purpose of the writing task to ensure that it relates to the audience and context.

ASSESSMENT TASKS OR ACTIVITIES

<p>Assessment Instruments:</p> <ul style="list-style-type: none"> • Tests, examinations, assignments, projects and presentations with writing tasks. • Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> • Check the requirements of the writing task for the purpose. • Check whether all instructions have been adhered to. • Choose a presentation format, write and present final text for the audience and context.

ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Presentation techniques are evaluated for suitability and used to present final texts effectively. <p><i>Range: Presentation techniques include formats and layout, formatting, choice of medium, use of visuals and graphic representations, choice of structure and non-verbal cues.</i></p>	<ul style="list-style-type: none"> • Evaluate and use suitable and effective presentation techniques. <p><i>Range: Presentation techniques include formats and layout, formatting, choice of medium, use of visuals and graphic representations, choice of structure and non-verbal cues.</i></p>

ASSESSMENT TASKS OR ACTIVITIES

<p>Assessment Instruments:</p> <ul style="list-style-type: none"> • Tests, examinations, assignments, projects and presentations with writing tasks. • Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> • Check the requirements of the writing task for the presentation. • Check whether all instructions have been adhered to. • Presentation final draft in the format required. • Compare and evaluate the use of different media for presentation, such as written and electronic presentations, the inclusion of visual and design elements, and oral presentations of written texts.

Topic 4: Language in practice

SUBJECT OUTCOME	
4.1 Access, use and manage suitable resources to advance learning and communication.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Various resources are accessed and used effectively for learning and communication. 	<ul style="list-style-type: none"> Access and use various resources effectively for learning. <i>Range: Learning resources include experts, mentors and tutors, dictionaries and thesaurus, textbooks and literature, web page information, reference works, manuals, study guides, marketing and sales documentation, business statements and multi-media texts.</i>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <ul style="list-style-type: none"> Tests, examinations, assignments and projects with contextual questions; oral and verbal presentations and reports. Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre. <p>Students are required to:</p> <ul style="list-style-type: none"> Evaluate the effectiveness of these resources and determine the suitable resources to use for own learning and communication. Access these resources and use them effectively for learning and communication. Use oral and listening, writing and reading competencies to demonstrate and present learning acquired or information that needs to be communicated. Cross-reference and record resources and information adhering to legal requirements. Compile and evaluate portfolios of evidence to advance learning and career/ employment planning. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Information and data are organised and cross-referenced in an appropriate structure to communicate learning effectively in a logical and coherent manner. 	<ul style="list-style-type: none"> Organise, cross-reference and present information and data in an appropriate structure to communicate learning effectively in a logical and coherent manner.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <p>Tests, examinations, assignments and projects with contextual questions; oral, verbal and visual presentations such as reports, reviews, paragraphs, essays, graphs and diagrams, schemes and tables.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Give structure to and organise research in a format as required by the task and purpose. Present information in a format as required by the context. <i>Range: Formats include but are not limited to reports, reviews, paragraphs, essays, graphs and diagrams, schemes and tables, assignments, projects, and portfolios of evidence.</i> 	

SUBJECT OUTCOME	
4.2 Critically evaluate language usage in oral and written communication.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Technical language and other terminology are interpreted for meaning and to extend vocabulary. 	<ul style="list-style-type: none"> Interpret and use technical language and other terminology for meaning and to extend vocabulary.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments:</p> <p>Tests, examinations, assignments and projects with contextual questions.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Demonstrate an understanding of vocabulary and terms used in education and training currently. Use common abbreviations and acronyms. Distinguish between commonly confused polysemes, homophones and homonyms, and use them correctly in texts. Use one word for a phrase and a wide range of synonyms, antonyms and paronyms correctly. Use a wide range of idiomatic expressions and proverbs appropriately. 	

ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The use of grammar structures is judged for grammatical correctness and logical structure in oral and written texts. 	<ul style="list-style-type: none"> Judge the use of grammar structures for grammatical correctness and logical structure in oral and written texts. <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>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Tests, examinations, assignments and projects with contextual questions.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Apply knowledge of a range of spelling patterns, rules and conventions. Use gender, plurals and diminutives correctly. Use the comparative and superlative degrees of comparison correctly. Identify parts of speech and use them correctly and meaningfully in sentences. Use object, subject and predicate correctly and analyse their functions. Produce a range of sentence types. Create cohesion by using conjunctions, pronouns, phrases and clauses. Use active and passive appropriately in texts and analyse the function in texts. Use direct and reported speech correctly and for required effect. Use negative forms correctly. Use acceptable concord. Use correct word order and discuss how word order can influence meaning. Use conditional phrases correctly. Use punctuation correctly and for specific purposes such as to clarify meaning, show grammatical relationships and for emphasis. 	

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

National Assessment

A formal national examination is conducted annually in October or November by means of a paper/s set externally, marked internally and moderated externally. The following distribution of cognitive application is suggested:

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	20%	40%	40%

ANNEXURE A: PROPOSED EXAMINATION PAPERS AND ASSESSMENT

Examination Papers for Level 2-4

The suggested outline for the midyear and November papers on 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
	TOTAL FOR EXAMINATION	250

The suggested outline for midyear and November examination papers on 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
	TOTAL FOR EXAMINATION	300

The suggested outline for midyear and November examination papers on 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
	TOTAL FOR EXAMINATION	350

Suggested format for each of the examination papers:

Level 4:

PAPER 1	DESCRIPTION	MARKS	TIME
Reading and Viewing	A: Comprehension Taken from a variety of texts as addressed in Subject Guidelines	40	3 hours
	B: Summary or précis	10	
Language in Practice	C: Grammar Language structures should be assessed in context using a variety of texts, e.g. pictures, advertisements, cartoons and short passages.	30	
	D: Contextually based questions about communication in a vocational context	30	
Listening and Speaking	E: Contextually-based questions about Listening and Speaking	40	
Reading and Viewing	D: Contextually-based questions on poetry, drama, visual and multi-media texts and short stories/novel/folklore or folktales/short essays	50	
	TOTAL	200	

Recommendation: This should be an open book examination.

PAPER 2	DESCRIPTION	MARKS	TIME
Writing	A: Persuasive texts (refer to Range in Subject Guidelines)	20	2½ hours
	B: Writing for Meetings or Reports (refer to Range in Subject Guidelines)	30	
	C: Writing for the media or for persuasive purposes (Refer to Range in Subject Guidelines)	30	
	D: Functional Writing (refer to Range in Subject Guidelines)	20	
	E: Editing	30	
	F: Writing creatively (Refer to Range in Subject Guidelines)	20	
	TOTAL	100	